

# DUTCH (FOREIGN LANGUAGE)

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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 performance this year was good. A sizeable majority of the candidates performed to a consistently high standard throughout the paper.

This year's candidates seemed well prepared. It may be useful to spend time, perhaps in class, studying the vocabulary list and the meaning and usage of words such as *maar, wel, toch, bovendien* etc. Such words often provide important clues for comprehension, especially in the more challenging exercises in **Sections 2** and **3**. It will also help candidates if they use the reading time at the beginning of most exercises to familiarise themselves properly with the rubric and the questions.

## Comments on specific questions

### **Deel 1**

The first part of this examination was done well by most candidates. A small number of weaker candidates missed out on a few marks in the first and second exercise.

### **Oefening 1**

This first exercise was done well. Only the weakest candidates missed one or two marks here. **Question 2** on where the tent could be put (*'bij het zwembad'*), and **Question 4**, which was about time, proved to be more difficult for some candidates. A few candidates also missed out on the mark on offer for **Question 6** (what to do the next day, answer: *'fietsen in de bergen'*).

### **Oefening 2**

This exercise, where a mixture of multiple choice and short answers were asked, was done well by most candidates. All questions were attempted by most. Few candidates struggled to pick up on which type of holiday camp Anja wanted to join. The question about the date she wanted to travel was answered incorrectly by some. A few candidates were unable to identify the item Mark wanted Anja to bring over from England (*'thee'*).

### **Deel 2**

The second part of the exam forms the transition between **Section 1** and the most demanding part of the examination, **Section 3**. Both exercises in **Section 2** were done well this year.

### Oefening 1

Candidates were asked to identify which of the statements about Frank's family of inventors were true, and most experienced very few problems doing so, with many scoring full to near-full marks.

### Oefening 2

The second exercise was a conversation between Bart and Josien, a sports journalist. In the first part of this exercise candidates needed to replace one word in a sentence printed in the paper, based on what was said in the interview. This posed few problems for most candidates. Some found it difficult to answer the question about the atmosphere at work ('*ontspannen*') and thought it was '*spannend*' or '*gespannen*'.

**Question 20**, where '*onderwerpen*' was the correct answer, proved more challenging as well.

The second part of this exercise was open-ended. **Question 22** proved difficult for a number of candidates, although stronger candidates dealt with it well. Other questions in this section were also answered incorrectly, mainly by weaker candidates, but overall the exercise was done well.

The well-indicated pauses in the recording should help the candidates to pick up the thread if they lose their way.

### Deel 3

This section is the most challenging in the examination as 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.

### Oefening 1

The first interview in this section was with Robert, who had designed a computer system for his school. Even though this part of the exam was a multiple choice exercise, it proved to be difficult for quite a large number of candidates to achieve full marks. 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.

### Oefening 2

The final exercise, an interview with a photographer, was the most difficult in the exam as its aim was to distinguish between candidates at the top; not only do candidates need to get the gist from the recorded material, they also need to be able to summarise the required information in a good response. Rather surprisingly, quite a few candidates had problems answering the first question in this exercise on the objects Martijn took pictures of in the past ('*treinen*').

Many of the better candidates scored full to near-full marks. Weaker candidates did not always attempt to answer all of the questions. Candidates should therefore perhaps be reminded that it is always better to attempt to answer a question than to leave it blank as they may produce an answer worthy of credit.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/02  
Reading

## 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 questions are designed to test reading 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 **Section 3** there will be questions which require candidates to manipulate the language in the text to show comprehension.
- 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

2015 is the first year in which this paper only tests reading skills.

### **Deel 1**

In the first section, candidates had to answer a number of multiple choice questions. In the second exercise the candidate had to match statements to pictures. The last exercise in this part of the exam asked candidates to read a short text and answer multiple choice questions. Most candidates were able to answer nearly all of the questions correctly.

### **Deel 2**

The second section consisted of two exercises with two short texts in Dutch. In the first exercise candidates had to choose from words in a table to fill in gaps in statements testing comprehension of a short text on a painting course. In the second exercise in this section candidates were asked to read a longer text and to give short answers in Dutch to open-ended questions.

### **Deel 3**

In the first exercise of the third section, candidates were given statements that were either true or false. Candidate then had to correct any statements they had identified as false, without using the word 'not' (*niet*) in their sentence. This proved a challenging to some candidates as it appeared they had not read the instructions carefully.

The second exercise was based on a longer text. Questions did not need long answers here but it was clear that weaker candidates found this exercise challenging.

## Comments on specific questions

### **Deel 1**

#### **Vragen 1-5**

Most candidates had no problems with this exercise; a few did not know the word for bracelet or beach.

### Vragen 6-10

Again, most candidates answered all questions correctly, although some thought that the people working on a farm (*boerderij*) baked bread in **Question 8**.

### Vragen 11-15

Candidates experienced few problems with these multiple-choice questions.

### Deel 2

#### Vragen 16-20

**Question 17** proved challenging for some candidates – the course took place in an old (*oud*) farmhouse but the painting itself was done in a new (*nieuw*) building.

In **Question 20** weaker candidates did not always appear to know the meaning of *volwassenen* (adults) and tried to use it as a verb instead of *bellen* (to call). Other candidates thought *betalen* (to pay) was the right answer, whereas the text urges readers to call quickly for more information as places on the course were limited.

#### Vragen 21-30

Most candidates did not have any problems with this exercise.

### Deel 3

#### Vragen 31-35

Many stronger candidates had not read the rubric instruction carefully and used the word *niet* in their justification which meant they could not gain the mark for correcting, for instance, **Question 33**. Several candidates also did not rewrite some or even any of the statements they had identified as false.

#### Vragen 36-41

Weaker candidates often struggled to identify the correct information in the text on which to base their answers.

Carla did not know much about China before she visited the country. A number of candidates did not pick up on this and answered **Question 36** incorrectly by referring to the knowledge Carla gained during her trip, rather to what knowledge she had before.

Some candidates did not take on board that **Question 39** asked them to give two details relating to Carla's thoughts on a typical day at school (*schooldag*) in China and mentioned, among other things, the size of the canteen, which was irrelevant to the task.

Although **Question 41** was generally well answered, some candidates seemed confused by the phrase '*Jammer genoeg*' in the text, which led them to give an incorrect answer.

# DUTCH (FOREIGN LANGUAGE)

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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 mark candidates do not have to be of native-speaker standard.

## General comments

Most candidates performed well and communicated impressively. It is important, however, that candidates use a wide variety of tenses and strive to produce complex sentences and a varied vocabulary to show they can manipulate the language. It is important to bear in mind that candidates will in most cases perform better when they are familiar (or at ease) with a topic so that they can focus their attention on producing varied and accurate Dutch. There were plenty of good examples of general conversations where candidates started off discussing familiar topics, such as sport and shopping, and were able to progress to more challenging topics thereafter.

Examiners play a vital role in enabling candidates to perform to the best of their ability. One thing to remember in this regard is that the exam should last approximately 15 minutes, but no shorter, to allow candidates ample time to deploy a range of tenses and complex sentences.

Although the quality of the recording was generally high, it is important to remember that both candidate and teacher should be clearly audible on the recording as no marks can be awarded for any language which is inaudible. It is therefore essential that the acoustics and the recording quality are properly tested well before the Speaking tests take place. Unfortunately, it was clear that some recordings had been stopped or paused between the different sections of the Speaking test. Please be aware that this is not allowed and that the exam should be recorded without interruption, regardless of any circumstances (e.g. ringing mobile phones, people entering the room, or candidates being nervous). Also, please play the burnt CD on a different computer or CD player to ensure that the Cambridge Moderator will be able to hear the exams. When preparing a CD, please keep each Speaking test in its entirety on one track and use a different track for each candidate.

Generally, marking at the Centres was close to the prescribed standard and a small number of Centres had adjustments made to the marks, most of which were minor.

## Role Plays

The role plays test the ability to use Dutch appropriately in normal, day-to-day interactions. Examiners must introduce each role play so the candidate knows what is expected of them. A recurring problem in a handful of cases is that Examiners interpret the role play and deviate from the script printed in the Teacher's Notes.

The high risk with this approach is that the candidate ends up being confused and unable to produce the utterances the role play instructs them to. It is important to remember that a candidate cannot be awarded any marks for anything that does not relate to the role play tasks set. Examiners are reminded to ask any question that is printed in bold and inside speech marks exactly as it is stated on the paper. Please also remember that marks may not be awarded for the completion of any tasks other than those specified by Cambridge in the role play cards, nor for tasks that are omitted. Where there are two elements to one task and these are merged into one instruction and the candidate only carries out the task in part, a maximum of only one mark may be awarded. For instance, where the candidate has to greet the teacher and say what s/he would like (i.e. the *begroet en zeg wat je wilt* task at the beginning of the role play) but only greets or only says what they would like, they may not be awarded full marks.

In the second role play where the candidate were asked to comment on a statement made by the friend, coach or travel agent, the candidate had to express an opinion and give a justification for it. As in the first role play, if a candidate omits part of what is asked for, only one mark can be given. Examiners should also be mindful that marks can only be given for utterances made in Dutch, not in English, German or any other language. However, it may still be possible to get full marks if there are only minor mistakes in adjectival endings and/or in the use of prepositions.

It is important for Examiners to remember they should prompt a candidate – appropriately and in Dutch, without giving the answer away and/or stopping/pausing the recording – if they struggle or forget to perform a role play task. Where candidates try to rush through all the utterances they have prepared in one go, the Examiner must remind them that they are participating in a conversation and that they should time what they need to say according to the script.

### **Topic (prepared) Conversation**

Candidates presented a wide range of topics this year and many had prepared their material very well. Football, dancing, horse riding and music were amongst the most popular topics. It is important that Examiners allow candidates to talk uninterruptedly for about two minutes before any questions are asked. If a candidate is nervous the Examiner can help the candidate along but the idea is that the candidate is given enough time to show their ability. It is essential that Examiners know the topics their candidates wish to discuss in advance of the tests so they can prepare questions that will help candidates produce the necessary tenses and variety of sentence structures to the best of their ability. 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 are insufficiently specific and often pre-empt the general unprepared conversation, thereby limiting the score the candidate is able to achieve.

There were some excellent examples of examining, which encouraged candidates to use a variety of tenses and syntactic constructions. Please remember that no more than 6 marks can be given for Language if a candidate does not use past and future tenses and that s/he has to produce these tenses in both the Topic Conversation and the General Conversation.

### **General (unprepared) Conversation**

The best performances came from candidates where Examiners encouraged them to use a variety of time frames, relevant vocabulary and appropriate structures. Some Examiners appeared not to have been sufficiently prepared to conduct this part of the test, which often had an inhibitive effect on their candidates’ performances. Candidates should be given ample time to produce complex sentences and it is worth reiterating that candidates will be able to talk better on a general topic they are familiar with, or on one which coincides with their interests. Again, please remember to encourage candidates to use different tenses as no more than 6 marks can be given for Language if they do not produce past and future tenses.

It is not expected of any candidates in an examination at this level that they produce language of native-speaker standard in order to be eligible for the highest marks. Please also keep in mind that this exam is for candidates of about 15-16 years of age when asking questions or seeking opinions. If it is apparent that the candidate lacks the necessary experience or knowledge to deal with a question, please proceed to topics at a more appropriate level for their age group.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/04

Writing

## Key message

- Candidates should follow the rubric closely.
- 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 where appropriate.
- Candidates should avoid excessive reliance on certain words or phrases.
- Handwriting must be clearly legible.

## General comments

Although this was the first examination of the revised Writing paper, most candidates did well and were able to answer all questions as instructed.

Candidates were asked to answer **Question 1**, **Question 2** and either **Question 3 (a)**, **(b)** or **(c)**. A maximum of 5 marks were available for the first question, 15 for the second question and 30 for the third question.

## Comments on specific questions

### **Section A**

#### **Question 1**

This question posed very few problems and nearly all candidates answered well, with many scoring full marks.

Candidates were asked to write a list of 8 items they would need at school; the full five marks were available for any five items which were clearly communicated. Many made good use of the visual prompts provided in the question paper or came up with their own relevant items, such as '*muziekinstrument*' and '*boterhammen*'. Objects which were not relevant to the task, such as '*boot*' were not credited. However, as only the best five items out of eight were assessed, few candidates lost marks for getting a small number of items wrong.

#### **Question 2**

Candidates were asked to write about their favourite book, film or band.

Most candidates answered this question well, describing the book, film or band in sufficient detail, explaining why they liked it or them, and remembered to discuss briefly whether they would like to become a writer, actor or musician themselves. Some did not appear to have taken the verb *worden* on board in the question and wrote, for instance: '*Ik wil later een schrijver*', which, of course, meant something else entirely and could therefore not be credited any marks for communication.

Some candidates did not make a choice and wrote on a number of their preferred books, films and/or bands. In such cases, their best example was assessed, but more often than not it was difficult for such candidates to achieve full marks for communication. Future candidates are therefore reminded that they must read the question carefully and adhere closely to the instructions.

### Question 3

Candidates were asked to choose between one of three questions, and no candidate attempted to answer more than one. **Question (c)** was slightly less popular than **(a)** and **(b)**.

Weaker candidates were still able to accrue some marks for Communication, even when mistakes were made with accuracy and tense.

### Question 3

- (a) Candidates had to describe a sports match they had visited with friends, give reasons for why they did or did not enjoy the match, explain why they like going to watch sport or why they prefer doing some other activity instead, and finally give their plans for next week.

The majority of the candidates understood the exercise in its entirety and addressed each task in an appropriate tense. The first two points had to be answered in the past tense as the event had already taken place.

Provided the message was sufficiently clear, candidates were awarded between one or two marks per sub-question for Communication, up to a total of 10 marks.

In total they could earn up to 8 marks for the accurate use of verbs. Verbs had to be in an appropriate tense to score a tick, e.g. *Ik ben vorige week met mijn vriend Jos naar een voetbalwedstrijd geweest*. Up to 12 marks were on offer in the category 'Other linguistic features'.

### Question 3

- (b) Candidates had to describe one day of their holiday using the past tense. They also had to say whether they like holidays in general, and what they specifically like or dislike about them. The last question asked what they would ideally like to do on holidays (an appropriately worded preference for a particular holiday destination was also accepted).

Some candidates wrote about what they were going to do in their upcoming holiday and did not describe a past holiday. These candidates could only be awarded communication marks for parts of their answer which were directly relevant to the task. A number of candidates had difficulty using the words *liefst* and *liever*, incorrectly using them as verbs, e.g. *'Ik lief de vakantie omdat ik niet naar school moet'*.

### Question 3

- (c) Candidates were presented with a scenario where they were sitting in a restaurant with a friend when a man enters and starts looking in surprise at his/her dinner companion. They had to describe what the man did next and how the people in the restaurant reacted. Furthermore they were asked to give their opinion of what had happened. The first two points had to be addressed in the past tense but not the last. Most candidates who chose this question did very well and gave a convincing account. There were many accounts of reunions with lost fathers and uncles.