

Mark Schemes for the Components

June 2008

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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.

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General Certificate of Secondary Education

GCSE Dutch 1921

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1921/01 Listening

Section 1

Exercise 1: Questions 1-4

- 1 B
- 2 A
- 3 C
- 4 B

Oefening 2: Vragen 5-9

- 5 A
- 6 C
- 7 A
- 8 B
- 9 B

Oefening 3: Vragen 10-15

- 10 B
- 11 C
- 12 A
- 13 A
- 14 B
- 15 A

Section 2

Oefening 4: Vragen 16-20

- 16 C
- 17 D
- 18 G
- 19 F
- 20 K

Oefening 5: Vragen 21-25

- 21 A
- 22 B
- 23 C
- 24 A
- 25 C

Section 3

Oefening 6: Vragen 26-29

- 26 huiswerk
- 27 leren / studeren / oefenen
- 28 speel
- 29 tekenen

Oefening 7: Vragen 30-36

- 30 A
- 31 C
- 32 B
- 33 A
- 34 A
- 35 B
- 36 C

Oefening 8: Vragen 37-40

- 37 F
- 38 D
- 39 B
- 40 E

1921/02 Speaking

Scheme of assessment

Single Tier

Section 1	Role play	Communication	8 marks
Section 2	Role play	Communication	4 marks
Section 3	Narrative RP	Communication	8 marks
General Conversation		Communication	10 marks
Overall quality of language		Accuracy	20 marks
Total			50 marks

Section 1 Role play 4 items, marked 2, 1, 0

8 marks

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role play 4 items, marked 2, 1, 0, then halved (round halves up)

4 marks

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative role play**8 marks**

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.
5/4	Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent.
3/2	Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency
1/0	Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.

This is a 'best fit' exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

General Conversation – Communication**10 marks**

10	Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Develops the conversation topics reasonably well OR may only have one strong topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Conversation topics only work with considerable input from the examiner, and simple questions only understood when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

Quality of Language (covers the whole examination)**20 marks**

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

1921/03 Reading

Section 1

Exercise 1: Questions 1 – 4

1	C	[1]
2	B	[1]
3	A	[1]
4	B	[1]
		[4 marks]

Exercise 2: Questions 5 – 10

5	H	[1]
6	E	[1]
7	A	[1]
8	C	[1]
9	B	[1]
10	F	[1]
		[6 marks]

Exercise 3: Questions 11 – 15

11	Cees	[1]
12	Aart	[1]
13	Cees	[1]
14	Bert	[1]
15	Dick	[1]
		[5 marks]

Section 2

Exercise 4: Questions 16 – 20

16	D	[1]
17	A	[1]
18	D	[1]
19	E	[1]
20	B	[1]
		[5 marks]

Exercise 5: Questions 21 – 25

21	B	[1]
22	B	[1]
23	A	[1]
24	B	[1]
25	C	[1]
		[5 marks]

Section 3**Exercise 6: Questions 26 – 31**

26	geboren	[1]
27	gingen / verhuisden / emigreerden / kwamen (Perfect tense allowed)	[1]
28	iemand / mensen / emigranten	[1]
29	welk land / welke stad / welk dorp / welke plaats	[1]
30	leuk / interessant / geweldig	[1]
31	samen / allebei / beiden / naast elkaar / als meisje(s)	[1]
		[6 marks]

Exercise 7: Questions 32 – 36

32	C	[1]
33	A	[1]
34	B	[1]
35	A	[1]
36	C	[1]
		[5 marks]

Exercise 8: Question 37 – 40

37	B	[1]
38	A	[1]
39	D	[1]
40	C	[1]
		[4 marks]

[Total: 40 marks]

1921/04 Writing

Scheme of Assessment

Section 1

Question 1	8 marks (Communication 8)	
Question 2	9 marks (Communication 6; Accuracy 3)	
Question 3	13 marks (Communication 6; Q of L 7)	
Total for Communication	20 marks	
Total for Quality of Language and Accuracy	10 marks	
Total for Section 1		30 marks

Section 2

Communication	10 marks	
Quality of Language	6 marks	
Accuracy	4 marks	
Total for Section 2		20 marks

Section 3

Communication	10 marks	
Quality of Language	14 marks	
Accuracy	6 marks	
Total for Section 3		30 marks

Section 1**Communication****Question 1 List****8 marks**

8 items each marked 1 for communication

Mark for communication using the principle "If in doubt, sound it out".

Allow cognates. Do not allow languages other than the target language.

8 words of things such as:

korte broek / shorts, jack, hemd, shirt, rok, zwempak / zwembroek, snoep, chocola, appel, (fles) water, pet, bal, schoenen

Question 2 Manipulation of language in response to verbal or visual stimuli**[Total 9 marks]**Communication 6 marks
(one mark per recognisable lexical item)

Accuracy 3 marks

3 marks at least 5 items written accurately

2 marks at least 3 items written accurately

1 mark at least 1 item written accurately

e.g.

1 Ik douche / neem een douche / ga onder de douche om kwart over zeven [2]

2 Ik zing om half tien [2]

3 Ik kook om kwart voor zes [2]

Question 3 Simple connected writing (message, email, fax, postcard) [Total: 13 marks]

Communication	6 marks
6/5	Meets all or most of the requirements set
4/3	Some omissions in fulfilling task
2/1	Only very intermittent response to task
0	Fails to respond to task set

Quality of Language**10 marks**

- 6-7 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
The writing is sufficiently accurate to enable a clear message to be conveyed.
- 4-5 Restricted range of vocabulary.
Short sentences succeed in communicating simple points.
Despite regular errors, the writing often conveys a clear message.
- 2-3 Individual vocabulary items or short phrases.
- 0-1 The language conveys little or no message.

Section1

Communication	20 marks
Quality of Language & Accuracy	10 marks

Total for Section 1**30 marks**

Section 2**Communication****10 marks**

- 8-10 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 5-7 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 2-4 The main points of the task and occasional additional details are communicated in sentence form.
- 1 The main points of the task are communicated in short sentences.
- 0 Little or nothing of merit. Much ambiguity and omission. Only sporadically comprehensible, or incomprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**6 marks**

- 5-6 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 3-4 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 1-2 Basic range of vocabulary and structure.
Effective for a variety of straightforward messages
Some awareness of verb usage, with limited success.
- 0 Nothing of merit at this level.

Accuracy**4 marks**

- 3-4 There is more accuracy than inaccuracy. The writing is sufficiently accurate to enable a clear message to be conveyed.
- 1-2 Despite regular errors, the writing often conveys a clear message. The degree of inaccuracy frequently obscures the meaning.
- 0 Insufficient accurate language to convey the meanings.

Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks

Total for Section 2**20 marks**

Section 3**Communication****10 marks**

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.
Communicates and justifies a range of ideas and points of view.
Communicates in longer sequences, giving detailed descriptions.
Coherent, pleasant to read.
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.
Communicates and justifies ideas and points of view.
Communicates in longer sequences, giving descriptions.
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.
Communicates personal opinions in some detail.
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.
Communicates personal opinions.
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.
Additional details are often communicated.
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

Quality of Language**14 marks**

- 12-14A wide variety of structure, vocabulary and idiom.
Longer sequences of language using a wide range of clause types.
Verb tenses used with ease.
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.
Longer sequences of language using a range of clause types.
Verb tenses used with confidence.
Fluent and consistent with a degree of control.
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.
Some variety of clause types, e.g. subordinate clauses.
Verb tenses used effectively but with limitations.
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.
Appropriate register used.
The style of writing is basic but reasonably coherent.
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.
Sentences may be repetitive but are often successful.
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

Accuracy**6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 sufficient accurate language to convey the meanings.

Section 3

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks

Total for Section 3 **30 marks**

Total for the Paper

80 marks

This total will be scaled to

50 marks

Grade Thresholds

General Certificate of Secondary Education
Dutch (Specification Code 1921)
June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 - Listening	40	33	28	24	20	16	13	10
02 - Speaking	50	41	35	29	24	19	15	11
03 - Reading	40	34	29	24	20	17	14	11
04 - Writing	80	66	57	48	40	32	25	18

**N.B. Component marks are scaled to a weighted mark out of 50.
Each component represents 25% of the overall award**

Overall

	Max	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	189	166	142	119	100	82	64	46
Percentage in Grade		25.80	38.86	15.08	11.73	3.69	2.35	1.34	0.84
Cumulative Percentage in Grade		25.80	64.66	79.73	91.46	95.14	97.49	98.83	99.67

The total entry for the examination was 597

Statistics are correct at the time of publication.

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