



FIRST LANGUAGE DUTCH

0503/01

Paper 1 Reading

May/June 2018

MARK SCHEME

Maximum Mark: 50

Published

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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks	Guidance
<p>Question 1 20 marks for Content 5 marks for Accuracy of Language</p> <p>In own words: Note: Do not penalise selective lift of appropriate vocabulary taken from the passage, but an extended lift that does not convey understanding = 0</p>			
1(a)(i)	Ze presteren slecht / ze hebben zwakke rapporten.	1	
1(a)(ii)	Ze willen allemaal overgaan dit jaar.	1	
1(b)	Ze willen iets hoogs bereiken/later uitdagende beroepen doen, [1] / ondanks slechte resultaten/problemen met concentratie en/of morivatie / maar laten zich niet ontmoedigen door slechte resultaten [1].	2	
1(c)	Dat je gelooft in wat je kunt [1] Dat je door te oefenen beter kunt worden [1]	2	Concept 'rekbaarheid' moet worden uitgelegd
1(d)(i)	vaste mindset: je gelooft dat je talent (aanleg) moet hebben om iets te kunnen leren	1	
1(d)(ii)	groeimindset: je kunt alles leren door te oefenen	1	
1(e)	Kun je jezelf nog wel veranderen na zoveel jaar? / Het is moeilijk om iets waar je altijd in geloofd hebt zomaar naast je neer te leggen.	1	
1(f)	De belofte van het paard creëert een druk. [1] Die druk staat de ontwikkeling in de weg. [1] Als de prestatie niet lukt, heeft het kind gefaald en komt er geen paard. (het kind voelt dat het niet goed genoeg is.) [1]	3	
1(g)	De minister probeert de visie op het onderwijs te veranderen. We moeten niet alleen 'kunnen' (presteren) [1], maar ook goede burgers worden [1].	2	
1(h)	Dat je onder druk komt te staan [1] omdat het volgens deze theorie je eigen schuld is als je blijft zitten [1].	2	

Question	Answer	Marks	Guidance
1(i)	Je moet goed uitleggen wat er wel en niet van de leerling verwacht wordt.	1	
1(j)	Het lijkt haar een goed idee, omdat zij vaak denkt dat ze iets niet kan.	1	
1(k)	Ze vindt het geen goede oplossing ('handiger dan') [1], maar ze vindt het ook grappig omdat je natuurlijk je examens niet haalt door 'gewoon aan rijk worden te denken' [1].	2	

Give up to 5 marks for Accuracy (a holistic mark for Question 1).

Writing: Accuracy of Language

5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.

Question	Answer	Marks	Guidance
Question 2	<p>15 marks for Content 5 marks for Style and Organisation 5 marks for Accuracy of Language No marks will be awarded for anything the candidate writes beyond the upper word limit.</p> <p>15 points are required, but more than 15 are given below to outline possible points candidates could be expected to make. Each point scores one mark, with a maximum of 15 to be awarded for content. Please note that the points below are possible answers and are in note form, but that candidates are required to present their summary in continuous prose.</p> <p>10 marks are available for Writing (see tables).</p>		

Question	Answer		Marks	Guidance
2	tekst 1	tekst 2	25	
	artikel over een onderzoek	column		
	hoofdzakelijk feitelijke informatie	hoofdzakelijk mening		
	voorbeelden: leerlingen	voorbeelden: kinderen		
	gebruik van humor	gebruik van humor		
	gaat over prestatiedruk in algemenere zin	bespreekt prestatiedruk die door ouders opgelegd wordt		
	leerlingen presteren slechter door druk	kinderen gaan hun eigen gang		
	of de nieuwe methode werkt is nog onbekend	kinderen slagen toch, al dat gezeur was voor niets		
	druk moet wegvallen is de boodschap	de ouder wordt aan het eind van de column rustig (druk valt ook weg)		
	tekst spreekt over frustratie druk	tekst spreekt over frustratie druk		
	boodschap tekst 1 en 2 komt op hetzelfde neer	boodschap tekst 1 en 2 komt op hetzelfde neer		
	kinderen kunnen gemotiveerd worden door ze op de goede manier te benaderen / door ze zelfvertrouwen te geven	kinderen motiveren zichzelf/kinderen hebben zelfvertrouwen		

Question	Answer	Marks	Guidance
Writing: Style and Organisation			
5 (Excellent)	Excellent expression and focus with assured use of own words. Good summary style with orderly grouping of ideas; excellent linkage. Answer has sense of purpose		
4 (Good)	Good expression in recognisable summary style. Attempts to focus and to group ideas; good linkage		
3 (Adequate)	Satisfactory expression in own words. Reasonably concise with some sense of order. Occasional lapses of focus		
2 (Weak)	Limited expression but mostly in own words. Some sense of order but little sense of summary. Tendency to lose focus (e.g. by including some anecdote); thread not always easy to follow		
1 (Poor)	Expression just adequate; maybe list-like. Considerable lifting; repetitive. Much irrelevance		
Writing: Accuracy of Language			
5 (Excellent)	Clear, carefully chosen language with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.		
4 (Good)	Clear, appropriate language. Appropriate vocabulary. Few technical errors.		
3 (Adequate)	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors.		
2 (Weak)	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors.		
1 (Poor)	Thin, inappropriate use of language. Confused and obscure. Many errors.		