

DUTCH (FOREIGN LANGUAGE)

<p>Paper 0515/01 Listening</p>

Key messages

- 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 all parts of the paper.

Some weaker candidates seemed to have trouble with the vocabulary related to the topics of everyday activities, personal and social life and the world around us which are the only topics used for the first two exercises of the Listening paper. It may help these apparently weaker candidates to study the core vocabulary list in class.

For the more challenging exercises in **Sections 2** and **3** it will 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.

Time is allowed to read and study the questions before the listening extracts are played for the first time. This is also intended to help candidates familiarise themselves with the topic. The recordings are played a second time so that candidates can check their answers and listen again for information they might have missed the first time.

Comments on specific questions

Deel 1

The questions in this first part of the examination were generally very well answered

Oefening 1

This first exercise was done well. A small number of weaker candidates missed a few marks.

Oefening 2

Candidates had to give brief answers in Dutch. Accuracy is important. In answer to **Question 11**, for instance, *maandag* is not precise enough, as Marian only has Monday morning off. The correct answer here therefore was *maandagochtend* (or *maandagmorgen*).

Deel 2

Both exercises in **Section 2** were done fairly well by a majority of the candidates.

Oefening 1

The first exercise was a matching exercise about *brommers* (mopeds). Some weaker candidates found this exercise quite challenging.

Oefening 2

This exercise was based on an interview with Nena about designing and tailoring fashion. The first part was done fairly well by all candidates. The second, open-ended part of this exercise is always more challenging. A number of candidates struggled with **Question 22**. Some candidates guessed a season but did not pick up which one of the four it had to be from the recording (*lente*). In **Question 23** some candidates thought Nena designed fashion for boys (*jongens*) but the answer was for young people (*jongeren*). Most candidates still managed to do well in this exercise.

Deel 3

This section is the most challenging in the examination as it is designed 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 Peter, a dog trainer. As in previous years this exercise proved to be challenging for weaker candidates. Candidates have to listen very carefully in this part of the exam in order to be able to select the right answer from among the distracters.

Oefening 2

The final exercise was an interview with Dennis about potholes. The strongest candidates were able to answer questions correctly by getting the gist from the recorded material and summarizing the required information in a focused response. Many of the better candidates scored full to near-full marks.

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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

Deel 1

In the first exercise candidates had to answer a number of multiple choice questions. In the second exercise the candidate had to match statements with pictures. 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 sentences testing comprehension of a text on a youth organisation. In the second exercise the candidates were asked to read a letter and to give short answers in Dutch to open-ended questions.

Deel 3

In the first exercise of the third section, candidates had to indicate whether statements were either true or false. Candidates then had to correct any statements identified as false without using the word 'not' (*niet*). This proved challenging for some weaker candidates. However, it was apparent that candidates were generally better-prepared for this exercise this year. The second exercise was based on a longer extract and consisted of open-ended questions.

Comments on specific questions

Deel 1

Questions 1–5

Most candidates had no problems with this exercise; a few did not know the Dutch for carrot or brushing teeth.

Questions 6–10

Again, most candidates answered all questions correctly, although some thought that the boy who was taking a shower was fishing in **Question 8**.

Questions 11–15

Candidates encountered few problems with these multiple-choice questions, although the last three questions were not always answered correctly.

Deel 2

Questions 16–20

Most candidates did quite well here. Some candidates did not appear to know whether some of the gaps required filling with a verb, a noun, an adjective or an adverb.

Questions 21–30

Candidates had to read a letter from Lisa to her friend explaining what she had to do to persuade her parents to let her go to a Lady Gaga concert. Most candidates did well but some of the weaker candidates struggled to follow the sequence of events. Not everyone understood, for instance, that Lisa's parents changed their mind and allowed her to go in response to her letter.

Deel 3

Questions 31–35

The text was about a small act of vandalism. A piece of chewing gum had been left on an old painting in a museum, causing a minor uproar.

It was obvious that more candidates had practised this type of exercise than last year, although several candidates did not rewrite the statements they had identified as false. Some candidates appeared not to have kept in mind that two statements are true and three are false. Even some stronger candidates used the word *niet* in their revised sentence which meant they could not gain the mark for their correction.

Questions 36–41

The text in this exercise was about a message in a bottle that had drifted across the seas to New Zealand. The school children who found the bottle initially thought it had travelled all the way from the Netherlands. The text and the questions in this part of the exam are a little bit more challenging than the preceding exercises. Although weaker and average-ability candidates often struggled to identify the correct information in the text on which to base their answers, they could sometimes formulate responses to at least a few questions that were correct. At the other end, some of the stronger candidates scored full or near to full marks, demonstrating the high quality of their reading skills.

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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

Overall, the candidates performed well. The main role of the examiner is to ensure their candidates perform to the best of their ability, and many examiners did very well in this regard. It is important that candidates use different tenses and are able to make complex sentences in order to show how well they can manipulate the language. Candidates will almost invariably perform better when they are familiar with a subject and can concentrate on producing complex language. In the general conversation, there were many good examples of candidates starting with subjects familiar to them, e.g. sport and shopping, and progressing to more challenging subjects. Very competent candidates can often tackle more challenging topics from the start.

The speaking test should last approximately 15 minutes to allow candidates ample time to demonstrate the use of tenses and complex structures. Some tests were too short, which meant candidates were deprived of the opportunity to score higher marks. It is also important to bear in mind that the presentation on the candidate's chosen topic should last about 1-2 minutes. Unless a candidate needs help to get back on track in their presentation, the examiner should start asking questions two minutes after the start of the presentation and not let the presentation last too long.

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 save each Speaking test in its entirety as 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.

Comments on specific tasks

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. Candidates cannot be awarded marks for speech which does not relate to the tasks set in the role play card, nor for any tasks that are omitted.

In cases where there are two elements to a task and half the task had been omitted only one mark must be awarded. For instance, in some tasks (usually at the beginning and at the end of a role play), candidates have to greet or thank the teacher in addition to expressing a wish or asking a question. If the candidate does not greet or thank the teacher, only one mark can be given for the task. Similarly, in response to a statement from the friend, fire fighter, or aunt/uncle in Role Play B candidates were asked to express their opinion and to justify it. If candidates omit part of what they were instructed to do, only one mark must be given. Examiners are also reminded that marks are only given for utterances in Dutch and not in any other language. However, it is still possible for candidates to get full marks in spite of minor errors in adjectival endings and 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 prepared a wide range of topics. Many chose to talk about football, dancing and horse riding. Music was also among the favourite subjects. Most candidates had prepared their material very well. Candidates should talk uninterrupted for about two minutes before the examiner asks any questions. If the candidate is nervous, the examiner may help the candidate along with gentle prompts but the idea is that the candidate has some time to show their linguistic ability. It is highly recommended that the teacher knows what the subject is in advance so they can prepare questions that will help the candidate to use a range of tenses and sentence structures. Candidates should be encouraged to prepare a wide variety of topics within a Centre and should not be allowed to present 'myself' or 'my life' as topics as this will pre-empt and overlap with the general (unprepared) conversation.

There were some excellent examples of examining technique on display, which encouraged candidates to use past and future tenses. Please remember that no more than six marks can be given for Language if the candidate does not use past and future tenses. The candidate has to use these tenses in both the Topic conversation and the General conversation.

General (unprepared) conversation

The best performances in this section of the test were ones where the candidate used 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. It is worth reiterating that candidates will be able to talk better on a general topic familiar or of some interest to them.

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, proceed to topics at a more appropriate level for their age group.

DUTCH (FOREIGN LANGUAGE)

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

This is only the second year of the revised syllabus but most candidates appeared to be very well prepared. Nearly all were able to answer the questions as instructed.

Comments on specific questions

Deel 1

Question 1

This question was generally answered very well. Most candidates were able to produce the list of eight items needed for cooking and scored full marks for their five best answers. Many made good use of the pictures in the and/or provided other relevant items such as *suiker* and *vork*.

Question 2

Candidates were asked to write about their new hobby.

Most candidates answered this question very well by describing the new hobby, itemising the necessary equipment, explaining why they liked it and mentioning the hobby they wanted to do next year. Some candidates did not appear to know how to use the idiom *nodig hebben* and treated *nodig* as a verb (e.g. *Ik nodig een voetbal*). Similarly, some candidates incorrectly treated the adjective/adverb *leuk* as the English verb to like, e.g. *Ik leuk voetbal*. In both cases marks for Language were adversely affected.

A few candidates mentioned several hobbies they wanted to do next year although they only had to mention one.

Question 3

Candidates were asked to choose between one of three questions, and no candidate attempted to answer more than one. **Question 3(a)** was more popular than **3(b)** and **3(c)**.

Weaker candidates were still able to get some marks for Communication in all three questions regardless of some linguistic shortcomings.

- (a) Candidates had to write about a holiday job they did last year in the past tense. They had to describe what they liked and disliked about their job and why and explain whether they like working in the holidays or would prefer to go on a holiday. The last bullet point asked candidates to specify what they would like to do with the money they had earned.

Some candidates wrote about where they are working now and not about work they had done in the past which affected their marks for communication. The second bullet point also related to past work experience and therefore had to be answered in the past tense as well, which most candidates could do. Some candidates had difficulty using the words *leuker* and *liever* in the third bullet point and treated them as verbs, e.g. *Ik leuk de vakantie omdat ik niets wil doen*.

In answer to the last question candidates had to use either the present tense or the future tense. Some candidates wrote what they had done with their money in the past tense and wrote, for example, *Met het geld heb ik een mobieltje gekocht* instead of *Met het geld koop ik een mobieltje*.

Quite a few candidates wrote sentences containing anglicisms, such as *Met het geld dat ik gemaakt [instead of: verdiend] heb, ga ik op vakantie*. Unfortunately, in Dutch this rather creates the impression that the money was forged, rather than earned.

- (b) Candidates were asked to write about what they had done during a festival or an official holiday celebration (religious, national or otherwise), give reasons for which festivals or celebrations they like and dislike, and finally discuss a festival or national holiday from abroad they would like to celebrate.

The first two points had to be answered in the past tense as the event had already taken place, which most candidates were able to do. Nearly all candidates were able to describe the festivals they like and dislike. The most popular festivals from abroad were carnival, Chinese New Year and Kings Day.

As in the **Questions 3(a)** and **3(c)**, candidates could earn up to eight marks for the accurate use of verbs. The verbs had to be in a tense appropriate to the task to score.

- (c) Candidates were asked to write about what happened when they were cycling over a bridge on the way to school and noticed a small dog. They had to describe what they did in response to their discovery of the dog and give an account of the reaction of the teacher when they told him/her what had happened. Most teachers reacted rather angrily in their stories. Finally, they were asked to give their opinion on what had happened. The bullet points had to be addressed in the past tense, apart from the last bullet point which asked candidates to cast their response in the present tense.

There were several stories about candidates rescuing the small dog from rivers and lakes, and the majority of the candidates gave a clear account of what had happened.