

DUTCH (FOREIGN LANGUAGE)

Paper 0515/01

Listening

General comments

As in previous years, the overall performance was good. By design, there is a steady increase in the level of difficulty of the questions, but a sizeable majority of the candidates performed to a consistently high standard throughout the paper.

It may be useful 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**.

Comments on specific questions

Deel 1

The first part of this examination was done well by most candidates. The weakest candidates missed out on 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.

Oefening 1

This first exercise was done well. Some candidates found **Question 3** a little hard, perhaps because they have difficulties with telling time in Dutch when that time is half past the hour. Questions on telling the time will always come up in the examination, so it is advisable that candidates practise telling the time in Dutch in class.

Oefening 2

This exercise was done well by most candidates. As this was not a box-ticking exercise and words had to be down, a small number of weaker candidates did not attempt to answer some of the questions. Candidates should perhaps be reminded that answers in this paper are assessed on communication and not on accuracy. There were a few candidates who missed out the crucial bit of information needed in answer to **Question 11**, namely that Marjolein snowboards (for fun) on Saturdays. Answering that she spent her Saturdays with her friends was not enough to score.

Deel 2

Section 2 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.

Oefening 1

Many candidates did well in this matching exercise, with most scoring full marks. The level of difficulty had been turned up a notch from the last exercise in the previous section, and some of the weaker candidates were unable to acquire full marks.

Oefening 2

The stronger candidates had few problems with this exercise. Quite a few candidates confused *nadeel* with *voordeel*, and gave the advantage of the holiday in Italy instead of the disadvantage, which was the heat.

The weakest candidates struggled with this exercise; although it appeared they had an inkling of what the text was about, they were unable to formulate answers with the necessary degree of precision.

Deel 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 accrue some valuable marks.

Oefening 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 verified against the recording when it is played for the second time.

Oefening 2

The final exercise is the most difficult in the exam as its aim is to distinguish between 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

General comments

The majority of candidates scored high marks in **Sections 1** and **2**. The multiple choice and matching exercises were generally well done. Some candidates could perhaps have done better, if they had looked at the icons more closely, or if they had read the text and the various options more carefully.

The reading exercise in **Section 2** tests general understanding, and candidates should identify the relevant points and give short answers. However, candidates sometimes miss the opportunity to score marks when they lift long sentences, as this does not show clearly that a question has been understood.

The writing exercise was generally well done. Some candidates did not complete all the tasks and lost Communication marks as a result.

The texts in **Section 3** are longer and need very careful reading. The weaker candidates usually managed to answer a couple of the easier questions in each exercise. The first exercise with multiple choice questions was attempted by all. The final exercise required short answers in Dutch, which is a more challenging task, and some candidates did not attempt the questions.

Comments on specific questions

Deel 1

Oefening 1, vragen 1-5

Question 1

Almost all candidates answered this question correctly.

Question 2

Almost everyone knew where to buy their bananas.

Question 3

This question caused a few problems; the hotel wanted a cook, not a waiter (D).

Question 4

Many candidates answered this question correctly, but B, C and D also received ticks.

Question 5

This was to be the most challenging question. Some candidates did not make the link between *frisse lucht* and the icon which depicted opening a car window.

Oefening 2, vragen 6-10

In this exercise candidates had to match newspaper headlines with a very short text. Most candidates answered all questions correctly.

Question 6

Most candidates matched the birthday cake with the 100th birthday party.

Question 7

Not everyone was able to link 'ice skating' with 'winter'.

Question 8

There were quite a few mistakes, but a tennis match lasts longer than 100 m swimming (B)!

Question 9

The question about the little boy meeting his father was answered well.

Question 10

Most candidates had no problems with this question.

Oefening 3, vragen 11-15

Candidates had to read a short text about white lions. There were five short statements and candidates had to tick boxes in a grid with the headings 'true', 'not true', or 'not in the text'.

Question 11 and Question 12

The first two questions caused few problems.

Question 13

This question was found to be the most challenging in this exercise.

Question 14

Many candidates got this one right.

Question 15

The answer was to be found in the final two sentences, but quite a few candidates appeared not to have realised this.

Oefening 4, vraag 16

Candidates were asked to write an e-mail of 25-40 words inviting their friends to a party. Most candidates gave the information asked for in icons (a) to (c). They invited their friends to their (or their friend's) 16th birthday party, but there were some invitations to a party at Club 16, or to a party on the 16th. Such variations were accepted. Dancing or going to the disco for (b) caused no problems. There were lots of messages about cola, soda, or other soft drinks, but not everyone asked their friends to bring some. However, the fact that the drinks were mentioned was sufficient. Most candidates did very well in this exercise.

Deel 2

Oefening 1, vragen 17-26

The text was about a 'wave experiment' in a Dutch football stadium. Candidates had to give short answers in Dutch. Not all candidates gave short answers; they frequently lifted very long sentences which did not show that the question had been understood.

Question 17

Some candidates copied the first sentence from the text, but *De Kuip* was the only correct answer.

Question 18

Candidates did much better here and wrote the correct '(voor een) *wave experiment*'.

Question 19

Most candidates worked out that a wave was started by standing up, but many wrote much more than '*je staat op*'.

Question 20

This appeared to be rather challenging for some. Many candidates quoted the short last sentence of paragraph 1, which was correct. Others quoted from the previous sentence, or found other phrases with the word *wave* in it. These were not correct.

Question 21

The question asked how De Klerk felt before the experiment. The only possible answer was *zenuwachtig*. Quite a few candidates thought it was *blij*, but that was after the experiment at the end of the text.

Question 22

Many candidates lifted the complete sentence starting with '*Vanaf het veld telt de Klerk af ...*' This was allowed. Quoting the next sentence was incorrect.

Question 23

Candidates found a number of ways to answer this question, such as: 'He wanted to know what would happen', or 'He wanted to know if the waves would roll on' (in Dutch). These were correct. '*Een gewone wave is niet zo bijzonder*' was also allowed. Some candidates lifted so much material text that it was obvious that they had not understood the question.

Question 24

This question was easier and the majority of candidates knew that the waves went fast and/or went at 72 km per hour.

Question 25

Many candidates wrote '*De waves ... rollen gewoon door*', which was correct.

Question 26

Many candidates quoted '*enthousiaste mensen*', and even more wrote the complete sentence in which this phrase occurred, which, in this particular case, was allowed.

Oefening 2, vraag 27

Candidates were asked to write a letter to a friend on the topic of a stay with a family abroad. Many candidates scored the maximum 10 marks for Communication, but a number of candidates left out one of the tasks, particularly (d) and (e). Generally, candidates received good marks for Accuracy; good use of verbs and clauses earned the highest marks (5).

- (a) Candidates did not always write about the host family, but about their own family. This was allowed. Sometimes they forgot to tell where the host family lived.
- (b) Some candidates wrote about the travelling, and whether they went by plane or car. Others wrote about the activities during the whole holiday. Both were acceptable.

- (c) Opinions about the holiday were freely given, but not everyone mentioned wrote down those opinions.
- (d) Sometimes this task was forgotten, or wrongly interpreted when candidates asked about people other than their friend had done.
- (e) Some candidates mentioned what they were going to do at school, rather than before school started again. This was not acceptable.

Deel 3

Oefening 1, vragen 28-35

The text was about Esperanto and was followed by multiple choice questions. The questions in this section were more challenging than those in the previous sections, but even so, many candidates did well.

Question 28

Although many candidates chose the correct answer ('Poland'), the other options also received quite a few ticks.

Question 29

This question appeared to be easier than the previous one, but A and C were sometimes chosen.

Question 30

Not all candidates knew that the children were not allowed to speak Dutch, although they sometimes broke this rule.

Question 31

Most candidates worked out that Esperanto has few rules.

Question 32

This was found to be the most challenging question of this exercise; many candidates ticked box C.

Question 33

Answers to this question were often correct, but D was a popular choice too.

Question 34 and Question 35

The last two questions followed a similar pattern. Many candidates gave the correct answer, but the other options were also ticked.

Oefening 2, vragen 36-45

The final exercise was, as always, quite challenging. Not many candidates scored the full 12 marks, but those who fully understood the text and formulated short and consistently relevant answers did well.

Question 36

'(Het is) echt Amsterdams' was the only possible answer. Lifting the entire sentence 'Er zijn.....voorop' did not show that the question had been understood.

Question 37

There were a number of possible answers. 'That you could see better', however, was not in the text, and did not score.

Question 38

The only possible answer here was '*(De toeristen klaagden over) onhandige fietsen*'. Lifting the sentence '*Tjeerdopgehouden*' did not score.

Question 39 (i) and (ii)

Most candidates did well here and came up with the key words '*rondje Vondelpark*' and '*goedkoop*'.

Question 40

The words '*tussendoor....gaan*' caused problems for the majority of candidates. Not many understood that the answer had to be *verkeer (auto's, fietsen) / mensen*.

Question 41

A larger number of candidates realised that a coach was too slow if you didn't have enough time.

Question 42

Some candidates copied the sentence '*De huurprijs....chauffeur*' or other irrelevant material from the text. The only acceptable answer was '*(bier) drinken*'.

Question 43 (i) and (ii)

Many candidates quoted the first sentence of the final paragraph, hoping that it would contain the answer. However, the answer was to be found in the following two sentences. Candidates who gave the answer '*deuken / tegen de muur rijden*' did not always know that the cause was '*onervaren[heid]*'.

Question 44

Not everyone realised that the question was about what the writer thought was the most eye-catching form of transport, i.e. the *elektrische step*. Many gave their own opinion.

Question 45

There were many good answers, but quite a few candidates made no attempt to answer it. One answer could be found in the title: there many vehicles to choose from. Quoting the first sentence from the text was not acceptable as candidates had to offer an explanation. Another possible answer was that the activity of renting or choosing a vehicle was fun.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/03

Speaking

General comments

In general, this year's candidates performed better than last year's. Their 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 level of ability. Candidates tend to perform better when they are familiar with a subject and can concentrate on the language 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 the recording quality before exams take place. It should also be remembered that enough space should be available on the tape for recording so that the exam is not interrupted by having to change sides or 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 including some of the best, the average, and the weakest candidates. 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 made because it was sometimes overlooked 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 other material sent in for moderation.

Centres are also reminded that the size of the recorded sample required for external moderation will change in 2011 and that they should consult the 2011 0515 Dutch syllabus booklet (available on the CIE website) for further information.

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 that the candidate knows what is coming next. This was not always the case, and a couple of candidates were caught off guard. As in previous sessions, some Examiners deviated from the script as set out on the Role Play card. This often caused confusion for candidates. It should also be remembered that candidates cannot be awarded marks for utterances which are not related to the tasks on the card.

It should also be remembered that candidates have to ask one question in the first Role Play and two in the second Role Play. 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 prompted again, or the question may be rephrased. When marking a Role Play, please remember candidates can only be credited for completing the tasks on the cards. However, it is still possible to get full

marks in this part of the examination, even if there are minor mistakes in adjectival endings and prepositions.

Topic (prepared) conversation

A wide range of topics was offered and most candidates had prepared their material very well. However, candidates should not be allowed to talk uninterrupted for more than a minute before being asked questions. At the same time, 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 fine examples of examining technique, 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 (unprepared) conversation

The candidates who performed best were those who used a variety of time frames, relevant vocabulary and appropriate structures, often with strong encouragement from their Examiner. A very small number of Examiners appeared not to have prepared properly for this part of the exam, which then resulted in rather 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.

Conclusion

On the whole, the exams were very well conducted, and the Moderators would like to thank the Examiners and the teachers at the Centres for all their hard work.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/04
Continuous Writing

General comments

Overall, the performance on this paper was better this year than last year, and many candidates achieved high marks.

Comments on specific questions

Section A

Question 1

Candidates had to choose to answer either (a) or (b).

- (a) This question caused few problems for the candidates. All candidates observed the rubric and wrote a letter to a friend. They were asked to describe their holiday job in detail: how they got it, what the job entailed, and their opinion of it. The majority of the candidates addressed the five bullet points in full, thereby achieving full marks for communication.

A few candidates forgot to mention how they got the job. Some candidates had problems with the word *precies* and used this word as a noun. Others occasionally struggled with Dutch word order, and wrote, for example: '*Nu ik wil naar Nederland gaan*'. Reference is to the term TMP (time, manner, place) in the Mark Scheme. Had this rule been applied, the sentence mentioned above would have been written correctly as '*Nu wil ik naar Nederland gaan*'.

- (b) This slightly less popular question was also attempted well by the candidates who opted for it.

Candidates were asked to write a letter to a friend about a special day out. Again, their letter had to cover information asked for five bullet points. Most candidates went to wonderful, sunny places and enjoyed their special day.

A small number of candidates did not seem to grasp what the past participle '*opgelost*' meant in one of the bullet points and therefore did not quite manage to engage with it to its full extent.

Overall, however, the candidates performed well in this question, showing their understanding of Dutch and describing their day out with enthusiasm and imagination.

Question 2

Candidates were asked to imagine that they recently became members of a new club. When they arrived at their new club for the first time they encountered something strange. They were asked to describe what happened next.

Most candidates expressed their experiences and feelings quite well and demonstrated a very good use of vocabulary, past tense, and syntax. Some candidates answered the question extremely well and therefore gained full marks. Quite a few candidates were enjoying life at their new football club. Other candidates described fun experiences such as a surprise party for them as a new member of the club: '*Toen ik naar boven ging, stond iedereen op mij te wachten. Iedereen was blij en feliciteerde mij*'.

Some candidates copied words, phrases, or sentences from the rubric (*Je bent lid geworden van een nieuwe club. Toen je de eerste keer bij het clubhuis aankwam, zag je iets vreemds*) in their answer. It is therefore advisable that candidates are made aware that no marks can be awarded for repeating information given in the rubric

A few of the weaker candidates did not appear to have picked up on the phrase *iets vreemds* in the question. They simply described the new club and what they did there. This meant that their answers were not relevant which negatively affected the marks awarded for content and general impression.

A few candidates answered this question solely in the present tense. An example: '*Ik vertel de ander [sic] mensen mijn naam, hoe oud ik ben en waar ik woon. Iedereen welkom [sic] me met open handen.*'

Question 2 specifically tests the ability to write verbs in the past tense; if candidates did not write the answer in the past tense, they were not fulfilling the task set. Candidates were only awarded marks for Quality of Language if they demonstrated the ability use of verbs in the past tense or made genuine attempts to do so.