

# Voorbeelden van examenopgaven op niveau A2, B1, B2, C1

Per ERK-niveau en descriptor zijn voorbeelden opgenomen van mogelijke eindexamenopgaven.

## 3.1 Toelichting bij de voorbeelden

Onder opgave wordt hier verstaan de combinatie van tekst en vraag of vragen. Deze voorbeelden zijn gekozen uit de in de afgelopen jaren afgenomen eindexamens moderne vreemde talen. In het bestek van deze syllabus kan natuurlijk maar een beperkt aantal voorbeelden worden gegeven. Daarom is de keuze van de voorbeelden verspreid over alle moderne vreemde talen.

De voorbeelden zijn wat betreft soorten vragen en teksten niet uitputtend; zij dienen allereerst om een aanduiding van de verschillende niveaus te geven.

De voorbeelden hebben betrekking op de niveaus A2-B1-B2-C1 en zijn ingebed in het indelingssysteem van Taalprofielen. Als houvast staan voorafgaand aan de voorbeeldopgaven de bij het niveau behorende tekstkenmerken en strategieën.

Op niveau C1, bij de descriptor instructies lezen, ontbreekt een voorbeeld. Tot nu toe bevatten de examens geen opgave op dit zeer gespecialiseerde terrein.

## 3.2 De voorbeelden

Niveau: C1

**Beheersingsniveau:**

**Kan lange en complexe feitelijke en literaire teksten begrijpen, en het gebruik van verschillende stijlen onderkennen. Kan specialistische artikelen en lange technische instructies begrijpen, zelfs wanneer deze geen betrekking hebben op het eigen terrein.**

Tekstkenmerken receptief	Strategieën
<ul style="list-style-type: none"><li>▪ <b>onderwerp</b> Alle onderwerpen.</li><li>▪ <b>woordgebruik en zinsbouw</b> Laagfrequent en specialistisch woordgebruik komt voor. Lange samengestelde zinnen.</li><li>• <b>tekstindeling</b> Complexe teksten. Ingewikkelde instructieteksten.</li><li>▪ <b>tekstlengte</b> Speelt geen rol meer.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>signalen herkennen en interpreteren</b> Is vaardig in het gebruik van contextuele, grammaticale en lexicale aanwijzingen om houding, stemming en intenties af te leiden en te anticiperen op wat gaat volgen.</li><li>▪ <b>hulpmiddelen</b> Incidenteel gebruik van een woordenboek.</li></ul>

C1	Correspondentie lezen	Kan alle correspondentie begrijpen als incidenteel een woordenboek gebruikt kan worden	Teaching's true vocation	Engels
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# Teaching's true vocation

Correlli Barnett (Letters, February 14) applauds Estelle Morris's "attempt to create a more equal balance between the academic and practical avenues in our schools", but does so in terms which themselves effortlessly reproduce that same old scenario, where "the practical" and "the academic" are opposed. What are these "intensely boring academic studies"? I wonder whether there may not be a generational problem here — a tendency to look back with indignation and regret, rather than offering any hint of a teaching programme which starts from the supposition that all students need access to the full range of skills and knowledge. Some of these are reading-writing based, and include mastery of those activities; and some are grounded in mixed-mode practices — such as music technology or video production — but which also include critical perspectives and the history of the discipline, as well as mastery of its current and potential applications. In this different scenario, Barnett's "academic" is also practised, rather than opposed to "practice"; no longer succumbed to as a dominant code imposed from above. In some instances this is already happening. But what is needed, if that aspiration is to be widely realised, is a different language — and a better grasp of newer possibilities.

**Prof Susan Meilrose**

● If you talk to even the most academically able 15-year-old pupils, you will find that most of them evaluate all school subjects according to their potential usefulness for future employment. This means that some subjects, such as history, English literature, even mathematics, are regarded as "useless". Any attempt by teachers to justify them in terms of usefulness results in trivialisation. Let us by all means provide young people with training for work and let it have high prestige, but let it also be separate from education. Then the values of both may flourish in their own environments and not conflict. Perhaps, then, we could envisage the best of both worlds: a well-trained workforce of culturally sophisticated individuals.

**Michael Bulley**  
Ashford, Kent

*The Guardian*

**Hieronder staan vijf uitspraken. Twee ervan geven elk een opvatting weer van één van de twee briefschrijvers.**

- 1 Practical training is ultimately the only useful thing in education.
- 2 Pupils do not realise the relevance of academic subjects.
- 3 Recently introduced school subjects do not deserve to be called academic.
- 4 School subjects should be approached from an academic as well as a practical perspective.
- 5 Teachers are reluctant to experiment with new approaches in education.

**Noteer de naam van de twee briefschrijvers, gevolgd door het nummer van de uitspraak die zijn/haar opvatting weergeeft.**

C1	Oriënterend lezen	Kan lange en complexe teksten snel scannen en relevante details vinden	Reference works	Engels
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Je zoekt een boek over de invloed van het toenemende materialisme in de Amerikaanse samenleving.

Wordt er in de bibliografie een boek genoemd waarin dit onderwerp aan de orde is? Zo nee, antwoord "nee". Zo ja, noteer de titel van het boek.

## REFERENCE WORKS

**Arens, William, and Susan Montague, eds.** *The American Dimension: Cultural Myths and Social Realities*. 2d ed. Port Washington, N.Y.: Alfred Publishing Co., 1981.

A collection of original essays and reprinted articles focusing on various aspects of American expressive culture from professional football to soap operas.

**Jorgensen, Joseph G., and Marcello Truzzi, eds.** *Anthropology and American Life*. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

A collection of reprinted articles encompassing a wide range of topics pertinent to American anthropology through the 1950s and 1960s.

**Kottak, Conrad Phillip, ed.** *Researching American Culture*. Ann Arbor, Mich.: University of Michigan Press, 1982.

Twenty-five original articles analyzing aspects of American culture, particularly symbolism, enculturation, and expressive forms (art, television, films, myth).

**Messerschmidt, D., ed.** *Anthropologists at Home in North America: Methods and Issues in the Study of One's Own Society*. New York: Cambridge University Press, 1981. ISBN: 0-521-24067-0. \$42,50. ISBN: 0-521-28419-8. \$15,95 (paper).

A collection of several articles addressing the key conceptual, methodological, and existential issues encountered by American anthropologists studying American culture.

**Spindler, George D., and Louise Spindler.** "Anthropologists View American Culture." *Annual Review of Anthropology*, 1983 12: 49-78. Palo Alto, Cal.: Annual Reviews, Inc.

A bibliographic essay that reviews 162 articles and books by anthropologists on American culture, assessing early works, topical pieces, holistic analyses, and case studies.

**Spradley, James P., and Michael A. Rynkiewicz, eds.** *The Nacirema: Readings on American Culture*. Boston: Little Brown & Co., 1975.

A collection of the most notable anthropological articles on American culture from the 1940s, 1950s, and 1960s, joined with several original articles. Analyses of technology, kinship, economy, ideology, and expressive forms of culture.

**Applebaum, Herbert.** *Royal Blue: The Culture of Construction Workers*. New York: Holt, Rinehart & Winston, 1981. ISBN: 0-03-057309-2, HoltC. \$9,95 (paper).

A fine example of a recent genre of case studies focusing on American occupational cultures.

## INTERPRETIVE WORKS

**Gorer, Geoffrey.** *The American People: A Study in American Character*. New York: W.W. Norton & Co., 1948.

An attempt to distill American culture down to the essences of its character. A major study in the culture-personality literature of the early post-World War II period.

**Hatch, Elvin.** *Biography of a Small Town*. New York: Columbia University Press, 1979. ISBN: 0-231-04694-4 \$31.00.

A social history of the deterioration of a small, rural town in central California that occurred after World War II when personal economic gain gradually replaced merit approved through social achievement.

**Hsu, Francis L.K.** *Americans and Chinese: Passage to Differences*. Honolulu, Hawaii: University of Hawaii Press, 1981. ISBN: 0-8248-0710-3 \$22,50. ISBN: 0-8248-0757-X. \$10,95 (paper).

A comparison of the individual-centered American culture with the situation-centered Chinese culture, attributing major social dislocations and disruptions to American individualism.

**Jorgensen, Joseph G.** *The Sun Dance Religion: Power for the Powerless*. Chicago: University of Chicago Press, 1972. ISBN (1986 reprod. of 1972 ed.): 0-226-41086-2. \$14,95 (paper) ISBN (1972 ed.): 0-226-41085-4. \$12,50 (paper).

Comparative historical analysis of several Indian cultures and their religious responses to dominant American cultures.

**Lantis, Margaret, ed.** "The U.S.A. as Anthropologists See It." *American Anthropologists* 57 (1955): 1113-80. Special issue.

The first special issue on American culture to appear in the leading anthropological journal.

**McFee, Malcolm.** *Modern Blackfeet: Montanans on a Reservation*. New York: Holt, Rinehart & Winston, 1972. ISBN: 0-88133-043-4. \$6,95 (paper).

A case study of Blackfeet Indian culture in the 1960s with special emphasis on the similarities between Indian culture and the Anglo culture of rural Montana wheat and cattle ranchers.

**Mead, Margaret.** *And Keep Your Powder Dry*. New York: Morrow, 1943. ISBN (reprod. of 1942 ed.): 0-8369-2416-9. \$18,00. ISBN (1971 ed.): 0-688-21654-4. \$7,95 (paper). A general assessment of American character consonant with culture-personality theorizing during World War II.

- Myerhoff, Barbara.** *Number Our Days*. New York: Simon & Schuster, 1978. ISBN: 0-671-25430-8, Touchstone. \$8,95.  
A case study of elderly Jews and the community they form at a senior citizens center in the 1970s in Venice, California, describing their memories, desires, frictions, and fears.
- Perin, C.** *Everything in Its Place: Social Order and Land Use in America*. Princeton, N.J.: Princeton University Press, 1977. ISBN: 0-691-09372-5. \$31,50. ISBN: 0-691-02819-2. \$11,50 (paper).  
A semiotic analysis of American real estate. Although ahistorical, comparisons among ethnic groups within the U.S. exhibit systematic differences in buying, renting, living on, using, thinking about, and planning for real estate.
- Rapson, R., ed.** *Individualism and Conformity in the American Character*. Boston: D.C. Heath & Co., 1967.  
A survey of the most significant and influential analyses of the dialectic between individualism and conformity in American ideology and practice.
- Schneider, David.** *American Kinship: A Cultural Account*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.  
A symbolic analysis of American kinship that puts kinship in a central place in American culture – drawing persons together and promoting solidarity. Kinship is contrasted with and compared to other ordering principles in American culture.
- Spindler, George.** *The Transmissions of American Culture*. Cambridge, Mass.: Harvard University Press, 1959.  
An ethnographic analysis of the ways in which the cultural views of a specific ordinary teacher influence classroom behavior.
- Spindler, George, and Louise Spindler.** *Dreamers without Power: The Menomini Indians*. New York: Holt, Rinehart & Winston, 1971. ISBN: 0-88133-090-6. \$8,95 (paper).  
A social history-ethnology of cultural and personal change among Menomini Indians as the forces of the dominant American culture have influenced Menomini organizations and practices.
- Spradley, James P., and B. Mann.** *The Cocktail Waitress: Women's Work in a Man's World*. New York: John Wiley & Sons, 1975. ISBN: 0-394-34412-X. \$9,00 (paper).  
An ethnoscientific ethnography of a college bar that focuses on the real and symbolic differences between male and female employees and extends those differences, by implication, to cultural settings outside the bar.
- Stack, Carol B.** *All Our Kin: Strategies for Survival in a Black Community*. New York: Harper & Row, 1974. ISBN: 0-06-131982-1, TB1982, Torch. \$6,95 (paper).  
A study of personal histories of black urban women and the strategies they follow to cope, keep their families together, maintain kinship networks, support networks, and alliances.
- Varenne, H.** *Americans Together: Structured Diversity in a Midwestern Town*. New York: Teachers College Press, 1977. ISBN: 0-8077-2519-6. \$15,95 (paper).  
An analysis of incipient networks, focusing on transactions and exchanges among persons in a midwestern community. Emphasizes the unifying structure of symbols in a surprisingly diverse cultural landscape.
- Vidich, Arthur, and J. Bensman.** *Small Town in Mass Society: Class, Power, and Religion in a Rural Community*. Princeton, N.J.: Princeton University Press, 1958. ISBN: 0-691-09342-3. \$33,00. ISBN: 0-691-02807-9-131.  
A pacesetter analysis that helped to redefine anthropological inquiry into American culture from the perspectives of culture personality (national character, modal personality, ethos) and closed and structured communities, to deeper analyses of the networks of relations within a community and the way in which communities are dependent parts of a larger system.
- Waddell, Jack, and Michael Watson, eds.** *The American Indian in Urban Society*. Boston: Little Brown & Co., 1971. ISBN: 0-8191-4038-4. \$15,25 (paper).  
A collection of original articles assessing the adaptations of American Indians in urban areas to the dominant American culture and society.
- Wallace, Anthony F. C.** *Rockdale: The Growth of an American Village in the Early Industrial Revolution*. New York: Alfred A. Knopf, 1980. ISBN: 0-393-00991-2. \$10,95 (paper).  
An expert social history of a small village in Pennsylvania that is sensitive to the multiple forces shaping a community over time.
- Warner, W. Lloyd.** *The Social Life of a Modern Community*. Yankee City Series 1. New Haven, Conn.: Yale University Press, 1941. ISBN: 0-686-83769-X. \$20,00.  
The pre-eminent study of a northeastern American community in which the analysis of class and formal, bounded relations, and organizations set the paradigms for community analyses for the better part of the following three decades.
- Williams, Melvin D.** *On the Street Where I Lived: A Black Anthropologist Examines Lifestyles and Ethos in an Urban Afro-American Neighborhood*. New York: Holt, Rinehart & Winston, 1981. ISBN: 0-03-056132-9, HoltC. \$9,95 (paper).  
An ethnographic case study of a black urban neighborhood.
- Wong, Bernard.** *Chinatown: Economic Adaptation and Ethnic Identity of the Chinese*. New York: Holt, Rinehart & Winston, 1982. ISBN: 0-03-058906-1. \$11,50 (paper).  
An ethnographic case study of New York City's Chinatown. [Under the general editorship of George Spindler, Holt, Rinehart & Winston, New York, published 30 anthropological case studies of America's dominant, minority, and occupational cultures.]

C1	Lezen om informatie op te doen	Kan een breed scala aan lange en complexe teksten zoals men die tegenkomt in het sociale, professionele en academische leven tot in detail begrijpen waarbij fijnere details zoals attitudes en opinies, impliciet en expliciet verwoord, worden onderkend.	Quiet, please	Engels
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## Quiet, please

### MODERN TIMES ▲ DAVID THOMPSON

“Far from being the mere absence of sound, silences express what no words or sounds possibly could.” Stephen Kern, *The Culture of Time and Space, 1880-1918* (1983)

- 1 One of music’s most interesting qualities, perhaps a transcendental quality, is its ability to suggest the intangible, to imply and articulate ideas and experiences that lie beyond the reach of language, imagery and mathematics. The prerequisite of all music is silence, and silence, too, has expressive possibilities that defy easy explanation.
- 2 The Viennese composer Anton Webern produced curiously miniaturised music that underlines a deliberate use of silence as more than a mere absence or zero value. Webern’s one-minute movements evoke tension by implying notes not heard, as if the music had been chiselled away or shaped using a holepuncher. Silent pauses can lend dramatic performance poignancy and emotional charge, and the duration of such pauses can radically alter not only the effectiveness of the delivery, but also its dramatic significance.
- 3 In many social gatherings, non-verbal interludes can provoke awkwardness and, in some cases, acute anxiety. Much of the best humour relies on a precise timing of silence. Even newspaper cartoon strips use wordless or inanimate frames to evoke meaning and heighten impact. When delivering a punch line it may indeed pay to mind the gap.
- 4 Urban centres now offer their inhabitants or visitors endless encounters with vibrating air, welcome or otherwise. The freedom to experience heavily amplified rhythm tracks with visceral intensity in the comfort of one’s home or car may be more accessible than ever before, but the cost of this freedom is often paid by others who would rather not have access to that same thump, rumble and hiss.
- 5 Garbled in the translation from the desert highways of North America to our own small island, the unqualified liberties of car ownership have resulted in sprawling webs of congealed traffic; a crawling visual and auditory litter, punctuated by fits of temper and deranged car-horn semaphore. Police stations have had to evolve specialised nocturnal teams in an attempt to deal with that ultimate aural blasphemy, the car alarm. For city dwellers, few evenings now pass without a shrill and piercing chorus of tinny, battery-powered tones and electronic whining. The club-goers’ late-night urge for junk food seems to have inspired McDonald’s to furnish some of their garish stop-’n’-troughs with a five-kilowatt PA rig, each one presumably calibrated to the precise decibel level necessary to obliterate their customers’ better judgement.
- 6 It’s far too easy to imagine a near future in which the most luxurious treat would be a weekend spent cocooned in silence deep within some heavily insulated underground bunker, untroubled by the epidemic of monotonous thudding music and its ironic, endlessly re-triggered shrieks of “peace and harmony”.
- 7 One of Bertrand Russell’s “Unpopular Essays”, published in 1950, includes the prophetic assertion: “A mentally solitary life seems pointless according to modern standards .... We are suffering not from the decay of theological beliefs but from the loss of solitude.” As the number of external stimuli vying for our attention increases, occupying ever more physical and psychological space with escalating overstatement and intensity, the freedoms of silence seem largely overlooked. The personal space and isolation required for almost any creative consideration are easily compromised and difficult to reassert.
- 8 Introspective pauses are uncommon to western sensibilities and, more than ever, meditative moments free from interruption seem pointedly unfashionable. For anyone under the age of 30, subtracting oneself from the buzz of social activity is typically viewed as an eccentricity or sign of alarming maladjustment. One is obliged to be at all times “up for it”. This may help explain the coarsening of judgement now apparent in so many areas of our culture.
- 9 Brian Eno once suggested that music would continue to spread relentlessly and unchallenged into all aspects of life, becoming ubiquitous background noise. Presumed, unvalued and unnoticed, music

would ultimately be “invisible” to the conscious ear. This nightmarish vision of the future invites a number of questions. Exactly what kind of irreparable sensory numbing would be necessary to render even our current pandemonium inaudible? If we are to be immersed in perpetual noise, perversely sedated by endless diversions, will anyone ask: from what are we being diverted?

*David Thompson is a musician and writer*

*‘New Statesman’, November 20, 1998*

**Which of the following is the point made in paragraphs 1–2?**

- A Music can only be appreciated in the absence of distracting noise.
- B Silence is an integral part of what music is meant to convey.
- C The effect of silence may last longer than that of music.
- D The perception of silence depends on the occurrence of sound.

**Which of the following is in line with the first sentence of paragraph 3?**

- A Many people are more inclined to remain silent than to speak.
- B Silence can be an important instrument in human interaction.
- C Silence in conversations may make people feel uncomfortable.
- D Silent people may be considered to lack social grace.

**‘it may indeed pay to mind the gap’ (eind alinea 3).**

**Leg uit wat, gelet op de inhoud van alinea 3, met deze zinsnede bedoeld wordt.**

**De vierde alinea bevat woorden als ‘vibrating air’, ‘thump, rumble and hiss’.**

**Welke opvatting brengt de schrijver tot uitdrukking met deze woordkeus?**

**What does paragraph 5 focus on?**

- A Life in Britain being conditioned by the irritating habits of the young.
- B The effects of overcrowding of the British isles.
- C The intrusion of noise into many areas of British life.
- D The irreversibility of the American influence on the way of life in Britain.

**Leg uit wat volgens David Thompson ‘ironic’ (alinea 6) is.**

**Which of the following is the point made in paragraph 7?**

- A Isolation is a recent phenomenon, totally contrary to modern man’s deepest longings.
- B Modern man has to find new inspiration in order to achieve peace of mind.
- C The loss of traditional values has caused modern man to hold originality in low esteem.
- D The preoccupation with leisure is symptomatic of man’s stressful existence.
- E The strong hold of the outside world on modern man chokes imaginative thought.

**‘One is obliged to be at all times “up for it”.’ (alinea 8)**

**Geef door middel van een citaat aan waarvoor men altijd klaar zou moeten staan.**

**Welk beeld bedoelt de schrijver met ‘This nightmarish vision of the future’ in de laatste alinea?**