

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2015 series**

**0515 DUTCH (FOREIGN LANGUAGE)**

**0515/04**

Paper 4 (Writing), maximum raw mark 50

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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## SECTION 1

### Question 1

Candidates are required to list 8 items in Dutch. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any clothes item(s) which the candidate might need at/want to take with them to school.

#### ***Generic mark scheme for Question 1***

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
  - (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  - (b) Look-alike test: does what the candidate has written look like the correct answer?
  - (c) Ignore any article.

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Session-specific instructions for Question 1: *Je gaat naar school. Wat neem je mee? Maak een lijst van 8 dingen die je nodig hebt in het Nederlands.*

- The following are examples. Accept any items/shoes/accessory which the candidate can take to/might need at school

| ACCEPT          |                                     |
|-----------------|-------------------------------------|
| appel           | pet                                 |
| gitaar          | MP3-speler                          |
| pen             | gymkleden, sportkleding, gymspullen |
| potlood         | rekenmachine                        |
| etui            | gum                                 |
| schrift         | fles water, water                   |
| boek            | (fiets)helm                         |
| mobiel(tje)     | hockeystick                         |
| (sport)schoenen | voetbal                             |
| geld            | laptop                              |
| map             | melk                                |
| boterham        | sinaasappel                         |
| lunch           | kam                                 |
| jas             | agenda                              |
| fiets           | huiswerk                            |

[Total for Question 1: 5 marks]

|               |  |                 |              |
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## Question 2

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication: award a mark out of 10, according to the instructions in 2.1**
- **Language: award a mark out of 5, according to the instructions in 2.2.**

### **2.1: award a mark out of 10 for Communication**

#### ***Generic mark scheme for Communication (Question 2)***

***1 tick per item communicated (covering the 4 points) up to a maximum of 10***

- (i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:
  - If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc).
- (v) **LISTS** = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
  - ze heeft zwarte haren en mooie ogen en een kleine mond = 1 mark (1 verb = a list of 3)
  - ze heeft zwarte haren (1), is slank (1), en ze is mooi (1) = 3 marks (3 verbs).
- (vi) Only reward each piece of information once, e.g. ‘zij is leuk’ cannot score both as description and reason for liking (‘zij is leuk’ and ‘haar muziek is leuk’ can both be rewarded).
- (vii) Do not penalise factual errors.

**[Total marks for Communication: 10]**

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Session-specific instructions for Communication marks (Question 2): *lievelingsboek, lievelingsfilm, lievelingsband*

| Accept (USE (a), (b), (c))   | Refuse |
|--|--------|
| <p><b>(a) Zeg hoe jouw lievelingsboek, lievelingsfilm of lievelingsband heet.</b></p> <p>As long as a name is given, consider task complete.</p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>• Name of book</li> <li>• Name of film</li> <li>• Name of band</li> </ul>  |        |
| <p><b>(b) Beschrijf het boek, de film of de band.</b></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>• any description of the book, film or band, including plot (film/band), characters/actors/director etc. (film/band), band members/type of music (band)</li> <li>• also allow details relating to the book, film or band</li> </ul>   |        |
| <p><b>(c) Zeg waarom je van het boek, de film of de band houdt.</b></p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>• any reason(s) given for why the candidate likes the book, film or band</li> </ul>   |        |
| <p><b>(d) Wil je later ook schrijver, filmster of muzikant worden? Waarom wel of niet?</b></p> <p>As long as either is given, consider the task to be complete.</p> <p><b>REWARD:</b></p> <ul style="list-style-type: none"> <li>• indication whether candidate does or does not want to become a writer, film star or musician</li> <li>• Accept reason(s) given by candidate for why s/he wants to become a writer, film star or musician, or not.</li> </ul> <p><b>ACCEPT:</b> reason for liking book, film or band with or without use of <i>omdat</i>.</p> <p><b>ACCEPT:</b> use of suitable adjective as a form of reason.</p> |        |

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**2.2: award a mark out of 5 for Language**

**Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

|          |  |
|----------|--|
| <b>5</b> | Straightforward vocabulary and structure.<br>The style of writing is basic, but reasonably coherent.<br>Use of a limited range of verbs, generally successful.<br>More accuracy than inaccuracy.     |
| <b>4</b> | Basic vocabulary and structure.<br>Some awareness of verb usage, but inconsistent.<br>The writing is sufficiently accurate for meaning to be conveyed.   |
| <b>3</b> | Very basic vocabulary and structure.<br>Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs).<br>Despite regular errors, the writing often conveys some meaning. |
| <b>2</b> | A few phrases or short sentences are accurate enough to be comprehensible.<br>Very simple sentence structure.  |
| <b>1</b> | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.  |
| <b>0</b> | One or two disjointed words or short phrases may be recognisable.  |

**[Total marks for Language: 5]**

**[Total for Question 2: 15 marks]**

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## SECTION 2

### Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

### 3.1 – award a mark out of 10 for Communication

#### **Generic mark scheme for Communication (Question 3):**

Place up to 2 'numbered' ticks as close as possible to each relevant communication point (see tables below for details):

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (see session-specific tables for further guidance).

|                     |  |
|---------------------|--|
| <b>2 Comm ticks</b> | Message clearly communicated (in the appropriate time frame). Minor errors (adjective endings, use of prepositions etc.) are tolerated.  |
| <b>1 Comm tick</b>  | Communication of some meaning is achieved but the message may be ambiguous or incomplete. (irrespective of time frame, attempt at an appropriate verb is made, verb may be incorrect but recognisable) |
| <b>0 Comm ticks</b> | Nothing of worth communicated.   |

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**[Total marks for Communication: 10]**

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### Generic guidance on awarding ticks for Communication

**Example 1:** *Vertel wat je met jouw familie tijdens de vakantie hebt gedaan.*

| Candidate's response   | Ticks for Communication | Reason for mark   |
|--|-------------------------|---|
| <i>Ja, ik met mijn familie vakantie gedaan.</i>                  | 0                       | Nothing of worth communicated.  |
| <i>Wij ben een tocht door de bergen gemaakt.</i>                 | 1                       | Some meaning conveyed – use of 'ben' makes message ambiguous (Is it <i>wij</i> or <i>ik</i> ?)  |
| <i>We hebben een tocht door de bergen.</i>                       | 0                       | Message not communicated. Attempt has been made at appropriate time frame but no attempt at appropriate verb                                |
| <i>We hebben een tocht door de bergen gemaken.</i>               | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We heb een tocht door de bergen gemaakt.</i>                  | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We heb een tocht door de bergen gemaken.</i>                  | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We hebben een tocht door de bergen gemakt.</i>                | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We een tocht door de bergen gemaakt.</i>                      | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We een tocht door de bergen gemaken.</i>                      | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We heb een nieuwe auto.</i>                                   | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (still communicates some meaning)                                   |
| <i>We maken een tocht door de bergen.</i>                        | 1                       | Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (ambiguous but still communicates some meaning) |
| <i>Ik heb met mijn familie een tocht door de bergen gemaakt.</i> | 2                       | Message clearly communicated.   |
| <i>Ik heb een tocht door de bergen gemaakt.</i>                  | 2                       | Minor error is tolerated  |



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**Example 2:** *Beschrijf een dag waarop je veel gesport hebt. Wat was moeilijk en waarom?*

| <b>Candidate's response</b>                                     | <b>Ticks for Communication</b> | <b>Reason for mark</b>  |
|---|--------------------------------|---|
| <i>Ik veel gesport hebben.</i>                                  | 0                              | nothing of worth communicated.  |
| <i>Het zwemmen are moeilijk.</i>                                | 0                              | Meaning not conveyed ( <i>are</i> doesn't communicate message in Dutch)   |
| <i>Het zwemmen moeilijk.</i>                                    | 0                              | Message not conveyed (absence of verb)  |
| <i>Het zwemmen is moeilijk</i>                                  | 1                              | Appropriate choice of verb, verb recognisable in its form but incorrect (in its time frame) (task incomplete but still communicates some meaning) |
| <i>Het zwemmen was heel moeilijk.</i>                           | 1                              | Some meaning is conveyed but the message/task is incomplete (no reason is given).   |
| <i>Het zwemmen was heel moeilijk, omdat het water koud was.</i> | 2                              | Message clearly communicated.   |

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**Session-specific guidance for Communication marks (Question 3):**

**3 steps for awarding Communication marks:**

- 1) Check against Communication task (table) > Has the task been attempted? (no attempt → no Comm. tick)
- 2) Find the best attempt at the task
- 3) Is the message clear (2 ticks) or ambiguous and/or incomplete (1 tick) or absent (0 ticks)? (see table above)

**Question 3(a): Bezoek aan een sportclub. Vorige week ben je met je vrienden naar een wedstrijd geweest. Schrijf een e-mail aan je Nederlandse vriend(in).**

|     | Accept  | Mark   |
|-----|---|--------|
| (a) | <p><b>Account of which sport event the candidate went to see and with whom.</b></p> <p>For 2 Comm ticks insist on past tense.<br/>Allow anything sensible.</p>  | 2      |
| (b) | <p><b>Reason(s) why candidate did or did not enjoy the game/match.</b></p> <p>For 2 Comm ticks insist on past tense.<br/>Allow anything sensible.<br/>No need to insist on inclusion of <i>omdat</i>.</p>   | 2      |
| (c) | <p><b>Explanation(s) why candidate likes going to watch sport/games or why they prefer doing something else instead</b></p> <p>For 2 Comm ticks insist on present tense.<br/>Allow anything sensible. No need to insist on inclusion of <i>omdat</i>.<br/>Allow statement of opinion/preference and explanation with adjective (Ik ga liever naar de bioscoop dan naar een sportwedstrijd, omdat ik veel van films houd.)</p>   | 2<br>2 |
| (d) | <p><b>Description of candidate's plans for next week</b></p> <p>Reward for communication <i>Volgende week ga ik</i> + infinitive (i.e. do not insist on use of <i>zullen</i> for future reference).<br/>Reward for communication the use of the future tense, e.g. <i>We zullen volgende week gaan zwemmen</i>.<br/>Allow a present tense verb + future time phrase e.g. <i>Volgende week vieren we mijn verjaardag bij mij thuis</i>.<br/>Allow other appropriate phrases, such as <i>Volgende week wil ik ..., etc.</i></p> | 2      |

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**Question 3(b):** Je bent net terug van vakantie. Schrijf een artikel voor de schoolkrant over vakanties.

|     | Accept  | Mark   |
|-----|---|--|
| (a) | <p><b>Description/account of what the candidate did during one of the days on their holiday</b></p> <p>Allow anything sensible.<br/>No need to insist on a pure description. Allow narrative account of the day's events.</p>   | <p><b>2+2</b></p> <p><b>2 separate things (a verb each time)</b></p> |
| (b) | <p><b>Account of what the candidate likes AND does not like about holidays.</b></p> <p>For 2 Comm ticks insist on present tense.<br/>Allow anything sensible in terms of holiday likes and dislikes.</p>  | <p><b>2+2</b></p> <p><b>2 separate things (a verb each time)</b></p> |
| (c) | <p><b>Statement of holiday preference(s)/preferred holiday activities/destinations</b></p> <p>Allow anything sensible.<br/>Reward for communication the use of conditional verb +infinitive with or without 'het liefst/graag' (as appropriate) to express preference e.g. <i>Ik zou willen zeilen</i><br/><i>Ik zou het liefst (willen) + zeilen</i></p> | <p><b>2</b></p>  |

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**Question 3(c):** 'Ik zat samen met een vriend(in) in een restaurant. We wilden net iets bestellen toen een man binnenkwam. Hij keek verbaasd naar mijn vriend(in)...

|     | Accept  | Mark   |
|-----|---|--|
| (a) | <p><b>Account of what the man did</b></p> <p>For 2 Comm ticks insist on past tense.<br/>Allow anything sensible.<br/>Allow narrative account of the man's actions.</p>  | <p><b>2+2</b></p> <p><b>2 separate things (a verb each time)</b></p> |
| (b) | <p><b>Account of how the people in the restaurant reacted</b></p> <p>For 2 Comm ticks insist on past tense.<br/>Allow anything sensible.<br/>Allow narrative account or description of people's reactions</p>   | <p><b>2+2</b></p> <p><b>2 separate things (a verb each time)</b></p> |
| (c) | <p><b>Description of candidate's reaction/opinion of what happened in the restaurant</b></p> <p>Do not insist on past tense.<br/>Allow anything sensible.<br/>Allow opinions in the form of description with adjective, e.g. <i>Het was erg grappig wat hij deed, want...</i></p> | <p><b>2</b></p>  |

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### 3.2 – award a mark out of 8 for Accurate use of verbs

**Generic mark scheme for Accurate use of verbs (Question 3):**

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
- (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

#### **Conversion table for Accurate use of verbs (Question 3)**

| Number of ticks | Mark |
|-----------------|------|
| 18+             | 8    |
| 16,17           | 7    |
| 14,15           | 6    |
| 12,13           | 5    |
| 10,11           | 4    |
| 8,9             | 3    |
| 6,7             | 2    |
| 4,5             | 1    |
| 0,1,2,3         | 0    |

**[Total marks for Accurate use of verbs: 8]**

- **Awarding ticks for Accurate use of verbs (Question 3)**
  - both subject and verb must be correct for the verb to score a tick
    - Subject (=subject noun or pronoun including article or possessive) + any finite verb
    - Disregard adjectives, relative clauses, qualifiers and modifiers when looking at the ‘subject’
    - Minor spelling errors in the subject will be tolerated
  - verb must be in the appropriate tense to score a tick (see session-specific tables on tenses)

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Examples:

**Subject with verb**

| Tick              | No tick                          | Note                                      |
|-------------------|----------------------------------|---|
| Ik ben (✓)        |                                  |   |
| Ik speel (✓)      | Ik speelt ( <i>no tick</i> )     | verb form must be correctly spelt         |
| De man komt (✓)   | Het man komt ( <i>no tick</i> )  | subject including article must be correct |
| Ik ben gegaan (✓) | Ik heb gegaan ( <i>no tick</i> ) | insist on correct auxiliary               |

**With reflexive verbs**

| Tick          | No tick                              | Note  |
|---------------|--------------------------------------|---|
| Ik was me (✓) | Ik was zich ( <i>no tick</i> )       | insist on correct reflexive pronoun                       |
|               | Ik was me de auto ( <i>no tick</i> ) | 'wassen' should not be used reflexively in this statement |

**With separable verbs**

| Tick                      | No tick                                 | Note   |
|---------------------------|---|--|
| Ik bel mijn moeder op (✓) | Ik opbel mijn moeder ( <i>no tick</i> ) | separable prefix needs to be in the correct position for the verb to score |
| Ik heb meegedaan (✓)      | Ik heb gemeedaan ( <i>no tick</i> )     | separable prefix needs to be in the correct position for the verb to score |

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### Word order

| Tick  | No tick                      | Note  |
|---|------------------------------|---|
| Ik bel op mijn moeder (✓)                                   |                              | consider word order under <i>Other ling. features</i>   |
| Ik ben gevlogen gisteren. (✓)                               |                              | consider word order under <i>Other ling. features</i>   |
| Elke dag ik ga met de bus. (✓)                              |                              | consider word order under <i>Other ling. features</i>   |
| Ik heb gewassen me (✓)                                      |                              | consider word order under <i>Other ling. features</i>   |
| Als het weer mooi is (✓), we gaan altijd naar het park. (✓) |                              | consider word order under <i>Other ling. features</i> . |
| Wie ben jij (?) (✓)   | Wie jij ben(t) (?) (no tick) | inversion required with question word                   |

### Compound tenses

| Tick                                    | No tick                               | Note   |
|---|---------------------------------------|--|
| Ik heb gekocht (✓)                      | Ik heeft gekocht. (no tick)           | auxiliary must be correct  |
| We zijn gegaan. (✓)                     | We hebben gegaan. (no tick)           | auxiliary must be correct  |
| Ik zal zingen. (✓)                      | Ik zal. (no tick)                     | future credited as compound tense, so no extra tick for infinitive                       |
| Hij gaat/zal een nieuwe auto kopen. (✓) |                                       | future credited, so no extra tick for infinitive   |
| Wij zullen met de auto gaan. (✓)        | We zullen gaan met de auto. (no tick) | <u>infinitive</u> must be in the <u>correct position</u> for future tense to be credited |

### Single auxiliary with multiple past participles

| Tick                                  | No tick | Note   |
|---------------------------------------|---------|--|
| We hebben gezongen en gedanst (✓) (✓) |         | We hebben gezongen = tick 1;<br>We hebben gedanst = tick 2 |

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### Impersonal verbs

| Tick                      | No tick | Note |
|---------------------------|---------|------|
| Het is leuk (✓)           |         |      |
| Er zijn (✓)               |         |      |
| Zijn er...? (✓)           |         |      |
| Het gaat goed met mij (✓) |         |      |

### Verbs with negative

| Tick               | No tick | Note   |
|--------------------|---------|--|
| Ze spelen niet (✓) |         | tick is awarded for the correct verb and subject; the negative is considered for reward in 'Other linguistic features', hence credit for the verb is unaffected by any error in position of the negative |
| Ze niet spelen (✓) |         |  |

### Correct verb within meaningless statement

| Tick                  | No tick                               | Note  |
|-----------------------|---------------------------------------|---|
| De dag duurt lang (✓) | De dag duurt intelligent<br>(no tick) | do not reward a correct verb in a meaningless statement |

### Imperative

| Tick                 | No tick | Note |
|----------------------|---------|------|
| Kom! (✓)             |         |      |
| Niet schreeuwen! (✓) |         |      |

### Interrogative

| Tick                      | No tick                    | Note  |
|---------------------------|----------------------------|---|
| Kom je? (✓) / Kom je. (✓) |                            | question mark not required for mark to be awarded |
| Hoe gaat het (?) (✓)      |                            | inversion required with question word             |
|                           | Wie jij bent (?) (no tick) | no inversion with question word, so no credit     |



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### Infinitive/Modal constructions

| Tick  | No tick | Note   |
|---|---------|--|
| Ik wil (✓) lopen (✓)                                    |         |  |
| Ik wilt ( <i>no tick</i> ) lopen (✓)                    |         | incorrect verb form but correct infinitive   |
| Ik wil lopen snel.                                      |         | Tolerate infinitive in incorrect position, Consider word order in <i>Other linguistic features</i> |
| Ik wil (✓) lopen ( <i>no tick</i> )                     |         | incorrect spelling of infinitive   |
| Hij heeft geprobeerd (✓) te blijven (✓)                 |         |  |
| Hij heeft geprobeerd (✓) fit blijven ( <i>no tick</i> ) |         | 'te' is omitted, hence infinitive cannot be credited   |
| Ik wil (✓) te studeren ( <i>no tick</i> )               |         | 'te' is incorrectly added, hence infinitive cannot be credited                                     |

### Reward only the first occurrence of a verb, e.g.

- Ik houd van (✓) zwemmen. Ik houd (*no tick*) ook van tennis.
- Ik houd van (✓) zwemmen. Ik houd niet van (*no tick*) tennis.
- Er zijn (✓) bergen en rivieren. Er zijn ook (*no tick*) ...

### However,

- Ik houd van (✓) zwemmen en mijn broer houdt van (✓) tennis – 2 different persons of the verb
- Mijn broer vindt zwemmen leuk (✓) en mijn zus vindt (*no tick*) tennis leuk – both third person usage
- Zij is (✓) boos, dat is (*no tick*) niet leuk – both third person usage

### Register

Reward Language if incorrect register (e.g. *je*) is used as long as this is consistently done. (But note that incorrect register will be considered under Other Linguistic Features.)

If candidates' register is inconsistent within the context, i.e. if they write an inappropriate mixture of *je* and *u* within the same context, go with the most frequently used and consider under Other Linguistic Features.

### Session-specific tables on tenses for verb ticks

- Only answers in the correct tense can score verb ticks.  
The following tenses are appropriate/correct in answers to Qu 3 to score verb ticks:

|                |  |                 |              |
|----------------|--|-----------------|--------------|
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**3a)**

| Task  | Expected Tense                      |
|---|-------------------------------------|
| Vertel naar welke wedstrijd je bent geweest en met wie                          | Past Tense                          |
| Vond je de wedstrijd leuk? Waarom wel of niet?                                  | Past Tense (Perfect or Simple Past) |
| Vind je het leuk om naar sportwedstrijden te gaan of doe je liever iets anders? | Present Tense                       |
| Zeg wat je volgende week gaat doen.   | Future or Present Tense             |

**3b)**

| Task   | Expected Tense                      |
|--|-------------------------------------|
| Beschrijf één dag van je vakantie                                  | Past Tense (Perfect or Simple Past) |
| Hou je van vakanties? Wat vind je leuk en niet leuk aan vakanties? | Present Tense                       |
| Wat zou jij het liefst in de vakantie willen doen?                 | Conditional Tense                   |

**3c)**

| Task   | Expected Tense                      |
|--|-------------------------------------|
| Zeg wat de man deed.                                   | Past Tense (Perfect or Simple Past) |
| Zeg hoe de mensen in het restaurant reageerden.        | Past Tense (Perfect or Simple Past) |
| Zeg wat je vond van wat er in het restaurant gebeurde. | Past Tense (Perfect or Simple Past) |

|         |                                 |          |       |
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### 3.3 – award a mark out of 12 for Other linguistic features

#### **Generic mark scheme for Other linguistic features (Question 3):**

- (i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

#### **Grade descriptors for Other linguistic features (Question 3)**

|       |  |
|-------|--|
| 11–12 | <ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>        |
| 9–10  | <ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>   |
| 7–8   | <ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul> |
| 5–6   | <ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>   |
| 3–4   | <ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>  |
| 1–2   | <ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>   |
| 0     | <ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>  |

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:

- Use of nouns and articles, demonstratives and possessives
- Object pronouns (*zij vertelde mij, ik gaf hem*)
- Use of prepositions
- Adjectives (including comparatives and superlatives) and adverbs
- Word order (inversion, verb position in relative/subordinate clauses, verb position in compound tenses, word order with direct/indirect objects, word order with separable and reflexive verbs and time/manner/place)
- Subordinate clauses including *want / omdat*,
- *die* and *dat* (relative pronouns), *dat wat*.
- Indirect or reported speech (*hij zei, dat, ik denk, dat*).
- Time clauses with *wanneer, tijdens* etc. and *als* (= if)
- Negatives

|                |  |                 |              |
|----------------|--|-----------------|--------------|
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- Intensifiers/modifiers (e.g. *toch, wel, even, maar*)
- Linking words (e.g. *maar, helaas, niettemin*) and conjunctions other than *en*
- Adverbs and adverbial phrases
- Relative clauses, including use of relative pronouns
- Object pronouns, direct and indirect
- Quantifiers
- Appropriate use of register.

**[Total mark for Other linguistic features: 12]**

**[Total for Question 3: 30 mark]**

### **Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### **Note on irrelevant material**

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.