

# 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

The overall performance this year was good; a sizeable majority of the candidates performed to a high standard throughout the paper.

As always, 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. Candidates are also advised to use the reading time before each recorded item is played to familiarise themselves with the rubric and the questions.

## Comments on specific questions

### **Deel 1**

The first part of the examination was done very well by most candidates.

### **Oefening 1**

Many candidates scored full marks for this exercise. As in previous years, some candidates struggle to read the time in Dutch (**Question 8** in this year's paper), especially when the time mentioned in the recording was half past the hour.

### **Oefening 2**

This exercise was done well by most candidates. Nearly all of the candidates attempted to answer all of the questions, and spelling mistakes were tolerated unless the meaning was obscured or ambiguous. It is worth mentioning that quite a few candidates had trouble distinguishing between the words *vriend, vriendin* and *vrienden*; especially the latter two were frequently confused.

### **Deel 2**

As in previous years, most candidates did well in the first exercise in **Section 2**. Some of the weaker candidates found the second exercise more challenging and struggled to score marks.

### **Oefening 1**

The matching exercise did not cause problems for most candidates, with many scoring full marks. In this exercise, candidates had to connect two pieces of information per question. The first piece of information was about a course, and the second about the duration of the course.

### **Oefening 2**

The second exercise was found to be more challenging than the preceding exercise, especially for some of the weaker and average-ability candidates. Many stronger candidates got full marks, however. The first question was done very well by nearly all of the candidates, which gave them a good chance to get into the conversation. At this stage in the examination it becomes important that candidates are able to filter relevant bits of information from a bigger chunk of dialogue. The well-indicated pauses in the recording will help candidates to pick up the thread if they lose track.

### **Deel 3**

It was pleasing to see that nearly all the candidates attempted this section, regardless of their ability. As was the case last year, many average-ability candidates were able to acquire some valuable marks.

### **Oefening 1**

Weaker candidates struggled to score marks in this exercise but those of average ability were able to answer some of the more straightforward questions correctly. Many of the stronger candidates were able to achieve full marks. Some answers were incomplete and provided too little information to score marks. Candidates are therefore advised to use the pauses in the recording to read their answers again to ensure they have provided a full answer to the question.

### **Oefening 2**

Many of the better candidates scored full to near-full marks in this exercise.

# 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 did very well in all sections of this paper. In **Section 1** a number of candidates appeared to have problems with some Dutch words in the multiple choice exercise and tried to guess the answer. In the exercises with more than one short text, candidates are advised to read these texts more than once to make sure they put a cross in the correct box.

In the open-ended questions in **Sections 2** and **3**, if one mark per question is indicated, then only one piece of information is required. Candidates frequently give additional information, which does not score and, if incorrect, can invalidate the whole answer, even if part of that answer is correct. Candidates should give a short answer that fits on the dotted line(s). These reading exercises test general understanding and often lengthy or lifted answers do not show comprehension.

In both writing exercises in **Sections 2** and **3** candidates are required to write about all the points (icons or bullet points) 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 make sure they answer all the questions. In the final exercise some candidates did not answer all of the questions, but many answered them all and produced some excellent responses. Others did not read or understand the question properly and, for instance, gave an answer to 'when' rather than 'where'. There were a number of candidates who lifted long sections of the text, which did not give the correct answer.

## Comments on specific questions

### **Section 1**

#### **Exercise 1**

For each question candidates are asked to put a cross in one of the four boxes. Candidates should read the questions carefully, then look at the four icons or read the short texts, and finally tick box A, B, C or D.

### Question 1

Almost all candidates ticked the correct box for the school (C).

### Question 2

Not everyone selected the water bottle (B) to quench their thirst.

### Question 3

Quite a few candidates did not tick the correct box (A) for the fruit and ticked the vegetable box instead.

### Question 4

A very small number of candidates ticked the flowers rather than the umbrella (D).

### Question 5

This was the most challenging question of this exercise, and very careful reading was needed here. The 36 delicious cups were important for the coffee (C), not the weight. Both butter and sweets received ticks too.

### Exercise 2

In this exercise candidates were asked to read three short newspaper articles and decide which statement referred to which article. Most candidates did well.

### Question 6

Answer: *Geld*. Some candidates chose the wrong box but only this article was about money.

### Question 7

Answer: *Eerste keer*. The good weather was for the lion cubs' first outing. Not everyone knew that.

### Question 8

Answer: *Sport*. The majority of candidates knew that the football player still played well.

### Question 9

Answer: *Eerste keer*. Many candidates matched the lion cubs correctly with being very small.

### Question 10

Answer: *Sport*. The final question was usually answered correctly, although occasionally the lion cubs were thought to be abroad.

### Exercise 3

Candidates were asked to read a short text about Sinterklaas and another one about Sint Piter. There were five short statements and candidates had to decide whether they referred to Sinterklaas, Sint Piter, or both. Generally, this exercise was done well. However, it should be stressed that both texts should be read carefully, and consulted again for each question. If a statement is true for Sinterklaas, it could also be true for Sint Piter, as in **Questions 11** and **15**.

### Question 11

Answer: *Allebei*. Sometimes candidate chose one of the *Sints* rather than *Allebei*.

### Question 12

Answer: Sint Piter. He comes at the beginning of the year. Very few problems here.

### Question 13

Answer: Sinterklaas. He was the only one who was very busy.

### Question 14

Answer: Sint Piter. Most candidates knew that he wore a white coat.

### Question 15

Answer: *Allebei*. Quite a few candidates thought that only one *Sint* listened to the singing.

## Exercise 4

Candidates were asked to write an e-mail of 25-40 words based on three icons. Most candidates wrote appropriate e-mails of the required length, with many receiving full marks. Candidates had to use the information shown in the icons and write about buying a present for someone's birthday. Not everyone wrote about a present for a female. Brothers or male friends were mentioned too, but a mark was only given for a female recipient. Many candidates named what was in the box, such as clothes, bicycles and even cars, or just mentioned it was a present. There were many variations of the spelling of the word *cadeau/cadeautje*. Most of these were allowed, as long as the word was recognisable and unambiguous. Many candidates knew the adjective *jarig* or the noun *verjaardag*; both usage and spelling were often incorrect, but as long as the answer was clear marks were given.

## Section 2

### Exercise 1

The text was about two girls going to a hairdressing course, to the cinema, and parking their car. Candidates were required to give short answers in Dutch but some gave very long answers. Sometimes candidates lifted one or more sentences, which did not show that the question was understood. Most candidates did well, however. **Questions 22, 23 and 24** appeared to more challenging than the others.

### Question 17

Most candidates knew that the girls were learning to be hairdressers. The one-word answer *kappersschool* was incorrect.

### Question 18

Just about everyone knew that the girls were going to the *bioscoop*. The English word 'cinema' was not allowed.

### Question 19

Many candidates gave the correct answer in two words: *twee maanden*.

### Question 20

Almost everyone knew that the car belonged to Jet's mother.

### Question 21

Many candidates answered correctly with *langs de stoep*. Just *de stoep* or *op the stoep* did not score. Some gave additional information that the car was between a black and red car, which was allowed.

### Question 22

The correct answer was just the one word: *wegrijden*. Some candidates added that the cars were very close to each other, which was allowed, but on its own this information did not score.

### Question 23

There were many correct answers mentioning the red car. The answer 'in the middle of the road' was incorrect.

### Question 24

The reason why the girls rang the doorbell at a couple of houses was because they were looking for the owner of the red car, not because they needed help to separate the cars. Not all candidates knew this.

### Question 25

The majority of candidates knew that all the guests at the party came outside.

### Question 26

Most candidates knew that the guests thought it was funny and/or had to laugh. However, some candidates quoted the phrase "*opa's auto zien hangen*", which was incorrect. The lifting of the last sentence did not score either.

### Exercise 2

Candidates were asked to write a letter to a friend. Many candidates received the maximum 10 marks for communication, two for each bullet point. Sometimes marks were lost when a task, or part thereof, was not attempted. Accuracy marks were generally very high too, but some performances were negatively affected by inconsistent verb usage and very basic vocabulary and structures.

- (a) Many candidates wrote about various football, tennis, athletics, swimming, dancing or singing matches or competitions.
- (b) Most candidates wrote in detail about what they had to do to win a prize, but there were a few competitions that were not clear to the reader.
- (c) There were some famous people handing out prizes, from football stars to pop stars, from the president of the USA to local *burgemeesters*. These were usually accompanied by enthusiastic opinions. Some candidates misunderstood the question and stated who had won the competition and what they thought of that. Others gave details of the actual prize.
- (d) There were many good answers when candidates gave details about prizes they had won in the past, such as various cups and sometimes large amounts of money that had been won and spent.
- (e) There were some good answers to this question, but quite a few candidates just asked their friend 'What is your favourite hobby or sport?', which did not receive full marks for communication.

### Section 3

#### Exercise 1

The text was about a boat trip in the Netherlands with eight multiple choice questions. The questions in **Section 3** are more difficult, but many candidates did well in this exercise.

#### Question 28

Not everyone ticked the correct answer (C) and quite a few candidates chose D.

#### Question 29

This appeared quite challenging. The correct answer was D. Alternatives A, B and C were also ticked.

#### Question 30

Many candidates knew that the writer was not fit (C), but some thought she was sporty and ticked B.

### Question 31

Many candidates chose the correct answer: never (A), but others thought she did not use the home very much.

### Question 32

The majority of candidates knew the dog was old (B), but the other options were occasionally chosen too.

### Question 33

The writer was afraid (A), but quite a few thought she or Rob was relieved.

### Question 34

The last two questions were done better than the previous two. The majority of candidates gave the correct answer (A), but alternative B also received ticks.

### Question 35

Many candidates gave the correct answer (C), but the other options were sometimes chosen.

### Exercise 2

Many candidates attempted to answer all the questions. Others only answered some of them. There were many answers that were too long. Careful reading and short answers are, as always, the key to success.

### Question 36

The majority of candidates knew the correct job was *tekenaar*. However, the words *boekwinkels* or *boeken* and even *natuurlijk* were regularly given.

### Question 37 (i) and (ii)

Many candidates quoted the last sentence of the first paragraph in that drawing and listening go well together. Some then gave the second answer as: 'he saved time'. This was an alternative for their first answer and as such did not score. Few candidates gave the correct answer that he was '*weer op de hoogte*' (up to date with the latest information again). Some candidates did not realise that they had to mention an advantage, so 'He has no time to read' did not score. Quite a few candidates gave one-word answers from the text such as *natuur* and *vogels*, which were incorrect.

### Question 38

The majority of candidates answered correctly with *natuur*, although some gave the incorrect answer *vogels*.

### Question 39

Many candidates gave the correct answer: in America, or: on the prairie. Others were still thinking about the book and thought that you could see the bird every day on the front cover of the book.

### Question 40

This question was answered well. Most candidates knew that the writer did not want to read about birds in cages.

### Question 41

This question was quite challenging. Quite a few candidates said where the plants flowered, or that they flowered in the summer, but the correct answer was 'one day'. The answer *eendagsbloemen* was incorrect.

**Question 42**

Many candidates had no trouble with the concept of '*per ongeluk*'. A number of candidates lifted a couple of lines with the correct words in it, but showed no understanding. 'It was an accident' was not accepted.

**Question 43**

Not all candidates knew it was the male bird that was brightly coloured. Some chose the female or the baby birds, or lifted the whole sentence.

**Question 44**

Not everyone knew that the bird looked for food in the grass. The answer '*in de prairie*' was not precise enough. A number of candidates looked for the answer in the next paragraph where the bird in the cage got his food from its *baas*.

**Question 45**

There were many good answers to this question, i.e. *mooi* or a synonym. A number of candidates could not find the correct word. Some selected the word '*medelijden*' from the sentence in question, but that was incorrect, as were 'blue' and 'precious'. Others quoted the whole sentence, but candidates had to find their own word(s) in Dutch. This was hard for some.

**Question 46**

This question received many good answers linking *natuur* and *natuurlijk*.



# 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

Most candidates were given the opportunity to perform well. Examiners should, however, remember to ask questions that are appropriate to the age group of the candidature and the ability level of the individual candidate. Candidates will perform better when they are familiar with a subject and can focus on their language. There were plenty of good examples where General Conversations with average and weaker candidates started with familiar subjects and were able to progress to more challenging subjects. Please remember that the exam should last around 15 minutes, not shorter, so candidates have ample time to use a wide range of tenses and complex syntax.

Generally, marking was close to the required standard and the majority of Centres had only slight or no adjustments made to their marks. A small number of Centres either under-assessed or over-assessed their candidates, and in some cases, the marking was inconsistent; it will be clear from the Moderation Reports what these Centres have to do to bring assessment into line.

The sound quality of most recordings was very high. It is important to remember that the Examiner and the candidate should both be clearly audible; it is not possible to award marks for tasks which cannot be heard. It is therefore essential to check the acoustics of the recording space and the sound quality in a test recording in good time before the examinations are conducted. Examiners are reminded to leave enough recording space for each test so that an exam does not have to be interrupted by having to change the tape or CD. It is also not allowed to switch off the tape or CD at any time during an examination.

## Comments on specific parts of the Speaking test

### Role Plays

Most role plays were well conducted but Examiners are reminded that they **must** introduce each role play so that candidates know what to expect from the beginning. Unfortunately, some Examiners chose to interpret the role plays instead of sticking to the instructions, which resulted in some candidate losing their bearings and missing out on marks. It is important to keep in mind that candidates cannot be awarded marks for any tasks which don't appear in the role plays. In Role Play B, for example, candidates were asked to react to a statement. Some did not offer a response, and it is therefore necessary to remind Examiners that they should prompt candidates if they omit tasks or part(s) of a task. Examiners should also be mindful that credit

can only be given for utterances in Dutch and not in any other language. Candidates do not need to speak the language to native-speaker standard in order to access very good marks. It is possible to achieve a high score in spite of minor mistakes, e.g. in adjectival endings and/or the use of prepositions.

#### Topic (prepared) Conversation

An interesting and wide range of topics was presented this year. Most candidates had prepared their material very well. Candidates should not be allowed to talk uninterrupted for more than two minutes before questions are asked. There were some excellent examples of examining technique which encouraged candidates to use a variety of tenses and complex language. Centres are again reminded that 'myself' or 'my life' are not suitable topics in this part of the examination as there is a high risk of overlap with the General Conversation.

#### General (unprepared) Conversation

Among the best performances in this section of the test were conversations where the Examiner encouraged the candidate to use a variety of time frames, relevant vocabulary and appropriate structures. It appeared, however, that a very small number of Examiners had not prepared for this part of the Speaking test and some conversations grew rather stilted as a result, thereby limiting the scope for candidates to show the full range of their linguistic ability.

# 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

Candidates were asked to answer either **Question 1 (a)** or **1 (b)**, and **Question 2**. 25 marks were available for each question, with a maximum of 50 marks for the paper. Most candidates were able to answer the questions as instructed and many managed to score high marks. Some candidates went over the word limit in one or both questions. Candidates are therefore reminded that they should write no more than 140 words.

## Comments on specific questions

### **Section A**

#### **Question 1**

- (a) Candidates were asked to describe an accident that happened while they were on holiday. As part of the task candidates had to address the following bullet points: where the holiday took place; whom they went on holiday with; how the accident happened and where it took place; how they reacted to the accident; what they did for the remainder of their holiday; and what they were going to do before they went back to school.

The majority of the candidates addressed all five bullet points and achieved full marks for communication. Some candidates didn't know the word *ongeluk* and described a holiday in which no accident had taken place; others described an accident that they witnessed. In such cases, the answers were only partially relevant, and this affected the marks awarded for content. A small number of candidates didn't appear to know the meaning of *verder verliep* but most still managed to describe what happened after the accident.

Most candidates were able to produce verbs in the past tense in Dutch and many also successfully used the future tense in response to the last bullet point.

- (b) Candidates were asked to write a letter to a friend about something they had bought which was precious to them. They had to address the following bullet points in their answer: 'tell something about yourself and about the thing you bought', 'tell something about the day when you were finally able to buy the thing', 'what you think of your new purchase', 'is there is anything you would like to change about your purchase and why?'; and 'what you would like to buy or do in the future'.

Fewer candidates chose this question. Those who did described, amongst other things, a new phone, a new car and a new laptop they had bought. Most candidates performed well in this question, producing a range of tenses and complex language to access high marks.

## Question 2

Candidates were presented with a scenario in which they walked with their friends along the shore with lots of boats and water-skiers on it and a fisherman sitting by the water's edge. They were asked to describe what happened after they suddenly heard a scream.

Most candidates wrote interesting stories and demonstrated a good ability to employ a wide range of vocabulary, past tenses and syntax accurately. Some answered the question exceptionally well, thereby gaining full marks. Many candidates described how someone fell in the water and was rescued by them with the help of their friends.

Some of the weaker and average-ability candidates struggled to produce the participles of regular and irregular verbs, as for instance in phrases *'Ik en mijn vrienden hebben de docters gehulpt'* and *'De visser heef gezeg'*. Candidates who did not write their answer in the past tense were not fulfilling the task set. A small number of candidates unfortunately answered this question entirely, or almost entirely, in the present tense, e.g. *"De schreeuw komt van een kleine meisje in de water. Opeens mijn vrienden en ik weet dat het meisje kan niet zwemmen. Daarvoor ik rent naar hun boot."* Such answers could only acquire a limited score as marks for quality of language could not be awarded.

Dutch word order remains a challenge for some candidates. Examples of incorrect sentence structures and incorrect grammar included:

- *'Wanneer liep ik langs een vismarkt, ik koopt een vis.'*
- *'Ik kan zwem ook.'*
- *'Na de toets ik wil nog iets leuk te doen met mijn vrienden in de zomervakantie.'*