

# DUTCH

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<p><b>Paper 0515/01</b> <b>Listening</b></p>
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## 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 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 requirement of the question may invalidate an otherwise correct answer.

## General comments

This year candidates seemed well prepared. Most candidates performed to a consistently high standard throughout the paper.

For the more challenging exercises in **Section 2** and **3** it may be useful to spend time in class studying the meaning and usage of key words, such as *maar*, *wel*, *toch*, *bovendien*, etc. Such words often provide vital clues for comprehension.

In general, candidates seem to find questions asking for the opinion of the speaker the most challenging.

The pauses preceding the listening passages are provided to help the candidates familiarise themselves with the rubric and the questions. The second time the recording is played should mainly be used to check answers and to listen again for information candidates might have missed the first time.

## Comments on specific questions

### **Deel 1**

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

### **Oefening 1**

This first exercise was done well. It would benefit weaker candidates to study the topic lists and related vocabulary very carefully: family, friends, hobbies etc.

### **Oefening 2**

In the second exercise, candidates had to give brief answers in Dutch. The questions are designed to generate short answers. Nevertheless, accuracy is paramount. Some weaker candidates gave the answer to the question '*Wat vindt Els van haar werk*' 'it is not far away'. This was about the distance she had to travel, but it did not say anything about her opinion about her work (*wat vindt ze ervan*).

### **Deel 2**

Both exercises in **Section 2** were reasonably well attempted by the majority of candidates.

### **Oefening 1**

The first task is a matching exercise which this year was about the healthy (or unhealthy) habits of Dutch people. Some weaker candidates were confused about 'jongeren' and 'jonge kinderen'.

### **Oefening 2**

The second exercise was based on an interview with Frank about music. The first part was done fairly well by all candidates. The candidates had to read 5 sentences reflecting what was said in the recording in which one piece of information – printed in bold – was incorrect. A good way to practise this type of exercise in class is to work on alternatives and opposites (i.e. altijd – nooit – elke dag, vermoeiend – gezellig – ontspannend) to expand the vocabulary of the candidates.

The second part of this exercise was open-ended and therefore more challenging. In this part of the exam the candidates have to listen carefully for opinions and justifications. In order to produce the correct answer, candidates will have to understand the gist of the information. When Frank says, 'We spelen allerlei soorten moderne muziek', for example, it is important to pick up on 'moderne'. The answer 'alle soorten' would be too broad.

It is good practice to remind future candidates to make use of the pauses in the recording. This should help candidates to pick up on the details being presented if they lose the thread of the text.

### **Deel 3**

This section is the most challenging in the examination and is intended to test the best candidates. Nevertheless, it was pleasing to see that nearly all candidates attempted this section and that some of the weaker candidates were able to acquire some valuable marks.

### **Oefening 1**

The first task was based on an interview with Merel on exam stress and how to avoid it. As in previous years, this exercise is more 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 among the distractors. Most candidates managed to score at least a few marks in this exercise.

### **Oefening 2**

The final exercise was an interview with Peter about a mini performance he had seen in a museum. This exercise was challenging for a majority of the candidates but gave the best candidates a chance to show how good their listening skills were. A small number of strong candidates were able to answer all questions correctly, which is to be commended, as they often needed to summarise the information they heard to formulate a good response. Weaker candidates did not always manage to attempt an answer to some of the questions.

# DUTCH

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<p><b>Paper 0515/02</b> <b>Reading</b></p>
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## Key messages

- 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 challenging 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

Candidates had to answer a number of short multiple choice questions in the first exercise in this section.

In the second exercise, candidates had to match statements to pictures. The third exercise in this part of the exam required 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. The first task was a gap-fill exercise testing comprehension of a short text. In the second exercise, candidates had to read a longer text, a letter, and 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. Candidates then had to correct any statements they had identified as false, without using the word 'not' (*niet*) in their sentence. This proved a challenging exercise for some candidates as it appeared they had not read the instructions carefully. On the whole, however, candidates did better on this exercise than last year, perhaps because they were better prepared. The second exercise was based on a longer text. The questions did not require 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 leek or cooking wine.

### Vragen 6–10

Again, most candidates answered all questions correctly. For some candidates the statement *Ed stapelt stenen* (Ed piles stones) was understood to mean that Ed posted a letter.

### Vragen 11–15

On the whole, candidates experienced few problems with these multiple-choice questions. However, for some candidates, all questions proved to be difficult. Two of the most challenging questions proved to be the ones about time. Some candidates had an issue with the Dutch 7:30 (half acht) and some thought that the trip was a week long, rather than starting in a week's time.

### **Deel 2**

#### Vragen 16–20

Where candidates matched the sentence from the text with the sentence in the question they tended to do well. Some candidates did not appear to know where to put a verb or an adjective. Weaker candidates struggled in particular with questions 16, 17 and 20.

#### Vragen 21–30

Candidates had to read a letter from Jan telling his friend about an app to help you to write postcards to your grandmother once a month. For those candidates who understood the text, this exercise did not present any problems, except, for a few, the fact that they had to change from I (in the text) to Jan in the answer. Candidates found two questions more challenging in this section; they often did not understand that the cards were coming from Jan in the app and they did not understand what the app could do if you did not have any grandparents.

### **Deel 3**

#### Vragen 31–35

The text was about a talent show with a difference.

It appeared that candidates were better versed at dealing with questions of this type than last session. Still, however, several candidates did not rewrite statements they had identified as false. It also stated in the rubric that two statements were true and three were false which some candidates did not seem to have taken on board.

A small number of candidates did not follow further instructions and used the word not (*niet*) in their justification which meant they could not gain the mark for correcting statements they had otherwise correctly identified as false.

#### Vragen 36–41

In this final text, Els explains that when she changed from a Dutch school to an international school, her attitude to schooling had to change because the attitude of her fellow students changed.

The text and the wording of the questions is more challenging in this part of the examination. Although weaker candidates often struggled to identify the correct information in the text on which to base their answers, they often could formulate at least a few answers that were correct. Strong candidates performed well here.

# DUTCH

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<p><b>Paper 0515/03</b> <b>Speaking</b></p>
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## **Key messages**

- 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 this series. It is important that candidates are able to use different tenses and can construct complex sentences. Candidates will in most cases perform better when they are broadly familiar with the topic of conversation and can focus on their language. There were plenty of good examples where candidates started with familiar subjects like sport and shopping and were able to progress to more challenging subjects.

The examination should last around 15 minutes so that candidates have ample time to demonstrate their linguistic ability fully. It is particularly important to bear in mind the timings of the second part of the exam. The candidate should give a presentation of about 1-2 minutes on a chosen topic after which the Examiner should initiate the topic discussion by asking questions. The discussion should last 3-4 minutes which means this part of the exam should last around 5 minutes in total.

Although the quality of the recording was generally high, it is essential that the acoustics and the audibility of two speakers is tested properly before the examinations take place. Unfortunately, there were a number of instances where recordings were stopped between different sections of the test. Please be aware that this is not allowed and that examinations must be recorded without interruption. In addition, all CDs should be tested prior to submission to Cambridge to ensure they play properly. Please use a separate track for each candidate's examination.

Generally marking was close to the required standards and the majority of centres had no, or only slight adjustments, made to their marks.

## **Comments on specific tasks**

### **Role-plays**

The students were tested in two role-plays on their knowledge of Dutch used in day-to-day situations. The Examiner **should** introduce each role-play so the candidate knows what to expect. Some Examiners interpreted the role-play instead of keeping closely to the script set out in the Teacher's notes, which caused confusion for their candidates. Candidates cannot be awarded marks for any tasks that do not relate to those set out in the role play cards. Where a particular task has two elements, only one mark may be awarded if the second element of the task had not been addressed. For instance, in the first role play the candidate has to greet the teacher in a way that is appropriate to the situation in addition to stating their intent. If the candidate does not greet the teacher appropriately and only states their intent, only one mark can be given for that part of the role play (provided the candidate's statement of intent is correctly formulated, of course, if not, no marks should be awarded).

In the second role play where the candidate is required to react to a statement made by the Examiner, the candidate has to say what he or she thinks of the statement and give a justification. If the candidate omits part of what is asked, only one mark can be given (provided the other part is correctly given). Marks can only be awarded for utterances in Dutch, not in English, German or any other language. However, it is possible to get full marks regardless of any minor errors in, for instance, adjectival endings and the use of prepositions. If a candidate forgets (part of) a task, Examiners should give an appropriate prompt to ensure candidates keep on track and are given every opportunity to maximise their potential.

### **Topic (prepared) conversation**

Candidates prepared a wide range of topics. Many spoke about football; dancing, horse riding and music were also favourite subjects. Most candidates had prepared their material very well. Candidates are allowed to talk uninterrupted for about two minutes before the Examiner asks any questions. If the candidate is nervous the Examiner can help the candidate along but the idea is that the candidate has some time to show his or her abilities. It is advisable that the Examiner knows what the topic is going to be so that he/she can prepare questions which will help the candidate to use a range of tenses and sentence structures. Candidates should be encouraged to prepare different topics within a centre and **should not** be allowed to present 'myself' or 'my life' as topics as these often pre-empt and overlap with the general, unprepared conversation.

Please remember that no more than 6 marks can be given for language if the candidate does not use past and future tenses. Candidates have to use these tenses in both the Topic Conversation and the General Conversation. There were some excellent examples of examining technique which encouraged candidates to use past and future tenses.

### **General (unprepared) conversation**

The best performances showed candidates using a variety of time frames, relevant vocabulary and appropriate structures, usually with effective support from the Examiner. Candidates perform at their best when given ample opportunity to construct complex sentences and to develop the conversation, and thrive when given the chance to talk about everyday topics they have an interest in. In the interest of fairness, it is not permissible to ask the same questions of each candidate. A variety of mini topics for general discussion, usually three topics per candidate, should be used. Please remember to encourage the candidates to use different tenses by prompting them effectively.

# DUTCH

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<p><b>Paper 0515/04</b> <b>Writing</b></p>
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## Key messages

- 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

Overall, most candidates 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)**. Five marks were available for the first question, 15 for the second question and 30 for the third question. For the first question, five marks were available for Communication. For the second question ten marks were available for Communication and five marks for Language. For the third question ten marks were available for Communication, eight marks for Accurate Use of Verbs and 12 marks for Other Linguistic Features.

## Comments on specific questions

### **Section A**

#### **Question 1**

Candidates were asked to write a list of eight items they would need on a sports day at school. Most candidates came up with more than five items to take along, such as 'schoenen' or a 'jas'. Many made good use of the pictures provided with the question in the paper.

#### **Question 2**

Candidates were asked to write about their job as a tour guide.

Most candidates answered this question well, describing their home town, places one could visit and what their home town looked like. Furthermore, candidates had to state their opinion of their job as a tour guide and whether they wanted to do the job again next year.

Some candidates did not seem to know the meaning of the word *woonplaats* and described their house instead of their hometown. They could not be awarded marks for Communication for this part of their answer as it was irrelevant to the task set. A number of candidates mentioned where they worked ('*op het strand*', '*in de winkel*') instead of giving their opinion on their job as a tour guide.

It is advisable for candidates to learn words in the Minimum Core Vocabulary list for IGCSE Dutch as most of the words used in the paper are taken from this list.

#### **Question 3**

**Question (b)** was more popular than **(a)** and **(c)**. When answers were clear they were awarded up to two marks per sub question for a total of up to ten marks. In total, candidates could earn up to eight marks for accurate use of verbs. The verbs had to be in the appropriate tense to score a tick, e.g. *Ik heb met mijn*

*klasgenoten het klaslokaal opgeruimd.* Grammatically weaker candidates were still able to get some marks for Communication in all three questions, in spite of accuracy and/or verb tense mistakes.

- (a) Candidates had to describe in the past tense why they thought the library had to remain open, how they had rescued the library from being closed and who had helped them to achieve this. They also had to describe the steps they had taken and how they felt after they found out that the library would remain open. Furthermore, they had to describe what future changes they would like to suggest for the library. Some candidates did not describe their actions but instead focused on describing the library. They therefore could not be awarded marks for Communication for this part of the task. The first three points had to be answered in the past tense, which not all candidates were able to do. It is advised that candidates read the question carefully and take note of the tense they have to answer in.

To answer the last part of the candidates had to use convey future meaning in the present tense or use the future tense. Most candidates were capable of using the future tense or, for instance, a construction using a modal verb and an appropriate form of the verb *worden* as in: *Ik wil dat de bibliotheek moderner wordt.*

- (b) Candidates had to describe a clean-up of their secondary school. The description had to include what they did, who they received help from, what they thought of the clean-up operation and details of the prize they had won. For the last point, they had to suggest ideas for a future clean-up task. It is advisable that candidates practise using the future tense as this is a recurring requirement in the last question in the Writing paper.

The first three points had to be answered in the past tense as the event had already taken place, which most candidates were able to do. Most were able to describe how they had cleaned the school and who had helped. The prizes that were given out varied from books to a trip to Disney Land.

- (c) Candidates had to describe what happened when they performed on stage for the first time as part of a talent show. The story had to be written in the past tense, which some candidates were unable to do. However, most candidates performed very well, and gave a vivid account of events, including how they felt after their performance and the response from the judges and audience. In most cases the candidates ended up winning the contest.