

# FOREIGN LANGUAGE DUTCH

Paper 0515/01

Listening

## General comments

The overall performance was good this year.

## Comments on specific questions

### *Deel 1*

#### *Oefening 1*

Most candidates did very well in this exercise. Some candidates had difficulties with the questions on times and numbers (**Question 2** and **3**).

#### *Oefening 2*

This exercise was also done very well by most candidates. The last question proved slightly more difficult for the weaker candidates as it required careful listening to the sentence in which the information needed for the answer was embedded. Again, some candidates struggled with times.

### *Deel 2*

#### *Oefening 1*

This first exercise of **Section 2** did not cause many problems for the stronger candidates. Although the exercise itself was not particularly difficult, it is important at this level to listen very carefully to the text. A few candidates seemed to confuse which box needed to be ticked (*huis* or *werk*). During the listening test, time is given to candidates to check their work and all material is played twice. It is crucial that candidates make use of this time to revisit their answers to ensure they have captured the right bits of information.

#### *Oefening 2*

The second exercise in this section is always more challenging than the first. **Question 25** and **26** proved particularly difficult for some candidates. This was mostly due to the fact that the questions appeared not to have been read properly. **Question 25**, for example was: 'Why does Ineke babysit a lot?', to which the answer was: 'She likes children'. Some candidates, however, answered: 'She babysits the children of the neighbours'.

### *Deel 3*

#### *Oefening 1*

This section is the hardest part of the exam and candidates had to listen very carefully here to produce the right answer. The better candidates did well in this exercise.

#### *Oefening 2*

The last exercise is the most challenging. Nevertheless, even though the text itself is more demanding to process than others in the test, it is always possible to give brief answers, allowing candidates who understand the language, but have difficulty writing it, to score points. Candidates should be reminded that they need not write in full sentences. as long as the information asked for is conveyed in their answer.

# FOREIGN LANGUAGE DUTCH

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Paper 0515/02  
Reading and Directed Writing

## General comments

The majority of candidates scored high marks in **Sections 1** and **2** of the examination.

In **Section 1**, most candidates did well in the multiple choice and matching exercises. The writing exercise did not cause many problems, but some candidates did not pick up on the fact that the icon referred to the school subject biology.

In **Section 2**, the open-ended exercise always asks for short answers, but some candidates lifted long pieces of text, without much success. The writing exercise in this section carries ten marks for communication, with a further five marks for accuracy. Some candidates did not score full marks for communication, as they did not complete one or two tasks. As always, it is important to take the time to read the rubrics and the questions carefully.

The longer reading texts in **Section 3** need to be read very carefully. Some candidates only answered a few questions in each exercise correctly. In the final exercise, again, short answers were required, but quite a few candidates lifted whole sentences in the hope that these contained the right answer. A small number of candidates did not finish the last exercise.

## Comments on individual questions

### **Section 1**

#### **Exercise 1, Questions 1 – 5**

##### **Question 1**

Although the majority of candidates ticked the correct answer (box B 'vacuum cleaner'), quite a few ticked either 'washing machine' or 'broom'.

##### **Question 2**

Most candidates correctly ticked box D for 'leg', but box A for 'arm' also received ticks.

##### **Question 3**

'Shopping' (box A) was familiar to most candidates.

##### **Question 4**

'Hairdresser' caused a few problems and a number of candidates chose answer C ('nurse') instead of A.

##### **Question 5**

Most candidates ticked box C for the correct amount of change.

## Exercise 2, Questions 6 – 10

In this matching exercise, candidates were asked to indicate where certain bits of information could be found.

### Question 6

Quite a few candidates did not know that the price of a single ticket could be found on a train ticket, rather than at a bus stop.

### Question 7

Most candidates were aware that the price of fish (cod) can be seen in a fish shop.

### Question 8

The price of the May issue is given on a magazine, a fact that quite a number of candidates did not know.

### Question 9

Most candidates realised that people's first names can be read in a passport.

### Question 10

The majority of candidates knew that you can catch bus 174 at the bus stop.

## Exercise 3

### Questions 11 – 15

Candidates had to read a text about a special event at a museum and were asked to tick which statements about the text were *true*, *not true*, or *not in the text*. Careful reading was required.

### Question 11

The majority of candidates realised that the stories lasted 15 minutes and the guided tours 30 minutes, so the statement was not true.

### Question 12

Some candidates thought the name of the programme was the same as the name of the museum, but this was incorrect.

### Question 13

The tours were for people of all ages, a statement which most candidates were able to identify as being true.

### Question 14

The quizzes were for sale at the entrance next to the café, not in the café itself, but quite a few candidates did not know this.

### Question 15

There was no mention of cost for the 'look-and-do' corner, a fact which the majority of candidates spotted.

**Exercise 4, Question 16**

Generally, candidates did well in this exercise, and many emails were of the required length. However, many candidates still used standard openings like "How are you? I am fine". These usually made the emails too long and did not score. Not everyone knew that icon **(a)** indicated the school subject biology, and some candidates thought they were going on a fishing holiday. The majority of candidates knew, though, that they were going to study nature in a wood or park. Almost everyone identified the correct date, but it was rather surprising that most candidates wrote *juni* with a capital *J*, even though it was written correctly in the icon. Some candidates wrote the email in the past tense, even though the event was yet to come; this usually resulted in 1 mark only for use of language.

Quite a few candidates who did not receive the full three marks for communication managed to get the two marks available for use of language.

**Section 2****Exercise 1, Questions 17 – 26**

Although many candidates did well in this exercise, there were some who lifted whole sentences without trying to extract the required information. The rubric clearly states that short answers are required.

**Question 17**

The answer to this question was 'Saba'. Almost all candidates answered this question correctly, but many wrote more than one word.

**Question 18**

Justus called the storm period '*de orkanentijd*', but some candidates thought it was either 'Ivan' or 'Jeanne'.

**Question 19**

The majority of candidates wrote that the school was closed for two days, but a small number of candidates lifted '*week twee dagen*', which was incorrect.

**Question 20**

Again, most candidates answered this question correctly with 'Ivan'; only a few thought it was 'Jeanne'.

**Question 21**

Many candidates stated that people could not stay in their houses because the roof had been blown off, but quite a few lifted '*het huis is afgewaaid*', which was incorrect.

**Question 22**

Just about every part of the second paragraph was lifted in an attempt to find the correct answer. Even so, many candidates correctly responded that Justus's school sent a container (with goods) to help the Grenadians.

**Question 23**

This question received many wrong answers as candidates did not know that '*speelgoed*' was specifically meant for the children in Grenada.

**Question 24**

Far more candidates knew that Justus and his family stayed in a little room during the storms, but many specified that the windows and doors were shut, which was unnecessary. Some candidates thought that Justus and his family stayed in the school.

**Question 25**

This question received many good answers: Justus could not read when it was dark. Some candidates lifted the complete sentence '*Ik.....lachen*', which was incorrect. This sentence also contained the answer to the next question.

**Question 26**

Justus liked the storytelling. Most candidates gave the correct answer, but some lifted the last sentence of the text.

**Exercise 2, Question 27**

Candidates were asked to write about their drama club, a play they had taken part in, their opinion about a recent performance and why they held that opinion. They also had to ask a friend about the band their friend played in and mention what they were going to do now they had more time. Not everyone knew what '*een toneelclub*' was, but that did not stop many from scoring 6 or 7 marks out of 10 for communication.

- (a) Many candidates did well, even if they did not know what kind of club it really was. It generally involved having fun with lots of lovely people.
- (b) Quite a number of candidates played either Romeo or Juliet. Others were the director.
- (c) Some candidates wrote that the performance went well, but did not always say why.
- (d) Most candidates coped well with this question, although some wrote about their own band instead of asking their friend about theirs.
- (e) The final task was usually well done. Many people went on holiday or wanted to watch their friend's band.

Candidates who used the correct tenses in the tasks and gave an opinion (supported by a good reason) for task (c) were usually awarded the full 5 marks for accuracy.

**Section 3****Exercise 1, Questions 28-35**

Almost all candidates attempted this exercise, but some only managed to get two marks out of eight. Many more received more marks, though.

**Question 28**

Many candidates knew that the writer missed the colour orange.

**Question 29**

Although this question was not always answered correctly, there was no particular favourite alternative.

**Question 30**

Some candidates thought D was the correct answer.

**Question 31**

Many candidates appeared not to think the writer was sad, and ticked box A.

**Question 32**

This question was challenging. Many candidates thought 'troep' meant 'party' (A).

**Question 33**

This question received many correct answers, although B received quite a few ticks, too.

**Question 34**

This question appeared to be more accessible than the previous ones, although A and B also received ticks.

**Question 35**

The correct answer was that the writer thought Michels was fantastic, but some candidates answered B.

**Exercise 2, Questions 36-45**

Almost all candidates attempted this exercise, or at least the first four or five questions.

**Question 36**

The majority of candidates gave the correct answer; either the shortage of 'hagelslag' or the need to produce more.

**Question 37**

Quite a few candidates knew that the correct answer was simply 'werken', but 'produceren' was also accepted. Some lifted part of the sentence in which the words 'in bedrijf' occurred, but, for obvious reasons, this did not work.

**Question 38**

Many candidates answered 'Baarn', which was correct. However, the answer 'van Baarn naar Utrecht' was not acceptable.

**Question 39**

This question proved challenging for many candidates, and only the best managed to attain the mark on offer. Those who got it right managed to convey that a 'broodversierder' puts something on a slice of bread to make it look nice.

**Question 40**

Most candidates correctly answered that people eat *hagelslag* for breakfast/in the morning.

**Question 41**

Candidates had to give three reasons for the shortage of 'hagelslag'. Many candidates managed to give at least one reason.

**Question 42**

Most candidates correctly stated that the complaints were about empty shelves.

**Question 43**

Not every candidate had worked out that the employees were not allowed to go on holiday because they had to work.

**Question 44**

Some candidates lifted the last sentence in the text, hoping that this would contain the answer, but quite a few realised that the Dutch for 'soon' or 'shortly' was required.

**Question 45**

Candidates generally had no problem perceiving the connection between the name 'Boterman' and the word '*boterham*'.

# FOREIGN LANGUAGE DUTCH

Paper 0515/03

Speaking

## General comments

The candidates' ability to communicate verbally in Dutch was impressive, and most achieved good marks. The interactions between candidate and Examiner were often interesting, but Examiners have to remember to try to let the candidates perform optimally by asking questions that match their individual level of ability. Candidates tend to perform better when they are familiar with a subject and can concentrate on the language specifically associated with it. There were plenty of good examples where candidates started off talking about familiar subjects, like sport and shopping, and were able to progress to more challenging topics. It should be remembered that the exam should last about 15 minutes, i.e. not shorter, so that the candidate has ample opportunity to use different tenses and complex sentences.

Generally, the quality of the recordings was high. However, please remember that audibility is crucial as it is impossible to award marks when a candidate cannot be heard. It is therefore good practice to test the acoustics and recording quality before exams take place, to ensure candidates can be heard. It should also be remembered that enough space should be available for recording on the tape so that the exam is not interrupted by having to change sides or even the tape itself. It is also not allowed to switch off the tape after each part of the exam. Unfortunately, it was evident that the pause or stop button had been pressed during a number of exams.

Centres must ensure their sample covers the full range of ability of its candidates by selecting its best, middling and weakest candidates for inclusion. This ensures that any adjustments which may be made at moderation are applied fairly across the candidature.

Generally, marking at the Centres was in line with the required standard and the majority of Centres had only a slight, if any, adjustment made to their marks. Upward adjustments were usually because it was sometimes forgotten that candidates do not need to be of native speaker standard to have access to full marks.

Centres are reminded that they should include a copy of the MS1 sheet, as well as a copy of the WMS (Working Mark Sheet), with the material sent in for moderation.

## Role Plays

The Role Plays test the use of Dutch in day-to-day situations. Most candidates experienced few problems in this part of the test.

Nevertheless, there were a few problems with the way in which a small number of tests was conducted. Examiners should introduce each Role Play with a short pre-ambule so the candidate knows what is coming next. This did not always happen and a couple of candidates were caught off guard. Another recurring problem was that some Examiners deviated from the script as set out in the Role Play. Apart from the confusion this causes for candidates, they cannot be awarded marks for utterances which are unrelated to the tasks set.

It should also be remembered that candidates have to ask one question in the first Role Play and two in the second Role Play. Furthermore, the suggestions given in brackets do not have to be used by the candidates.

Please remember, too, that if a candidate forgets part of the question or misinterprets it, they may be reminded that they are forgetting something, or the question may be rephrased to allow the candidate to comprehend what information they need to supply.



**Topic Conversation (prepared)**

A wide range of topics was offered and most candidates had prepared their material very well. Candidates should not be allowed to talk uninterrupted for more than a minute before being asked questions. Equally, Examiners should not commence asking questions from the outset, but give candidates sufficient time to settle into the subject and allow them to expand.

There were some excellent examples of examining, which encouraged candidates to use past and future tenses. Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'myself' or 'my life' as topics as these often pre-empt the general, unprepared conversation.

**General Conversation (unprepared)**

The candidates who performed best were those who used a variety of time frames, relevant vocabulary and appropriate structures, often strongly encouraged to do so by their Examiner. A very small number of Examiners appeared not to have prepared properly for this part of the exam, which then resulted in stilted conversations, with limited opportunity for candidates to score marks. At the other end of the scale, some Examiners asked too many questions which inhibited the flow of conversation. In such cases, candidates are often forced to give very short answers, limiting the chance for them to show more advanced language ability.

# FOREIGN LANGUAGE DUTCH

Paper 0515/04  
Continuous Writing

## General comments

Candidates were asked to answer either **Question 1 (a)** or **1 (b)**, and **Question 2**. Most were able to answer as instructed.

25 points were awarded for each question, with a maximum of 50 marks for the paper.

For each question, 5 marks were awarded for communication, 15 marks for language and 5 marks for general impression.

## Comments on specific questions

### Question 1

- (a) Overall, the candidates answered this question very well. Candidates were asked to write a diary entry about a city they had visited. They had to address five bullet points given in the question. The majority addressed each of these points and achieved full marks for communication, but quite a few candidates forgot to mention exactly where the city was situated. A small group of candidates wrote as if they were still going to the city, while others addressed '*hoe je de stad vond*' by writing how they got to the city instead of expressing their opinion about it. It is recommended that candidates read the questions more carefully in future, to ensure that their answers are relevant.

A number of candidates had problems with word order, particularly with the order in which Time, Manner and Place are put in Dutch sentences. In addition, some candidates struggled to invert subject and verb in sentences fronted by an adverb of time, as the following example shows: '*Vandaag ik ben naar een vriend geweest*'.

- (b) Candidates were asked to write a letter to a friend about a match they had played and won. They also had to address five bullet points in their question.

Most candidates were able to show their understanding of Dutch and described their participation in sport with enthusiasm and imagination.

A large number of candidates scored full marks for communication. Some candidates had problems with word order when starting sentences with temporal adverbial phrases like *de volgende keer*, as the following example shows: '*Volgende keer we willen gaan naar het sportcentrum*'.

### Question 2

This question is always phrased in such a way as to require a response in the past tense.

Candidates were given brief details of a walk in the woods in which they encountered a big open space. They were asked to describe what happened next.

Most candidates expressed their experiences and feelings quite well and demonstrated good use of vocabulary, past tense and syntax. There were quite a few outstanding responses which gained full marks.

Some candidates copied part of the question into their answer. It should be remembered that marks should not be awarded for any information already given in the rubric.

A small number of candidates struggled to conjugate the reflexive verb *zich verbazen* correctly. A serious problem, however, was that a few candidates answered this question in the present tense. Candidates should be reminded that they can only be awarded marks for quality of language if they demonstrate correct use of the past tense.

