

Mark Scheme for June 2010

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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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Section A**oefening 1**

Per question the following answers allow for one mark. Good alternatives or a correct description are accepted.

- a** Omdat het een opdracht was in het geschiedenisboek. / Dat was de lesmethode / Het moest van school. **[1]**
- b** Hij had veel materiaal: elf blaadjes. **[1]**
- c** Het begin was goed. Er staat 'ik begon sterk' **[1]**
- d** Een 'drive-in' woning en caravan zijn geen doorsnee huizen om in te wonen. **[1]**
- e** Het gezin was belangrijk. **[1]**
- f** (i) Nederlanders hadden hun eigen grond. **[1]**
(ii) Nederland had geen adelstand. / Ze waren niet afhankelijk van van de adelstand. **[1]**
- g** Ze leefden niet rond een kasteel / Ze in hun eigen gemeenschappen. **[1]**
- h** Omdat Nederlanders niet hoefden te luisteren naar hun landheer. **[1]**
- i** (i) Er is geen natuursteen. **[1]**
(ii) De grond is drassig. **[1]**
(iii) De traditionele materialen zijn geschikter. **[1]**
- j** De andere Europese steden zijn anders opgezet. Zij zijn gebouwd rond binnenplaatsen en Nederlandse steden hebben huizen met eigen tuinen in een rij. **[1]**
- k** Nederlanders leefden in een kleine gemeenschap, woonden in kleine huizen en vonden dat genoeg / burgerlijke cultuur. **[2]**

15 marks for correct answers

(+ 5 marks for language: grid 2A to be added to 5 marks for language in the translation)

Part 2 translation

10 marks Grid 2B

5 marks Grid 2A (+ 5 marks for Part 1)

Total divided by 2

Het eten/feesten van de Nederlanders was legendarisch in de 17de eeuw. De mensen werden gewoonlijk afgebeeld als zwaarlijvig / grootlijvig, maar ze werden simpelweg beter gevoed dan in de rest van Europa. Vreemdelingen waren verbaasd om te zien dat de werkers / arbeiders in de steden en de boeren op het platteland regelmatig vers en gezouten vlees, vis, verse groenten, fruit, boter, eieren en kaas aten. In 1636 had een schip met een honderdkoppige bemanning voor elke maand op zee onder andere 450 pond kaas, 5 ton vlees, 400 pond gezouten vis en 35 tonnen bier in de winter (42 tonnen in de zomer) bij zich en Franse en Spaanse wijnen voor de officieren.

Maar de Nederlanders raakten ook verslaafd aan roken. Hierdoor ontstond een mufte, nicotinekleurige omgeving. In de meeste Nederlandse steden, maar vooral

in Gouda, woonden pijpmakers. Een Franse reiziger in het midden van de 18de eeuw telde maar liefst 300 rokers in een kroeg in Rotterdam.

Section B: Topics and Texts

Knowledge of Topics and Texts:	20 marks each, Grid 2C:	40
Cultural Knowledge:	10 marks each, Grid 2D:	20
Language, grammar:	5 marks, Grid 2 E	
Variety	10 marks, Grid 2F	<u>15</u>
		75

Answers which fall significantly short of the recommended length (ie under 200 words) should be placed in categories Adequate or below.

Grid 2A: Accuracy of target language answers/Quality of Language 5 marks**0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors. Very limited structures. Only simplest sentence patterns.

1 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind. Generally simple language, although some attempt at use of subordinate clauses and more complex sentence patterns. Still errors even in common structures.

2 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language but not always successfully. Expression rather forced and problems with correct word order.

3 Good

Accuracy generally good. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be errors in more complex areas. Ambitious in use of complex sentence patterns but not always able to maintain correct usage.

4 Very Good

The grammatical structures of the specification are used with a high and consistent level of accuracy. Confident and correct use of a range of structures. Shows capacity to use more complex language. Only minor errors and slips.

Grid 2B: Transfer of meaning 10 marks**0-2 Very Poor**

Very limited transfer of meaning with little rewardable language. Occasional communication.

3-4 Poor

Limited transfer of meaning with evidence of misunderstanding and glossing over of details. Communication is sometimes achieved but with little fluency, although occasionally uses appropriate vocabulary.

5-6 Adequate

Adequate transfer of meaning but with some errors of transmission. Sometimes lacks flow, but generally satisfactory use of appropriate vocabulary.

7-8 Good

Good transfer of meaning skills with some awareness of nuance and idiom. Good use of appropriate vocabulary.

9-10 Very Good

Excellent transfer of meaning showing awareness of nuance and idiom. Apt use of a wide range of vocabulary. Confident and fluent use of a wide range of complex sentence patterns and structures.

Grid 2C: Knowledge of topics/texts studied**20 marks**

As with other grids concerned with assessing AO4, it is not possible to include all possible cultural references within the scope of a single grid. The variability of topics and cultures requires refinement of these general statements to meet the specific requirements of particular questions and topic areas. Setters for this section in the different languages will indicate the specific areas of knowledge and understanding to be addressed by the general descriptors of the following grid.

Each essay is marked out of 20 on the following grid.

0-3 Very Poor

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Frequent irrelevance. Ideas presented at random. Sequence illogical with no development of an argument and no ability to draw conclusions.

4-7 Poor

The candidate has a limited grasp of the text/topic. Some material but little attempt to organise it or answer the question. Little attempt to structure the work. Some sequence in facts presented, but a weakness in paragraphing and no real build-up of an argument to a conclusion.

8-11 Adequate

Evidence that the candidate has understood the text/topic presented. The essay has a preponderance of content but there is evidence of ability to recognise the central issues. Ideas generally organised in a structured way and some ability to organise into paragraphs and sequence the argument.

12-15 Good

Evidence of thought and preparation. Some ability to develop ideas and opinions even if without much sophistication. Clear line of thought with competent development of argument. Ideas mostly well-linked and some ability to draw conclusions.

16-18 Very Good

The essay has an argument and develops a case. There is a clear line of thought. The text/topic is used and pointed to the question. There may be some limitations in scope, but the general issues pertinent to the text/topic and the question have been taken into account. Evidence of an ability to draw conclusions.

19-20 Excellent

Intelligent use of material, clarity, sense of control. Clear evidence of thoughtful evaluation of texts/topics. Well-balanced and coherent piece with an excellent introduction and good organisation. Ideas clearly linked and well-developed. Thoughtful evaluation and conclusions.

Grid 2D: Cultural Knowledge and Understanding of Culture**10 marks**

Each essay is marked out of 10 on the following grid.

0-2 Very Poor

Extremely brief and/or very inadequate answer. May have great difficulty communicating at this level in the foreign language. Minimal knowledge and understanding of cultural issues.

3-4 Poor

The candidate has a limited grasp of the cultural issues informing the topic. Some material but little attempt to organise it or answer the question.

5-6 Adequate

Evidence that the candidate has understood the cultural issues informing the topic presented. The work shows evidence of ability to recognise the central issues.

7-8 Good

Some ability to develop ideas and opinions about the cultural issues informing the topic, to analyse the material and draw appropriate conclusions.

9-10 Very Good

Intelligent use of material, clarity, sense of control. Clear evidence of knowledge and understanding and thoughtful evaluation of cultural issues informing the topic. Shows a degree of independent judgement.

Quality of language (AO3)

Quality of language (AO3) is assessed in Unit 2891/2893/2895/2897/2899 Section 2 by scoring each essay out of 15 according to the following Grids, 2E for Grammatical Accuracy (5 marks) and 2F for Variety, Appropriateness and Range of Structures and Vocabulary (10 marks). Adding marks from the two grids together will give a total for AO3 out of 30 which will be divided by 2 to give a mark out of 15 for overall quality of language.

Grid 2E: Grammatical Accuracy**5 marks****0-1 Very Poor**

Little evidence of grammatical awareness. Persistent serious and elementary errors in endings, tenses, genders.

1 Poor

Evidence of gaps in basic grammar. Frequent errors of an elementary kind, e.g. irregular verbs frequently not known; adjectival agreements and common genders faulty.

2 Adequate

Shows evidence of fair understanding of grammatical usage but performance is likely to be patchy and inconsistent. Attempts more complex language and shows some ability to produce syntax and structures appropriate to the task but work is characterised by being inconsistent and with variable accuracy. Expression rather forced and problems with correct word order.

3 Good

Generally accurate. Shows sound grasp of A2 structures list. Tenses and agreements sound although there may be some inconsistency and errors in more complex areas.

4 Very good

High and consistent level of accuracy. Mainly minor errors.

Grid 2F: Variety, Appropriateness and Range of Structures and Vocabulary 10 marks**0-2 Very Poor**

Very limited vocabulary. Very repetitive. Frequent anglicisms/invented words. Very limited range of structures. Only simplest sentence patterns, and those mainly incorrect.

3-4 Poor

Narrow range of vocabulary, with frequent repetition of common words. A number of anglicisms/invented words. Some attempt at use of subordinate clauses and more complex sentence patterns, but still errors even in common structures.

5-6 Adequate

Some attempt to extend range of vocabulary, but still rather repetitive. A few anglicisms/invented words. Limited range of structures but some attempt to vary sentence patterns.

7-8 Good

Good range of vocabulary, with little repetition. A positive attempt to introduce variety. Ambitious in using complex sentence patterns, though not always successful in choosing the appropriate structures.

9-10 Very Good

Apt use of a wide range of vocabulary. Able to use idiom appropriately. Confident use of a wide range of complex sentence patterns and structures.

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