

DUTCH (FOREIGN LANGUAGE)

Paper 0515/01

Listening

General comments

The overall performance of the candidates was very good.

Comments on specific questions

Section A

Oefening 1

The questions in this first exercise caused very few problems, and most candidates gained full marks. Not all candidates were able to answer **Question 6** correctly. Candidates who didn't pick the right answer very often went for option **A** (*de bioscoop*), which was mentioned in the recording but was the wrong answer.

Oefening 2

This exercise was again done very well by most candidates. Some weaker candidates mentioned that on the boat you would be able to see a *film van de stad* (right answer: *Je ziet veel van de stad (vanaf de boot)*). The last question proved difficult for weaker candidates as well. Both *maandag* and *dinsdag* were mentioned in the recording, causing some confusion.

Section B

Oefening 1

Question 15 and **16** proved the most problematic for weaker candidates. Since the weather is a topic that is likely to be tested every year, it might be helpful for future years to practise the words associated with weather and weather forecasts a little more.

Oefening 2

The first two (**Questions 23** and **24**), hardly caused any problems. The first challenging question here was **26**, where many candidates answered that the children mentioned in the recording would be able to make clogs themselves. **Question 27** and **28** proved difficult for some as well. The better candidates had few problems, if any.

Section C

Oefening 1

As intended, this was the most demanding part of the exam. **Question 34** was found to be the most difficult, and candidates had to listen very carefully to pick up the right answer. The best candidates did answer this question correctly.

Oefening 2

The first question (**Question 37**) of this exercise was accessible to most candidates. **Questions 38, 39** and **40** caused confusion amongst weaker candidates. Many picked up on the word *honderd* as their answer for **Question 40**, but this was in fact the total number of candidates at the School. The majority of the candidates managed **Question 41** well, even though some answers weren't as straightforward as they could have been (i.e. *alle mannen en alle vrouwen, oud en jong*). The very last question was done well by the strongest candidates.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/02
Reading and Directed Writing

General comments

The majority of candidates scored high marks in both **Sections 1** and **2** of the examination. The multiple choice and matching exercises in **Section 1** were generally well done. The writing exercise in this section caused few problems, although a number of candidates did not give the information as requested in the icons.

The reading exercise in **Section 2** is designed to test general understanding and most candidates gave short answers, as required. However, some of the answers were very long indeed and did not always give the required information.

The writing exercise in this section carries ten marks for communication, two each for items **(a)** to **(e)**. A further 5 marks are awarded for accuracy. Quite a few candidates did not get full marks for communication, for instance, when they told about their plans **(c)** instead of asking about their friend's plans. It is important to read the questions carefully.

The reading texts in **Section 3** are longer and again should be read carefully. Some candidates only managed to answer one or two of the first questions in each exercise. In the final exercise, again, short answers were required, but quite a few candidates lifted whole chunks of text, hoping it would contain the right answer. Some candidates lifted such long answers from the text that they wrote in the Examiner's margin.

Comments on Individual Questions

Section 1

Exercise 1 Questions 1 - 5

Question 1

C. A large number of candidates did not know the Dutch for shower and ticked **A** or **B**.

Question 2

A. There were very few wrong answers to this question.

Question 3

B. A few candidates ticked **A** or **D**.

Question 4

D. A small number of candidates thought the answer was **C**.

Question 5

B. Most candidates knew the answer was coffee, although the other options were occasionally ticked.

Exercise 2 Questions 6 - 10

In this exercise candidates were asked to work out where people lived. Most candidates answered all five questions correctly.

Question 6

Pim. Almost all candidates answered this question correctly.

Question 7

Marie. Again, very few mistakes.

Question 8

Bas. Some candidates appeared to have missed the arrow pointing to the attic.

Question 9

Anna. Quite a few candidates did not know that Anna lived in the mountains.

Question 10

Felix. Felix's town house was much better identified than Anna's.

Exercise 3 Questions 11 - 15

The candidates were asked to choose the correct type for each text.

Question 11

C. Most candidates knew this was a birth announcement.

Question 12

H. The invitation was not too difficult, either.

Question 13

A. Some candidates thought this was a recipe rather than an advertisement.

Question 14

B. Quite a few candidates did not know this was a message written on a picture postcard.

Question 15

F. Many candidates thought this was a train ticket rather than an entrance ticket.

Exercise 4 Question 16

Candidates were asked to send an email of 25-40 words to a friend suggesting an evening out. Some candidates did not use all the icons. On the whole, candidates did very well in this exercise, although many exceeded the 25-40 word limit. Standard openings with 'how are you?' etc. are not required unless asked for. Candidates had to mention where they wanted to eat, what they wanted to eat and where to go afterwards. Most candidates suggested going out for a meal (in a restaurant or café), eating chicken, turkey or even meat ('pizza' or 'hamburger' were not credited) and then going to a disco, a party, or just dancing, thereby receiving full marks for communication. There was the occasional candidate who did not mention any of the things indicated by the icons and could then not receive any marks for Use of Language either. However, the majority of candidates received 4 or 5 marks.

Section 2

Exercise 1 Questions 17 - 25

Most candidates did very well in this exercise with most scoring 8 to 10 marks. Some candidates did not give short answers and added unnecessary information.

Question 17

(Uit) Nederland was the correct answer. Quite a few candidates added that she now lived in Gambia, which was not necessary.

Question 18

In (West-)Afrika; most of the candidates answered correctly.

Question 19

Zwemmen was the correct answer; *zwembad* was not accepted.

Question 20

Oude kleren. Most candidates answered correctly.

Question 21

Ze woont in een rijke buurt/gaat naar een andere school. Most candidates gave both answers, although one was sufficient.

Question 22

boeken, leraren, pennen, schriften; one of these was enough for one mark.

Question 23

Omdat er niet genoeg plaats is - correctly answered by the majority of candidates.

Question 24

(i) *Ze moeten vaak thuis meehelpen*.

(ii) *Pennen en schriften zijn vaak te duur*.

Most candidates gave answer (i), but some thought that the president did not allow girls to go to school.

Question 25

Met het inzamelen van geld. A small number of candidates just mentioned that Laura needed help, without mentioning money, which was incorrect.

Exercise 2 Question 26

Candidates were asked to write 80-100 words to a new friend they had met on holiday. The majority of candidates scored the maximum 10 marks for communication, but some candidates misread or misunderstood one or two of the tasks.

- (a) Many candidates had long delays on their way home and were often bored. This task was generally well done and most received the two marks available.
- (b) This part of the letter was done very well and plenty of reasons were given why the holiday had been a success. Two marks for most candidates.
- (c) Quite a few candidates did not ask their friend about their plans, but told them about their own plans. Many just rephrased the question asking about their friend's plans, without adding anything of their own, which scored one mark only.
- (d) Most candidates mentioned how nice it was to see their friends again and how hard they had to work, which was usually enough for two marks.
- (e) Candidates apparently find it harder to ask questions than to give information of their own. The questions were often about the size of the school or the number of friends.

Most candidates received maximum accuracy marks. Marks were mainly lost when not all the tasks had been completed. The length of most letters was excellent and very few candidates wrote letters that were too long.

Section 3

Exercise 1 Questions 27 - 34

The weaker candidates who attempted this exercise would often score 3 or 4 marks, two of which usually in the first three questions.

Question 27

C. The first two questions of this exercise were usually answered correctly.

Question 28

D.

Question 29

C. Some candidates thought that A or B were correct.

Question 30

D. Occasionally candidates ticked A.

Question 31

A was correct, but some thought D was the answer.

Question 32

C was usually answered correctly.

Question 33

C. Quite a few candidates thought the answer was D.

Question 34

B.

The last two questions were more challenging and frequently one of the other options was ticked.

Exercise 2 Questions 35 - 44

Many candidates answered most of the questions correctly. Some candidates did not attempt this exercise; those who did scored generally between 5 and 8 marks. There were some with only 1 or 2 and others at the top end with 9 and 10 marks.

Question 35

The correct answer was: *omdat hij eenzaam was*. *Omdat zijn moeder dood is* was not correct.

Question 36

In de wei was the answer. 'Near a beautiful farm' was not correct.

Question 37

Omdat er nieuwe dieren geboren worden. Most candidates answered this question correctly. 'Because there were flowers in the garden' was also allowed.

Question 38

Ergens op letten/op passen. A number of candidates thought it meant 'looking after', which was incorrect.

Question 39

Ze is bejaard. Quite a few candidates wrote that the fact that she was lame was a sign of her being old. This answer not accepted.

Question 40

Ze hoest soms een beetje; any answer indicating that she was in reasonable health was also judged to be correct. Some candidates thought she was not healthy because she was lame, which was incorrect.

Question 41

Omdat ze na een sprong gevallen was. Any answer indicating that she had fallen was acceptable.

Question 42

Ze wilde terug naar de stal. Many candidates answered that 'it had not been a success', which was not allowed.

Question 43

Most candidates gave the three correct answers, although some also included/concluded that there was nothing wrong with the pony. This was not correct.

(i) *deuk in het hek;*

(ii) *slipsporen op het asfalt*

and:

(iii) *hoefijzers verbogen.*

Question 44

De schrijfster kon niet geloven, dat haar pony over het hek had kunnen springen. Any answer indicating disbelief was allowed.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/03

Speaking

General comments

As in previous years, the ability of the candidates to communicate in spoken Dutch was impressive. The candidates performed lively in most cases and even the weaker candidates often managed to show what they were capable of. The interaction between candidate and Examiner was often very interesting.

Generally, the quality of the recording was high, although increasingly Centres seem to put less effort into maintaining it. It is difficult and at times impossible to award points when a candidate cannot be heard. Centres are reminded that they are responsible for testing the acoustics and sound quality before the orals take place. In addition, enough space should be available per side of the tape so that the exam is not interrupted by having to change from side A to side B in the middle of the oral.

When a Centre chooses their sample it is essential that the candidates chosen on the tape cover the whole mark range. CIE may ask Centres to provide further samples if the initial sample is not representative of the quality of the candidature.

In accordance with conditions set out in the syllabus, Centres must seek permission from CIE if they want to use more than one Examiner. Where permission has been granted, a representative sample of each Examiner must be submitted. However, Centres must standardise the marking of all their Examiners before submitting marks and samples to CIE.

Generally, marking in Centres was close to the required standards and the majority of Centres had only a slight, if any, adjustment made to the marks. This was usually because it was sometimes forgotten that good candidates do not have to be of native-speaker standard to get high or even full marks. It also has to be stressed that candidates living in or coming from different areas of Belgium, the Netherlands and Netherlands Antilles, and who might use different words, phrases or pronunciation to those the Examiner is accustomed to, should not be penalised if they use a different, but for their area correct form of Dutch.

Comments on specific questions

Role-Plays

The candidates were tested in two Role Plays on their knowledge of Dutch as used in day-to-day situations. Most candidates did not seem to have any problems. However, some Examiners did not keep to the script or did not seem to have prepared sufficiently and did not ask the appropriate questions. A small number of Examiners already gave the answer in their question. Hence, 'where would you like to sit?' became, 'where would you like to sit? We have a table next to the window' or 'Would you like to sit in the smoking or non-smoking section?'. It became even more confusing when candidates then gave answers that they had prepared but which the Examiner didn't accept. Another problem arose when Examiners started to interpret the Role Play as they went along, leaving the candidate confused as he or she could not find any similarity between the prepared Role Play and the one the Examiner performed. Candidates cannot be awarded marks for an improvised performance that has nothing to do with the questions set. In such cases, the candidate will lose marks.

In the first Role Play the candidates have to ask only one thing and in the second Role Play two things. Furthermore, the suggestions in brackets do not *have* to be used by the candidates – they are merely suggestions.

Topic (prepared) Conversation

As in previous years, a pleasing and wide range of topics was heard. Most candidates had prepared their material very well. Candidates should not be allowed to talk uninterrupted for more than a minute before being asked questions. Spending too much time looking at photographs and other material brought in does not give the candidates a lot of time to show their linguistic knowledge of Dutch. At the other extreme, some Examiners commenced questioning from the outset, which did not give the candidate time to settle into the subject and expand on it. There were, however, some excellent examples of examining, which encouraged candidates to use past and future tenses.

General (unprepared) Conversation

The best performances in this section of the test were the ones where the Examiner encouraged the candidate to use a variety of time frames, relevant vocabulary and appropriate syntactic structures. In most cases, this part of the exam was done very well by both candidates and Examiners, however, some conversations grew quite stilted. Other Examiners had rather a lot of questions to ask the candidate, often forcing the candidate to give very short answers as the next question came along before any complex language skills could be displayed.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/04
Continuous Writing

General comments

Overall, most candidates found this paper to be quite straightforward and were able to answer the questions as instructed. Candidates were asked to answer either **Question 1(a)** or **1(b)**, and **Question 2**. 25 marks 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.

Most candidates wrote the required amount of words for both essays. Only a few candidates wrote fewer words than asked for or failed to answer **Question 2**.

Comments on specific questions

- (a) Candidates were asked to write a letter to a friend about their new house and room. They had to address five points in their letter. Most candidates addressed these points and thereby achieved full marks for communication.

The majority of the candidates answered **Question 1(a)** very well. Only a very few candidates had problems understanding the requirements.

The bullet point "*hoe je je nu voelt*" caused confusion for a small number of candidates. *zich voelen* is a reflexive verb and, as a result, some candidates didn't know how to conjugate this verb correctly.

- (b) This question was very straightforward and didn't cause many problems. Candidates were asked to write to a friend about a family party. They had to address five given points.

Overall, the candidates performed very well, successfully describing a family party and often stating their preferences for non-family parties.

Question 2

Candidates were given brief details of an event that happened a while ago and were asked to describe what happened next.

Most candidates expressed their thoughts, feelings and actions quite well and some demonstrated an excellent use of vocabulary, past tense verb forms, and style.

Some candidates copied part of the question as part of their answer. No marks were awarded for repeating information given in the question. Candidates were only awarded marks for their own material. Other candidates wrote their stories in the present tense against requirements. Such candidates lost out on a significant number of language marks. Candidates must be reminded that they have to write their responses to this question in the past tense as the question is designed to test their competence in this area.