

# DUTCH (FOREIGN LANGUAGE)

Paper 0515/01

Listening

## Key message

- The paper contains a variety of tasks, and candidates should always read the rubrics and questions with care.
- Candidates should clearly indicate their answers to multiple-choice questions. If they change their mind, they must ensure that their chosen answer is unambiguously indicated.
- Where written answers are required, handwriting should be as clear as possible.
- The focus in this paper is on comprehension. Linguistic accuracy is not assessed, but written answers must be comprehensible and unambiguous.
- All candidates should aim to attempt all the questions on the paper as there are questions in Sections 2 and 3 which are accessible to the whole ability range.
- Answers to questions requiring a response in Dutch should be kept brief; full sentences are not required. The inclusion of detail which exceeds the requirements of the question may invalidate an otherwise correct answer.

## General comments

On the whole, candidates did better this year than last year, and a large number performed to a consistently high standard throughout the paper.

As mentioned in the report for June 2011, it may be useful for candidates to spend time in class studying the meaning and usage of small words, such as *maar, wel, toch, bovendien* etc. Such words often provide vital clues for comprehension, especially in the more challenging exercises in **Sections 2** and **3**.

It is also important for candidates to use the reading time for familiarising themselves with the rubric and the questions.

## Comments on specific questions

### **Section 1**

The first part of this examination was done well by most candidates. Weaker candidates missed a few marks in the first and second exercises, but, overall, the listening passages and the questions in this part of the examination did not cause many problems.

### **Exercise 1**

This first exercise was done well. Some candidates had difficulties with **Question 6**, in which Marieke says that she is going to call to book a tennis court; a small group of candidates picked option D which showed her packing her sports bag.

### **Exercise 2**

This exercise was also done well by most candidates. All questions were attempted. The question about the number of people taking part (**Question 11**) proved challenging for some of the weaker candidates.

### **Section 2**

This part of the exam forms the transition between **Section 1** and the most demanding part of the examination, **Section 3**. As expected, the first exercise in **Section 2** was fairly well done by most candidates, whereas the second exercise was found to be more challenging.

### Exercise 1

Many candidates did well in the matching exercise, with many scoring full marks. Candidates were asked to link two pieces of information per question. The first piece of information related to a school subject, and most candidates had no problems connecting the subject to the name of the person to whom it applied. Some mistakes were made with the second piece of information, which related to an important object used in learning a particular school subject. Overall, however, this exercise was done well.

### Exercise 2

The second exercise in **Section 2** proved to be quite challenging for some candidates. The stronger candidates were able to glean the required information from the interview, but the weaker candidates found it difficult to filter out which information was essential to the task. At this stage in the examination it becomes increasingly important to be able to pick up on signalling words, such as *bovendien*, *vooral*, *daarnaast*, which can provide important clues to an answer.

### Section 3

This section is the most challenging in the examination and is intended to test the best candidates. Nevertheless, it was pleasing to see that nearly all candidates attempted this section and that some of the weaker and average-ability candidates were able to acquire some valuable marks.

### Exercise 1

The candidates had to listen very carefully in order to be able to select the right answer among the distracters. Candidates of average ability were able to tackle the more straightforward questions in this exercise successfully, but only the strongest were able to score full marks. It is advisable to use the pauses in the recording to read the questions again, so that the answers given can be properly checked against the recording when it is played for the second time.

### Exercise 2

The final exercise is the most difficult in the exam as its aim is to distinguish among candidates at the top. The challenge at this level is to get the gist from the recorded material and to summarise the required information in a good response. Many of the better candidates scored full to near-full marks.

# DUTCH (FOREIGN LANGUAGE)

Paper 0515/02  
Reading and Directed Writing

## Key message

- Candidates will perform better if they allow time to read the instructions and questions carefully in all sections of the paper. It is important to plan to leave enough time to deal with the longer, more difficult exercises in **Section 3**.
- The reading questions are designed to test comprehension, so answers may be single words or short phrases. Candidates should focus on eliminating any extra material which could invalidate a correct answer.
- In the reading tasks the focus is on comprehension, but in **Section 3** there will be questions which require candidates to manipulate the language in the text.
- Both writing tasks are 'directed' which means that marks will be awarded for communicating an appropriate response to the set tasks. In **Section 1** marks for accuracy will be related to the set task, whereas in **Section 2** marks for accuracy will be based on the whole piece.
- There is no word count in the writing tasks, but 30 words should be enough to answer the question in **Section 1**. In **Section 2** there is no need to write more than 80-100 words, provided that answers are focused and accurate.
- All candidates should aim to attempt every item as there are questions in **Sections 2** and **3** which are accessible to the whole ability range.

## General comments

Many candidates performed well in both **Sections 1** and **2**. The multiple choice and matching exercises caused few problems. It is possible that some candidates would benefit from taking more time to look at the icons and reading the options before deciding on an answer.

The reading exercise in **Section 2** tests general understanding. Candidates should make sure that they fully understand the text before they give a short answer.

In both writing exercises candidates are required to write about all the points (icons or statements) in order to be able to receive full marks for communication. Most candidates did well in these exercises.

In **Section 3** the texts are longer and more challenging. In the multiple choice exercise candidates should try to answer all the questions. In the final exercise some candidates answered some of the questions, but many answered them all and produced some excellent responses. There were a number of candidates who copied long sections from the text, which did not produce the correct answer.

## Comments on specific questions

### **Section 1**

#### **Exercise 1**

In this exercise candidates are asked to put a cross (X) in one of the four boxes of each question. First of all, the question should be read carefully, followed by the text in the box, and finally the icons should be studied. Only then should box A, B, C or D be ticked.

**Question 1**

Not everyone knew that a *blikopener* is used for opening tins, not bottles.

**Question 2**

Most candidates had no trouble buying steak in the butcher's.

**Question 3**

Almost everyone spotted the dog.

**Question 4**

Many candidates knew where to find older people, but the other boxes received some ticks too.

**Question 5**

This appeared to be the most challenging question in the exercise. The special offer was for a magazine subscription, not a book or a set of tables and chairs.

**Exercise 2**

In this exercise candidates were asked to match short descriptions of holiday activities with some statements about them. Most candidates did well.

**Question 6**

Most candidates knew that the statement referred to monuments that were open one day a year.

**Question 7**

The couple of days out were a weekend in the Brabant region. Many candidates ticked the correct box.

**Question 8**

The majority of candidates spotted the bargain on the garden tour.

**Question 9**

This question appeared to be more challenging as not everyone knew that the castles were monuments.

**Question 10**

Most candidates answered this question correctly.

**Exercise 3**

Candidates were required to read a short text about two cats: Mat and Ted. There were five short statements and candidates had to decide whether these referred to Mat, Ted or both. The texts needed to be read carefully, as even if a statement is true for one cat, it could also be true for the other, as in **Question 13**.

**Question 11**

Ted lives on a farm in the country and Mat is a real town cat. Quite a few candidates ticked the wrong box. It is important to read both texts carefully.

**Question 12**

Ted is only four years old, but Mat is 30! Few candidates had problems here.

### Question 13

Both cats are sometimes active. Some candidates did not know this.

### Question 14

Ted often washes himself. Not everyone ticked the correct box.

### Question 15

Mat had lost a lot of hair. Quite a few candidates got this wrong.

### Exercise 4, Question 16

Candidates were asked to write an e-mail of 25-40 words based on three icons. Some emails were considerably longer. Candidates have to use the information as shown in the icons. Not everyone seemed to realise this. Most candidates did very well. Candidates had to write about going to an athletics competition. There were three tasks: candidates were asked to say how they were going to travel there (icon of a plane); what they were going to do (icon of two runners); and who with (icon of a female). Not everyone knew that icon (a) was a *vliegtuig*. Some candidates solved this problem by saying they were going by KLM or another airline. Others were not familiar with *rennen* or *hardlopen*, so they took part in a marathon or did the 100 metres. These were good answers. Others repeated the information in the rubric and went to an *atletiekwedstrijd*. This received no mark. Many candidates chose to go with their mother, sister, female friend or coach in (c). No mark was given if someone went with *vrienden*.

## Section 2

### Exercise 1

The text was about a boy who was playing with his mobile phone during a history lesson. Candidates were required to give short answers in Dutch. Sometimes, candidates lifted long sentences which did not show that the question was understood. Most candidates did well, however.

### Question 17

Most candidates knew that it was a history lesson.

### Question 18

This appeared to be a challenging question. The correct answer was *opletten*. *Luisteren* was a good alternative. The answer 'He did not feel like paying attention' was incorrect.

### Question 19

Most answers were correct.

### Question 20

Again, there were many good answers explaining that he heard *een knal* or *geluid*.

### Question 21

Many candidates gave a double answer: a) he had dropped the phone and b) he was not hurt. Only one of these was necessary, but both were accepted.

### Question 22

Only one word was needed: *zwart*. The majority of candidates gave the correct answer, but many wrote more than was necessary.

### Question 23

There were many correct answers that included the word *rook*. Lifting the complete sentence allowed, as it did not show that the question was fully understood.

### Question 24

Many candidates knew that some candidates cried.

### Question 25

This question was also answered quite well with *verkeerde batterij*. Some candidates lifted the long sentence with the word *batterij* in it. This was not sufficient to prove understanding of the question and therefore did not score.

### Question 26

The vast majority of candidates knew that the age of the phone was *anderhalf jaar*. Those who wrote that it was six months old gave an incorrect answer.

### Exercise 2, Question 27

Candidates were asked to write a letter to a friend. Many candidates scored the maximum 10 marks for communication, but sometimes marks were lost when a task or part thereof was not attempted. Accuracy marks were generally very good, but there were some problems with verb usage and very basic vocabulary and structure, which reduced the marks of some candidates.

- (a) Many candidates wrote about exciting festivals in exotic places. Some misinterpreted the task and wrote about a birthday party.
- (b) Some candidates forgot to mention how they travelled to the festival, but others used planes, trains, cars or walked. Not everyone said who they went with.
- (c) There were plenty of activities at the festival, but sometimes no opinion was offered.
- (d) There was frequently only one question about what the friend had done in the holiday, while some candidates had not understood the task and wrote about what various friends had done.
- (e) Many candidates had good ideas for future holiday activities and destinations. They regularly asked their friend to go with them.

### Section 3

The questions in **Section 3** are, by design, more difficult, but many candidates did well.

### Exercise 1

The text was about paragliding in the dunes in the Netherlands. There were eight multiple choice questions.

### Question 28

This question was challenging. The boys took it in turns (*om de beurt*). Answer A was often ticked, but D and B also received ticks. C was the correct answer.

### Question 29

This question appeared to be more accessible. Many ticked the correct answer (*parachute*), but the three alternatives also received ticks.

### Question 30

Answer: D. This question required careful reading. There were many correct answers, but B was a popular choice too.

### Question 31

This appeared to be a difficult question for some candidates. When the boys landed in the dunes, it was because they took big steps (A), wanted to go higher (C), or wanted to see the dunes (D), but because they had not reached their destination (B).

### Question 32

Many candidates chose the correct answer, A, but quite a large number found the question tricky as they picked C.

### Question 33

Many candidates knew that B was the correct answer, but the other boxes often received ticks too.

### Question 34

The last two questions were done quite well. The majority of candidates gave the correct answer, but the three alternatives were also ticked.

### Question 35

Many candidates gave the correct answer, but options B and D were occasionally chosen instead.

### Exercise 2

Many candidates attempted to answer all the questions. Others answered some of them. There were many long answers, which was not required. Careful reading and short, to-the-point answers were, as always, the key to success.

### Question 36

Most candidates answered this question well with *een wandelnetwerk*. Longer versions were allowed as long as they were tailored to the question.

### Question 37

Quite a few candidates made the mistake of quoting the long sentence which contained the information for the correct answer in its entirety. This was not accepted as it did not demonstrate comprehension of the question.

### Question 38

As in the previous question, many candidates lifted the complete sentence in which the correct answer (*gekleurde paaltjes*) appeared. No mark could be awarded for lifting the whole sentence as this did not follow on from the question.

### Question 39

*Kerk* was the correct answer. The sentence from '*Dit cultuurhuis*' to '*klaar*' did not score.

### Question 40

Many candidates did not state that the café was closed on Wednesdays. Instead, they lifted the sentence about what you could eat on Sundays and thus did not receive the mark.

### Question 41

Candidates fared better with this question, as many knew that there is not much to do in Austerlitz. The answer that it is surrounded by woods was allowed.



**Question 42**

This question was often answered well with *een legerkamp*. Lifting of the whole sentence which contained the answer did not score.

**Question 43**

This question was one of the more challenging in this exercise, but there were many good answers which mentioned the woods and the heath. Some candidates appeared to guess as their answers featured the general or the monument.

**Question 44**

Many candidates gave the correct answer: *barakken*. Lifting the complete sentence was not a clear enough answer.

**Question 45**

The key word was *gras*. Many candidates copied whole sentences which did not indicate that they had fully understood the question or the particular part of the text which contained the answer.

**Question 46**

There were some good answers to this question which mentioned *wegzakken*, *verzakken* or *inzakken*. Many candidates did not quite get the point, and mentioned the weather, which was not quite sufficient.

**Question 47**

Many candidates gave good answers to this question: *in de winter*, *op zondag*, *bij mooi weer op zondag*. Some candidates quoted one of the last two sentences; this did not convey the answer precisely enough.



# DUTCH (FOREIGN LANGUAGE)

Paper 0515/03

Speaking

## Key message

- Careful preparation by Examiners is essential.
- Examiners should adhere to the role play tasks as set out in the Teachers' Notes.
- If an element of a role play task is omitted, the Examiner may give an appropriate prompt.
- All task elements must be communicated, but one word or a short response may be sufficient to do so.
- Examiners should advise candidates on their choice of topic.
- Candidates should be able to convey past and future tense in each Conversation (prepared and unprepared).
- Examiners should make a clear distinction between the Topic Conversation and the General Conversation.
- Failure to adhere closely to the set timings may disadvantage the candidates.
- Examiners should vary the topics covered and should not ask candidates the same series of questions.
- Candidates should be asked both expected and unexpected questions.
- To achieve the highest possible mark candidates do not have to be of native speaker standard.

## General comments

### **Recordings**

Generally the quality of the recordings was very good. Where recordings were of poor quality, this was usually the result of incorrect positioning of recording equipment. While it is important that the Examiner should be audible, it is crucial that the candidate is clearly heard and it may not be possible for the Moderators to hear why certain marks were awarded if the candidate cannot be heard, which can have an adverse effect on their final assessment. It is good practice to test the acoustics and the recording equipment in situ before the examinations take place. Teachers and Centres have to remember to check that enough space left on a cassette or a CD so that the examination of each candidate runs uninterrupted. It is also not permitted to switch off or pause the recording after each section during the examination of a candidate. The recording may only be paused after the examination of a candidate has come to an end. When using CDs, please record each candidate on a different track. Having all the examinations recorded on one track can make moderation very difficult. Centres are also reminded that all parts of the examination should be recorded.

### **Assessment**

Generally, marking was close to the required standard and the majority of Centres had no, or only slight, adjustments made to their marks. Most adjustments were made because candidates had been marked slightly harshly. It should be remembered that candidates do not need to perform to native speaker standard in order to achieve full marks. Examinations should last around 15 minutes so that candidates have ample opportunity to use a range of tenses and complex structures.

Centres are reminded to ensure that copies of the MS1 and the Working Mark Sheets are sent in with the cassettes or CDs for moderation.

## Comments on specific questions

Materials for the speaking test should be opened four working days before the assessment starts and should be studied carefully.

## **Role Plays**

The Role Plays test candidates' ability to produce Dutch used in everyday situations. The majority of candidates did very well.

Each Role Play should be introduced so that candidates know what is expected of them from the outset. Examiners are asked to stick to the script of the role play and not change the content as this will lead to confusion on the part of the candidates. Please remember that marks may not be awarded for tasks other than those specified on the Role Play card, nor for any tasks that are omitted. Where it is indicated on the Role Play, e.g. by the words *ZEG* or *VRAAG*, Examiners should read out the sentence(s) in speech marks exactly as they are printed on the question paper. This will give the candidate the best opportunity for scoring the marks on offer. In the second of the two Role Play cards (B), for example, candidates were asked to comment on a remark made by the Examiner acting the part of a person who rents out sailing boats, a librarian or a neighbour. If the candidate omits to comment on what is said because the remark or statement to be made by the Examiner was not read out, they cannot be given full marks. In cases where the remark or statement is read out but the candidate does not respond appropriately it is permissible for the Examiner to give an appropriate prompt.

Utterances given in any language other than Dutch may not be credited. However, it is possible for candidates to achieve full marks for a particular task in cases where only minor mistakes are made, e.g. with adjectival endings or the use of prepositions.

## **Topic (prepared) Conversation**

A pleasingly wide range of topics was heard. Most candidates had prepared very well for this part of the test.

Candidates should not be allowed to talk uninterrupted for more than two minutes before being asked questions. At the same time, Examiners should not ask questions too soon as this will not give candidates sufficient opportunity to settle in to the subject and expand.

There were excellent examples of examining technique, which encouraged candidates to use past and future tenses. Centres are advised to encourage their candidates to choose from a wide range of topics. Topics along the lines of 'myself' or 'my life' are not appropriate for this part of the conversation as there is a strong risk that it will lead to overlap with the General (unprepared) Conversation.

## **General (unprepared) Conversation**

Most candidates performed well here. The interactions between candidate and Examiner were nearly always spontaneous and engaging. Some Examiners should, however, remember to try to let the candidates perform to the best of their ability by asking questions that are pitched at the level of the candidate. Candidates will also perform better when the subject matter is familiar to them and they have the necessary vocabulary to hold a discussion. There were many examples of examinations where a gradient of difficulty was successfully applied; candidates started with familiar subjects like sport and shopping and were able to progress to more challenging subjects.

Candidates did best when they were encouraged to use a variety of time frames, relevant vocabulary and appropriate structures. In a small number of cases Examiners did not appear to have been well prepared for this part of test and the conversations grew rather stilted as a result, which, in turn, inhibited the performances of the candidates. Occasionally, candidates were asked too many questions in quick succession which meant that they could only give only short answers rather than produce the complex language they might have been capable of.

# DUTCH (FOREIGN LANGUAGE)

Paper 0515/04  
Continuous Writing

## Key message

- Candidates should follow the rubric closely.
- Credit is not given for accuracy or communication beyond 140 words on each question.
- Language from the rubrics can be re-used, but excessive use should be avoided.
- All communication points must be covered.
- Candidates need to use a variety of tenses appropriately.
- Candidates should avoid excessive reliance on certain words or phrases.
- Handwriting must be clearly legible.

## General comments

Most candidates found this paper to be quite straightforward and were able to answer questions as instructed.

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

25 points were awarded for each question, with a maximum of 50 marks for the paper. For each question, five marks were awarded for communication, 15 marks for language and five marks for general impression.

## Comments on specific questions

### **Section A**

**Question 1** had a choice of **(a)** or **(b)**.

- (a)** Candidates were asked to write a letter to a friend, describing the holiday job they did in their uncle's company abroad. They were asked to give the following details: something about their uncle and where he lives; the kind of work they did; how long they stayed; what they did for the remaining days of their holiday; what they thought of the whole experience; and what they would like to do next year.

The majority of the candidates addressed the five bullet points in full and achieved maximum marks for communication. Some candidates wrote more than the 140 words stipulated. Candidates should be advised that no marks can be awarded for communication and language after the 140 words.

All candidates addressed their letter to a friend, as required by the rubric. They often missed their friend and suggested s/he join them on holiday next year.

Only a few candidates did not seem to understand the meaning of the word *ervaring* which they needed to know in order to address the fourth bullet point (*wat je van de hele ervaring vond*). Most candidates wrote the essay using the past tense.

- (b) Candidates were asked to write a letter to a friend about a school trip to a TV studio. The details they were asked to provide were: who organised the trip and who participated in it; what the candidate and his/her class thought of the day; what happened on the way home; and what the candidate would like to do in the future.

This question was not as popular as its alternative, but the candidates who chose it addressed the bullet points in full and did very well.

## Question 2

Most candidates produced a good story and demonstrated a very good use of vocabulary, past tense and syntax. Some candidates answered the question extremely well and gained full marks.

A good number of candidates answered this question using mostly the present tense. For example: *“Mijn vader stopped de auto. Hij vraagt om de mand was okay. Ik ben okay, hij zegt, maar de mans auto werkt niet. Zo mijn vader vraagt om hij willen met ons gaan”*. **Question 2** in Paper 4 is always phrased to elicit a response in the past tense; putting aside the grammatical errors they contain, the sentences in the example should therefore have read: *Mijn vader stopte de auto. Hij vroeg of de man ok was. ‘Ik ben ok’, zei hij, ‘maar mijn auto werkt niet’. Dus mijn vader vroeg of hij met ons mee wilde gaan*. Candidates were only awarded marks for quality of language if they wrote their answer in the past tense. If they did not write the answer in the past tense they were not fulfilling the task set.

Dutch word order remains a challenge for many candidates in both questions. Examples of incorrect constructions include:

- “Plotseling, hij schreeuwd heel hard.”
- “In de vakantie ik heb op het bedrijf van mijn oom gewerkt.”
- “Ik denk dat het is echt niet grappig.”
- “De volgend jaar ik denk dat ik wil ook werken.”

These examples show that there is room for improvement in the area of subject-verb inversion.

Some candidates used correction fluid. Candidates are reminded that staples, paperclips, highlighters, glue or correction fluid may not be used.