

**General Certificate of Secondary Education  
 Modern Foreign Languages**

**A804**

**Dutch - Writing**

**Specimen Paper**

Time: 1 hour

Candidates answer on the question paper.  
**Additional materials:** none

Candidate  
Forename

Candidate  
Surname

Centre Number

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Candidate  
Number

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

### INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **any two** questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- **Dictionaries are allowed.**

| FOR EXAMINER'S USE |  |
|--------------------|--|
| 1                  |  |
| 2                  |  |
| 3                  |  |
| 4                  |  |
| 5                  |  |
| <b>TOTAL</b>       |  |

This document consists of **12** printed pages

**Answer two questions****Question 1 Home and Local Area**

You have been asked to write an item (to be posted on your e - partner school's website) about 'A day in your life'.

- You can choose how to present the item, e.g. email / magazine item / script of an imaginary conversation
- You can write up to a maximum of 150 words **in Dutch**
- You will need to:
  - give factual information **and** explain ideas and points of view (your own or those of others)
  - use a variety of vocabulary, different types of sentences and different verb tenses
- You can use your own ideas to make the item interesting or the following suggestions:
  - who you are and your daily routine at home
  - what the area where you live is like
  - what you or people in your town or village like to do and why
  - a particular activity that you have done or will do
  - your plans or ambitions or wishes

**[25]**



**Question 2 Health and sport**

**You write an article about staying fit and healthy.**

- You can choose how to present the article, e.g. email / magazine item / community news item / script of an imaginary interview
- You can write up to a maximum of 150 words **in Dutch**
- You will need to:
  - give factual information **and** explain ideas and points of view (your own or those of others)
  - use a variety of vocabulary, different types of sentences and different verb tenses
- You can use your own ideas to make the article interesting or the following suggestions:
  - who you are and what you do to stay healthy
  - details of leisure or sports facilities in your local area
  - what people in your town or village like to do and why
  - what else makes for a healthy lifestyle
  - how you or someone you know changed (or is changing) their lifestyle to become more healthy

**[25]**



**Question 3 Leisure and entertainment**

**You took part in or watched a regional or national event and write a description about it afterwards.**

- You can choose how to present the description, e.g. email / magazine item / news item / script of an imaginary conversation
- You can write up to a maximum of 150 words **in Dutch**
- You will need:
  - to include information about the event and explain ideas and points of view (your own or those of others at the event)
  - to use a variety of vocabulary, different types of sentences and different verb tenses
- You can use your own ideas to make the account interesting or the following suggestions:
  - what sort of event it was (e.g. concert / competition / demonstration / show)
  - where it took place and what the place was like
  - details of what happened
  - how you, or those taking part or watching, felt and reacted. Why?
  - If you would watch or take part in the same event again and why

**[25]**



**Question 4 Travel and the wider world**

**You've been on holiday with your family in the Netherlands but had a bad experience in the place where you stayed and you write a letter of complaint.**

- You can write up to a maximum of 150 words **in Dutch**
- You will need to:
  - give factual information **and** explain ideas and points of view (your own or those of others)
  - use a variety of vocabulary, different types of sentences and different verb tenses
- You can use your own ideas to make the letter have impact or the following suggestions:
  - who you are and why you are writing
  - some details about your stay and why you visited the area
  - details of what the experience was and why it caused problems for you and your family
  - suggest improvements that could be made and why

**[25]**





**Question 5 Education and work**

**Imagine that you want to do work experience in the Netherlands. Write a letter of application.**

- You can write up to a maximum of 150 words **in Dutch**
- You will need to:
  - give factual information **and** explain ideas and points of view (your own or those of others)
  - use a variety of vocabulary, different types of sentences and different verb tenses
- You can use your own ideas to make the letter interesting or the following suggestions:
  - who you are and why you want to work in the Netherlands
  - your experience of work and why you would be good at work
  - an example of a particular skill you have or an activity that you have done
  - why this is/was important
  - what you want to do as a job or career and why work experience is important

**[25]**



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## WRITING MARK SCHEME

### Scheme of Assessment

Candidates answer two questions

|                                | Communication | Quality of Language | Total     |
|--------------------------------|---------------|---------------------|-----------|
| Question 1                     | 10            | 15                  | 25        |
| Question 2                     | 10            | 15                  | 25        |
| Question 3                     | 10            | 15                  | 25        |
| Question 4                     | 10            | 15                  | 25        |
| Question 5                     | 10            | 15                  | 25        |
| <b>Total for two questions</b> | <b>20</b>     | <b>30</b>           | <b>50</b> |

| <b>Communication 10 marks</b> |   |
|-------------------------------|---|
| <b>9 - 10</b>                 | Fully relevant and detailed response to the task.<br>Clearly expressed information.<br>Fully developed and justified ideas and points of view.                        |
| <b>7 - 8</b>                  | Gives a relevant and detailed response to the task.<br>Expresses more than straightforward ideas and points of view, sometimes with justifications.                   |
| <b>5 - 6</b>                  | Produces enough language to respond to the task.<br>Gives factual information.<br>Expresses opinions and points of view, and sometimes provides justifications.       |
| <b>3 - 4</b>                  | Communicates with simple, short pieces of information in response to the task.<br>Expresses some opinions and /or points of view. Occasionally gives a justification. |
| <b>1-2</b>                    | Communicates simple or a few facts. Can express simple opinions.<br>Sometimes irrelevant or repetitive.   |
| <b>0</b>                      | Communicates no relevant information  |

| <b>Quality of Language 15 marks</b> |   |
|-------------------------------------|---|
| <b>14/15</b>                        | Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent and controlled.   |
| <b>12/13</b>                        | Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.  |
| <b>10/11</b>                        | A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.   |
| <b>8/9</b>                          | Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent. |
| <b>6/7</b>                          | Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.   |
| <b>4/5</b>                          | Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences.   |
| <b>2/3</b>                          | Only a few phrases or short sentences are accurate enough to be recognisable. 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>                            | Nothing coherent or accurate enough to be comprehensible  |

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