

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.















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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
	Highlight
	Accurate language
	Inaccurate language
/	Alternative and acceptable answers for the same marking point
()	Words which are not essential to gain the mark
—	Underlined words must be included to gain the mark

Subject-specific Marking Instructions

- You should print out a copy of the paper and work through it yourself (using the transcript, for the listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 6 and 7. The text will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f “Sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail
- Language Marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

Section A: Listening and Writing**Task 1:****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in Target language get no marks.

Question	Answer	Marks	Guidance
(a)	it can heal cavities	1	
(b)	a hormone	1	
(c)	on mice's teeth	1	
(d)	not in the near future	1	
(e) (i)	you will still have to take care of your teeth (it's no miracle cure)	1	Allow concept of 'it isn't perfect'
(ii)	it's best to avoid getting cavities	1	Also allow: you still have to visit the dentist / you still have to brush your teeth

Opgave 2**Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks	Guidance
(a) (i)	Ze moesten bedenken hoe NI er over 30 jaar uit ziet.	1	allow anything that conveys this message: een kaart tekenen van Nederland in 2040
(ii)	een vragenlijst / enquête invullen	1	
(b)	er is een nieuwe kaart (van Nederland) gemaakt	1	
(c)	voor beleidsmakers / mensen die bepalen hoe het land eruitziet	1	
(d)	dat valt te verwachten / dat is voorspelbaar	1	
(e)	de steden op palen voor de kust	1	
(f)	maatregelen bedenken	1	Allow: bouw bruggen op de goede hoogte
(g) (i)	brug naar Engeland (en Texel)	1	in any order
(ii)	tunnel (door het hele land)	1	
(iii)	hogesnelheidstreinen	1	
(h)	ze willen een tulpeneiland bouwen voor de kust ze willen meer land krijgen land van buurlanden (Duitsland en België)	4	2 points WATCH OUT 4 marks! in any order (only 2 points for very brief answers) (any suggestion about ‘inpoldering IJsselmeer’ and ‘land van de buren krijgen’)
(i) (i)	windmolenpark	1	in any order
(ii)	zonnepanelen (in grote steden)	1	
(iii)	getijdenturbines	1	
(iv)	golfstroomturbines	1	
(j)	leerlingen willen natuurgebieden in het noorden en oosten omdat daar al groene ruimte is	2	1 point for directions, 1 point for reasoning in any order
(k)	er is goed over nagedacht / kaarten zijn niet snel gemaakt benieuwd wat er van uitkomt	2	in any order, 2 of those

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the Grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7 – 8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Section B: Reading and Writing

In Section B there are 10 marks for Quality of Language.

Opgave 3

Question	Answer	Marks	Guidance
(a)	A	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	B	1	
(c)	B	1	
(d)	A	1	
(e)	A	1	
(f)	C	1	
(g)	B	1	
(h)	B	1	

Opgave 4:

Question	Answer	Marks	Guidance
(a)	arresteerde	1	1 mark for each correct answer The marks are awarded individually. No annotations are necessary.
(b)	mijdt	1	
(c)	ruziën	1	
(d)	bijna geen	1	
(e)	strakke	1	
(f)	snelheid	1	
(g)	overall	1	

Opgave 5

Question	Answer	Marks	Guidance
(a)	Graag	1	Allow vaak, veel etc. Don't allow: altijd
(b)	gebied / terrein / territorium	1	Don't allow 'territory'
(c)	gezien / te zien / bekeken	1	Gap-fill
(d)	zoeken	1	No annotation is necessary. Enter 1, 0 or NR as appropriate.
(e)	zorgen	1	Ignore mis-spellings.

Opgave 6

Question	Answer	Marks	Guidance
(a)	allemaal jonger dan 18 jaar / nog niet meerderjarig / volwassen / minderjarig.	1	
(b)	of we in Nederland jeugdbendes hebben.	1	Sentence Completion
(c)	een groep zo snel crimineel kan worden.	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(d)	niet financieel maar de kick, de verveling.	1	
(e)	het probleem overal in Nederland voor kan komen.	1	

Opgave 7

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - a. Marks are awarded on a point by point basis, according to the mark scheme.
 - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
 - Award 1, 0 or NR without annotation.
 - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
 - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Opgave 7

Question	Answer	Marks	Guidance
(a)	omdat er opeens 225 criminele zaken waren opgelost	1	
(b)	de term blijft beter hangen bij het publiek / heeft een goed effect	1	
(c)	dat geeft een gevoel alsof de politie alles beter in de hand heeft	1	
(d)	ze zijn het er niet over eens wat een goede definitie van een jeugdbende is, omdat ze niet zo strak georganiseerd zijn	2	'Goede definitie' 1 mark explanation with definition 2 marks
(e) (i)	pleegt misdaden om aan geld te komen	1	In any order
(ii)	is georganiseerd (gesloten groep met hiërarchie of rangorde)	1	
(iii)	heeft een territorium	1	
(f)	omdat de jongeren zich verveelden	1	
(g)	dat de leden gewoon Nederlands waren / uit alle sociale klassen kwamen	1	

Task 8: Transfer of Meaning

Question	Answer		Marks	Guidance	
				Content	Levels of response
1	The councils will have to economise (cut back) again.	De gemeenten moeten opnieuw bezuinigen.	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors. Exceptional responses and marks to award: 1. Candidates may answer in faultless English but may not transfer meaning accurately. Award either 0 or 1 mark, depending on level of inaccuracy in meaning. 2. The transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark, depending on level of inaccuracy of English.	GRID H.2
2	There is less money and there are fewer customers.	Er is minder geld, en er komen ook minder klanten.	2		TRANSFER OF MEANING 2 Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
3	In the whole country library visits have decreased in the last ten years.	Over heel het land is in tien jaar tijd het bibliotheekbezoek gedaald.	2		1 Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
4	Whether this is because people read less remains to be seen	Of dat komt omdat mensen minder lezen, daar wordt over getwist,	2		
5	but they spend less time reading a printed text from the library.	maar ze besteden in ieder geval minder tijd aan het lezen van een gedrukte tekst uit de leeszaal.	2		0 Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

Opgave 9

Question	Answer	Marks	Guidance
(a)	...moet je naar een school. Allow 'een soort buurtbieb'	1	Sentence Completion Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	...minder mensen naar de bibliotheek gekomen.	1	
(c)	... uitgeverijen eerst toestemming van de artiest moeten krijgen / als er niet snel een beslissing wordt genomen.	1	
(d)	... mensen niet mee kunnen luisteren.	1	

Opgave 10

Question	Answer	Marks	Guidance
(a)	A	1	Multi-choice Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
(b)	A	1	
(c)	C	1	
(d)	A	1	
(e)	C	1	
(f)	B	1	
(g)	A	1	
(h)	B	1	

Task 11

Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
 - d. Marks are awarded on a point by point basis, according to the mark scheme.
 - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
 - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Opgave 11

Question	Answer	Marks	Guidance
(a)	omdat daar de bibliotheek gevestigd is	1	Allow: klanten halen hun e-book van het internet
(b)	dat er steeds minder mensen komen dat bibliotheken moeten bezuinigen	1	
(c)	dat de zwaarste tijd nog niet voorbij is, dat het erger wordt	1	
(d)	terwijl de maatschappijen bezig waren met de rechten te krijgen van de artiesten, ontstond er een zwarte (illegale) markt	2	
(e)	de uitgevers zijn aan het onderhandelen met de schrijvers en dat duurt te lang	1	
(f)	dat weet hij niet, hij zegt: we zullen het nog af moeten wachten	1	
(g)	ze denken dat de bibliotheek blijft bestaan als informatiecentrum voor iedereen	1	
(h)	omdat ze bang waren dat de bibliotheekbezoekers konden horen wat ze zeiden	1	

Assessing **Quality of Language** across Section B

- a. You will get a separate screen which will be the whole page for exercise 4, 5, 6, 7, 9, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
- b. Apply Grid C.2 and enter the mark.
- c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors.
7 – 8	Language generally accurate. Shows a sound grasp of AS (and/or A2) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent.
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.

Tasks 12 – 19

Task specific guidance

Mark one essay using the grids N, O, C.2 and F.2.

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12 – 19	No Indicative Content – personal response	25	<p>Grid N guidance</p> <p>3 – 4 - No specific example from TL = cap 4</p> <p>5 – 6 - Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7 – 8 - Imaginative and/or original response to task – applies mainly to imaginative</p> <p>Grid O guidance</p> <p>6 – 9 - Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

Tasks 12 – 16 - Language (QoL) - Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12 – 19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	20	<p>Read the whole response again and assess for Range (Grid F.2) first – ie vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3 – 4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p>Grid C.2 guidance</p> <p>0 – 2 - Errors ([eg] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3 – 4 - Errors ([eg] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5 – 6 - Wrong/right = 50/50 7 – 8 - More right than wrong.</p> <p>Grid F.2 guidance</p> <p>5 – 6 - [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7 – 8 - Effective = <i>good</i>. Reads easily.</p> <p>9 – 10 - idiom ≠ <i>idioms</i>.</p>

APPENDIX 1

RELEVANCE AND POINTS OF VIEW 10 marks AO2		STRUCTURE AND ANALYSIS 15 marks AO2	
GRID N		GRID O	
9 – 10	Consistently relevant information that supports points of view and opinions. Shows genuine insight in responding to the task.	13 – 15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7 – 8	Relevant information that responds to the requirements of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10 – 12	Coherently structured and organised response. Points of view are linked in a logical sequence . Able to develop an argument , analyse and evaluate, and draw conclusions.
5 – 6	The information given is mainly relevant to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6 – 9	Structured and organised response. Points of view are mostly linked in a logical sequence . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3 – 4	Includes some relevant information but does not always address the requirements of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3 – 5	Shows some ability to structure and organise the response. Limited ability to develop an argument , analyse and evaluate, and draw conclusions.
0 – 2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0 – 2	Random organisation of the response. Limited attempt to develop an argument , analyse and evaluate, and draw conclusions.

GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3		GRID F.2 QUALITY OF LANGUAGE (RANGE) 10 marks AO3	
9 – 10	Characterised by a high and consistent level of accuracy in use of complex structures, although there may be some errors .	9 – 10	Effective and confident use of a wide range of vocabulary and idiom with a variety of complex sentence structures .
7 – 8	Language generally accurate . Shows a sound grasp of AS and/or A2 structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7 – 8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5 – 6	Shows evidence of fair understanding of grammatical usage. Generally accurate use of simple sentence structures. Some correct use of complex sentence structures. The performance is likely to be patchy and inconsistent .	5 – 6	Attempts to extend the range of vocabulary , though still rather repetitive. Attempts to use more complex language with some success in producing a range of syntax and sentence structures appropriate to the task.
3 – 4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3 – 4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0 – 2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0 – 2	Only simple sentence patterns . Very limited vocabulary . Very limited range of structures .

APPENDIX 2**Transcripts of Listening Texts****Task 1: Listening****Super toothpaste**

M1 Als je wel eens een gaatje in je tanden hebt gehad, weet je dat het repareren daarvan niet zo leuk is. De tandarts die met een snerpande boor in je mond zit te wroeten om dat gat weer dicht te maken... Geen pretje.

Maar misschien hoeft dat binnenkort niet meer. Onderzoekers hebben supertandpasta uitgevonden. Als je dat op het gaatje smeert, groeit het vanzelf dicht, zonder dat er ook maar een boor aan te pas komt.

Janneke Dijkse vertelt er wat meer over. Hoe werkt het?

F1 Ja, een leuk idee, hè? De supertandpasta bevat een hormoon waardoor tanden weer gaan groeien. Het is inmiddels uitgebreid getest op muizentanden en daar werkt het heel goed.

M1 Wanneer komt het op de markt voor mensen?

F1 Dat duurt nog wel even, ben ik bang, voorlopig nog niet. En zelfs als het op de markt is, weet ik niet hoe goed het zal werken. Het is geen wondermiddel, hoor. Je moet nog steeds poetsen en nog steeds naar de tandarts. Je kunt toch altijd maar het beste voorkomen dat je gaatjes krijgt.

Opgave 2: Luisteroefening**Nederland over 30 jaar...**

- F1** Hoe ziet Nederland er in 2040 uit? Die vraag is aan duizend middelbare scholieren gesteld. Ze kregen de opdracht om in kaart te brengen hoe ons land er over 30 jaar uitziet. Verder moesten ze een enquête invullen. Op basis van al hun ideeën en voorspellingen is een nieuwe kaart gemaakt. We hebben het met Joop de Bruin over een aantal dingen die eruit springen.
Welkom Joop.
- M1** Dank je. Ja, het was een ontzettend leuk project, goed voor de leerlingen maar ook voor beleidsmakers, de mensen die bepalen hoe ons land eruit gaat zien. Er is een interessante kaart uitgekomen. Sommige dingen waren wel te verwachten, bijvoorbeeld het idee dat Zeeland onder water komt te staan, dat is wel voorspelbaar, maar er zitten dan wel weer heel aparte ideeën aan vast, bijvoorbeeld dat daar dan wel steden blijven bestaan, die op palen worden gebouwd.
- F1** Ja, en dat idee van de brug naar Groot-Britannië, valt dat eigenlijk wel te rijmen met de stijgende zeespiegel?
- M1** Nou ja, op dit moment denkt men dat die zeespiegel inderdaad al zes meter gestegen zal zijn over 30 jaar. Je moet zo'n brug dan wel op de goede hoogte bouwen, ja. Het betekent niet dat Nederland dan overstroomt, maar we moeten wel maatregelen treffen, Dat lijkt me wel verstandig.
Die brug heeft te maken met de verkeerssituatie over dertig jaar. Veel leerlingen denken dat de verkeersdrukke erg toe gaat nemen. We moeten dus zorgen voor betere verbindingen. Een van de oplossingen is de brug naar Engeland en ook die naar Tessel, een andere is de supertunnel die dwars door Nederland moet gaan met uitgangen bij de grote steden. Verder denken veel leerlingen dat er hogesnelheidslijnen in het hele land moeten komen.
- F1** En hoe wordt er gedacht over de bevolking. Neemt die toe?
- M1** Dat denken de leerlingen wel. En al die mensen moeten ergens wonen. Zeeland verdwijnt natuurlijk en misschien ook nog wel een stuk kust. Er zijn een paar heel creatieve suggesties gedaan. De leukste is wel het tulpeneiland. Dat moet voor de kust komen, een eiland in de vorm van een tulp. Ook goed voor het toerisme, lijkt me. Verder wordt het IJsselmeer helemaal ingepolderd, en de buurlanden (Duitsland en België) moeten maar een stukje land afstaan aan Nederland. Wel na goed overleg natuurlijk!
- M1** Verder maken de leerlingen zich wel zorgen om de milieuvervuiling over 30 jaar. Veel leerlingen vinden dat er grote windmolenparken in de Noordzee moeten komen.
Ook zonnepanelen in de grote steden worden in de toelichting bij kaarten genoemd. En sommige leerlingen hebben turbines aan de kust getekend; getijdenturbines – die werken met eb en vloed, en zelfs een 'golfstroomturbine' in de Noordzee, die wekt dus stroom op met behulp van de golven.

F1 Is er in dit alles ook nog plaats voor groen?

M1 Jazeker. In de ontwerpen staan bij verschillende leerlingen grote natuurgebieden aangegeven, in het Noorden en het Oosten van het land. Misschien juist daar omdat daar nu ook nog het meeste ruimte en groen is. De kaarten zijn in ieder geval niet snel gemaakt. Er is duidelijk goed over alles nagedacht! Ik ben benieuwd wat er van al deze toekomstdromen uitkomt.

OCR (Oxford Cambridge and RSA Examinations)
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Cambridge
CB1 2EU

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Telephone: 01223 552552
Facsimile: 01223 552553

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