

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

Most candidates performed well in this year's Listening paper.

Comments on specific questions

Deel 1

The first part of this examination was done well by most candidates, with many scoring high marks. 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.

In preparation for this part of the examination candidates would benefit from closely study the vocabulary list in the Defined Content, which can be found on the CIE website.

Oefening 1

This first exercise of was done well. It was good to see that candidates managed the question on time much better than last year. The question about the location of the apple juice in the fridge (**Question 3**) proved to be more challenging.

Oefening 2

This exercise, where short answers were required, was done well by most candidates. Most candidates attempted to answer all the questions. It is worth mentioning that quite a few candidates had difficulties distinguishing between words *vriend*, *vriendin* and *vrienden* in **Question 14**.

Deel 2

Both exercises in **Section 2** were done fairly well by this year's candidates, even though some found the second exercise quite challenging.

Oefening 1

The first exercise was a matching exercise about chores in and around the house, including clearing up and feeding or walking pets. The monologues all required close listening, e.g. in order to distinguish between 'feeding the rabbits' or 'cleaning out the rabbit hutch' in answering **Question 19**. Many candidates managed to score full marks or close to full marks for this exercise.

Oefening 2

The second exercise in **Section 2** was an interview with Joop, a member of a political party. The first two questions were generally well answered, including by some of the weaker candidates. **Question 22** ('*Wat wil Joop veranderen in scholen?*') and **Question 23** ('*Waarom eet Joop geen vlees?*') were more challenging and less straightforward, which meant candidates had to pay close attention to what Joop said to glean the relevant information needed from his responses to the interviewer. Some candidates struggled to make a successful transition from the easier questions at the beginning to the more challenging questions in the middle and at the end. The well indicated pauses in the question paper are there to help candidates keep their bearings and to enable them to pick up the thread of the story should they lose it.

Deel 3

Nearly all candidates attempted this section, not just the strongest candidates at whom it was primarily aimed.

Oefening 1

The first interview in this section was with Thomas, who had had a role in a film and talked about his experience as an actor. As in previous exams candidates have to listen very carefully in this part of the exam 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 all marks available for **Question 27, 28 and 29**.

Oefening 2

The final exercise is the most difficult in the exam as it aims to distinguish between candidates at the top. Not only do the candidates need to get the gist from the recorded material but they also need to be able to summarise the required information in a good response. Weaker candidates did not always attempt an answer for some of the questions probably for this reason but many of the better candidates scored full to near-full marks. The exercise was an interview with a so-called *straatcoach*, someone who is tasked with keeping the peace on city streets, much like a police officer but in a more teenage-friendly manner. The questions in this exercise were focused on particular characteristics of a *straatcoach*, and in some of the questions (especially **Question 36**) it was important to mention specifics (e.g. wearing a red t-shirt with logo), rather than features *straatcoaches* shared with police officers (e.g. wearing a uniform).

DUTCH (FOREIGN LANGUAGE)

Paper 0515/02
Reading and Directed Writing

General comments

Many candidates did very well in all sections of the 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 exercise with more than one short text, candidates need to read all texts very carefully.

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, no mark can be given. The answers should be short. These exercises test general understanding and often lengthy or lifted answers do not show this.

In both writing exercises in **Sections 2** and **3** candidates are required to write about all the points (questions and icons, or statements) in order to be able to receive full marks for communication. Many candidates did well.

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 did and produced some excellent responses. Others did not read or understand the question properly and gave, for instance, an answer to 'what' rather than 'where'. There were a number of candidates who lifted long sections of the text, which did not give a clear answer the question.

Comments on individual questions

Section 1

Exercise 1

Questions 1-5

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

Question 1

A number of candidates ticked the box for pullover or dress rather than the one for trousers.

Question 2

The birthday cake caused no problems.

Question 3

A small number of candidates ticked the strawberries or pears rather than the apples.

Question 4

Many candidates chose the chair, but the other boxes received ticks too.

Question 5

Nearly everybody found the way to the library.

Exercise 2

Questions 6-10

In this exercise candidates were asked to read three short texts and decide who said what. Most candidates did well.

Question 6

Some candidates chose the wrong box but only Frits said he was eating at home.

Question 7

Many candidates knew that Tineke was going to the cinema to watch a film.

Question 8

Not everyone realised that the friend taking care of the music at the party was helping Frits.

Question 9

Most candidates knew that Jaap went out for dinner with the family.

Question 10

Frits was the only one giving a party and he invited everyone in his class. Not everyone knew that.

Exercise 3

Questions 11-15

Candidates were asked to read two short texts about two girls, Pien and Leonie, who worked for a radio programme. There were five short statements and candidates had to decide whether the statement referred to Pien, Leonie, or both.

Generally this exercise was done well. However, it cannot be stressed enough that both texts should be read carefully for each question. If a statement is true for Pien, it could also be true for Leonie, as in Question 12.

Question 11

Some candidates ticked Both, but only Pien had worked there for a short time.

Question 12

Both girls receive and answer questions. Not everyone knew this.

Question 13

Pien says that she has to talk more slowly, which she sometimes forgets. More candidates knew this, although some thought it was Leonie or Both.

Question 14

Most candidates knew that Leonie does two programmes.

Question 15

Many candidates ticked the correct box (Leonie), but quite a few ticked Both.

Exercise 4

Question 16

Candidates were asked to write an email of 25-40 words based on three icons. Most candidates wrote appropriate emails of the required length. Candidates had to use the information shown in the icons. Many candidates received full marks. Candidates had to write about what they have to do at home when their mother is away for a day.

There were three tasks: what to do in the morning ((a) icon of shopping bag with food); what to do in the afternoon ((b) icon of teenager pushing young girl on a swing); what to do in the evening ((c) icon of teenager stirring a saucepan on the hob).

Most candidates wrote about buying food in the market or supermarket. Many played with, or looked after, their little sister in the park or garden and most cooked in the evening, often soup or more elaborate dinners. Some candidates did not realise that their mother was not there and included her in some or all the tasks in which case full marks could not be given for communication.

The spelling of the word *koken* appeared to be difficult for some, but many variations were allowed. Some candidates used the word *maken* instead, which worked well.

Section 2

Exercise 1

Questions 17-25

The text was about Paul who has lived in Kenya since he was seven years old. Candidates were required to give short answers in Dutch. Many candidates gave long answers. Sometimes candidates lifted one or more sentences which did not show that the question was understood. Candidates should know that the answer to the first question is likely to be in the first paragraph and the answer to the last question in the last paragraph. Most candidates did well. **Questions 19, 23 and 25** appeared to be the most challenging.

Question 17

Most candidates knew that Paul was *zeven* when he went to Kenya.

Question 18

Most candidates answered correctly in that the parents have a *bloemenbedrijf*. It was not necessary to say they were growing or selling flowers.

Question 19

(i) and (ii) This question is about why Paul likes visitors. The answers can be found in the first paragraph: it is *gezellig* and they bring *cadeautjes*. Many candidates looked for the answers in paragraph three and mentioned safari, lions, deer, elephants etc.

Question 20

This question is about what Paul likes to eat. The answer is in paragraph two: *kaas* and/or *stroopwafels*. This was hard for candidates who had gone to paragraph three for **Question 19**.

Question 21

Many candidates answered correctly with 'he goes on safari'. Some candidates had already given this answer in **Question 19**, but this time it was correct.

Question 22

Most candidates gave the correct answer: there was a bathroom, with a shower and a toilet.

Question 23

Some candidates thought the question was 'how much', rather than 'how' does Paul earn money. Some gave the answer 'Paul's father'. Paul had to be the first to see an animal to win the game.

Question 24

Most candidates gave the correct answer that the plastic crocodile was there to keep the monkeys out of the tent. The answers were often very long.

Question 25

Many candidates knew Paul was sometimes scared when animals walked on the roof of the tent. 'There were animals outside' was too vague. Some candidates copied the last sentence of the text, which was incorrect.

Exercise 2

Question 26

Candidates were asked to write a letter of 80-100 words to a friend. Many candidates received the maximum 10 marks for communication, two for each point. Sometimes marks were lost when a task, or part thereof, was not attempted. Accuracy marks were generally very good, but there were some deductions for inconsistent verb usage and very basic vocabulary and structures.

- (a) Many candidates wrote about their new hobby, such as a sport, dancing, singing, playing a musical instrument, reading, or collecting something. They did not always say when they had started.
- (b) Most candidates gave good reasons why they had started their hobby and who they do it with.
- (c) Some candidates did not mention two things that are important for their hobby, such as a ball and a football pitch.
- (d) Many candidates wrote quite a lot about the previous three points, but here there were some very short questions about the friend's hobby. It was often assumed that the friend liked the same sport.
- (e) The last point was also dealt with briefly. Some candidates wrote they wanted to carry on with their hobby and that they wanted their friend to join them. Others were more adventurous.

Section 3

Exercise 1

Question 27-34

The text was about going to school by tractor, with eight multiple choice questions. The questions in this section are more difficult, but many candidates did well. Some candidates only received a couple of marks.

Question 27

Most candidates knew that the school wanted to stop candidates coming to by tractor.

Question 28

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

Question 29

This appeared quite challenging. Alternative D was frequently ticked.

Question 30

Not everyone knew that the tractors were thought to be too big. Some thought that options A and C seemed possible too.

Question 31

Parents' opinions were not always correct; answers but C and D were popular alternatives to the correct answer (A).

Question 32

Many candidates knew that the tractor test is easier than the moped test.

Question 33

The correct answer of fewer tractors (A) received a good number of ticks, but many candidates favoured the idea of more parking space in C.

Question 34

Opinions were divided and alternatives to the correct answer were often chosen too.

Exercise 2

Questions 35-45

This longer text is about a Joris, aged 14, who is an app builder. Candidates were asked to give short answers in Dutch. Many candidates attempted to answer all the questions. Others only answered some of them. There were many answers long which were too long.

Question 35

The majority of candidates gave the correct answer: an American computer company.

Question 36

Not all candidates realised that the question was 'where' and not 'what'. The correct answer was '[in] America', and not 'app builder'.

Question 37

Joris became interested in apps when he got his first smart phone. Some candidates mentioned the age of 14 or 18.

Question 38

(i) and (ii) Most candidates gave as one of the answers 'the program on the website', but the answer of the *programmeertaal* proved harder to find.

Question 39

Most candidates gave the correct answer that he had to be 18, or that he was too young.

Question 40

This question appeared to be quite challenging and the answer *bescheiden* was not often given. Many candidates answered that Joris was clever, had a beautiful future, or quoted the word *stom*. Others did not answer the question.

Question 41

This question was done better than the one preceding it . Many candidates said that it was *lelijk*. One candidate mentioned that Joris showed his mobile, which did not answer the question.

Question 42

Most candidates answered this question successfully: the app got into the international top 25.

Question 43

Many candidates gave the correct answer that the American company contacted him, but some lifted a part of the sentence which did not make sense.

Question 44

Many candidates knew that the conference was for real designers or app builders. The fact that it was attended by 500 people did not score. Some candidates gave the answer to Question 45.

Question 45

Quite a few candidates did not answer this question, but many answered that Joris was working on a new app, with another designer, or that it was a secret. Others had not understood the question and answered that he was in America or New York.

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 performed well this year, as did many of the Examiners who conducted the speaking tests. Nevertheless, it is perhaps useful to remind Centres and Examiners that their role is to enable candidates to perform to the best of their ability. What is important is that a candidate is given the opportunity to use a variety of tenses, sentence structures and vocabulary, i.e. how well s/he can manipulate the language. Centres are also reminded that the test should last around 15 minutes, and not be shorter, so that candidates have ample time to use a variety of complex linguistic structures.

Although generally the sound quality was high, there were recordings where it was very difficult to make out what the candidate was saying. As marks can only be awarded for utterances which are audible it is very important that the recording quality is tested properly before the speaking tests take place. There were several instances this year where the stop and/or the pause button had been used during the examination. Please be aware that once started, the recording must not be stopped at any time during the test. When recording on, or transferring speaking tests onto CD, please use a different track for each candidate/speaking test.

Generally, marking in Centres was close to the required standard, and the majority of marks awarded were left unchanged or were adjusted only slightly.

Comments on individual parts of the test

Role plays

Examiners are reminded that they need to introduce each role play so that the candidate knows that the test has started and what is expected of them. It is also important to remember that candidates cannot be awarded marks for any material which does not relate to the tasks on their role play card, and that Examiners may gently prompt candidates if they forget to carry out a task. It is crucial therefore that Examiners stick to the script of the role play card to ensure their candidates have every opportunity to reach their full potential.

In Role Play B, where candidates are asked to comment on a statement made by (in the case of this year's examination) the shopkeeper, the coach or the person from the telephone company, the candidate has to give their opinion **and** provide a reason for their opinion. If the candidate omits part of the task they are

asked to carry out, only one mark can be given. Examiners will need to be mindful that only one mark is given for utterances which are in Dutch and not in any other language.

Topic (prepared) Conversation

Candidates prepared a wide range of subjects. Football and the World Cup in Brazil were popular topics, as were dancing, horse riding and music. Most candidates had prepared their material very well, and there were excellent examples of examining technique which encouraged candidates to use range of tenses and structures.

Candidates are allowed to talk uninterruptedly for about two minutes before the Examiner can start asking questions. If a candidate is nervous, the Examiner may need to step in and help the candidate to keep the flow of language going but the idea is to give the candidate the chance at the beginning to show his or her linguistic abilities. It is advisable that the teacher knows what the subject is so he or she can do some homework and come up with questions that will help the candidate to use a range of tenses and sentence structures. Centres are reminded that candidates are not allowed to present 'Myself' or 'My Life' as topics as these can become too general and will almost certainly pre-empt (and therefore detract from) material for discussion in the general, unprepared conversation.

General (unprepared) conversation

In the best performances in this section of the test Examiners encouraged candidates to use a variety of time frames, relevant vocabulary and appropriate structures. In most cases the general conversations were very well conducted. However, some candidates – and indeed some Examiners, – were rather underprepared for this section of the speaking test which led to some rather poor performances. It is paramount that candidates be ready to seize the opportunity to construct a range of linguistic structures. In cases where candidates are weaker Examiners will need to play a more active role in steering the conversation in a direction where such candidates are able to show what they can do. Centres are reminded that this is not a first language exam and that candidates should not be expected to come up with views on topics which are too advanced and/or too linguistically demanding.

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

Overall, most candidates answered the questions as instructed and performed well.

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, 5 marks were awarded for Communication, 15 marks for Language and 5 marks for General Impression.

Comments on specific questions

Section A

Question 1

- (a) Candidates were asked to write about the arrival of a new person in class with reference to a number of bullet points in the question. The vast majority of the candidates covered all five bullet points in their answer and achieved full marks for Communication.

Some candidates wrote more than the stipulated maximum number of words. Centres are therefore reminded that no marks can be awarded after 140 words for either Communication or Language.

All candidates wrote a letter to their friend, as asked for in the question. Many candidates responded well to the task and wrote about how they formed a lasting friendship with their new classmate. In most cases, candidates successfully used a range of tenses past, including the future tense in the last bullet point.

- (b) Candidates were asked to write a letter to a friend about a trip to a museum. While this question was not as popular as its alternative, most of the candidates who chose it addressed the bullet points in full and did very well. Many chose to write about a visit to an art museum and described seeing paintings by Breughel, Van Gogh and Rembrandt and other famous Flemish and Dutch artists.

Question 2

Candidates were asked to write a story about meeting a famous person on leaving the cinema after watching a film.

Most candidates wrote a good story in response to the question and demonstrated good use of vocabulary, tenses and syntax. Some answered the question very well indeed and gained full marks. Some candidates met a famous pop star, such as Justin Bieber, or a famous footballer.

A small number of candidates either ignored or did not understand the word *beroemd* and therefore wrote stories which were only partially relevant to the task set.

Some weaker candidates wrote mostly in the present tense, which had a negative impact on their mark for Language. The main aim of this question is to test the ability to use past tenses. Centres are reminded that if candidates do not write the answer in the past tense they are not fulfilling a large part of the task.

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

- *'Maar daarna we kiezen om een andere film gezien so we gingen, alles drie, naar de bioscoop'* (instead of: *Maar daarna besloten we om een andere film te kiezen, dus gingen we alle drie naar de bioscoop*).
- *'Wanneer een ambulance heeft gekomen er was de hond met geen persoon met hem'* (instead of: *Toen de ambulance kwam, was de hond alleen*).
- *'Zij zegt dat zij willen met mij gaan het volgende keer'* (instead of: *'Zij zei dat zij de volgende keer met mij mee willen gaan.'*

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