

DUTCH (FOREIGN LANGUAGE)

Paper 0515/01

Listening

Key messages

- Performance on this Listening paper was of a higher standard than last year and candidates showed good levels of both specific and general understanding.
- Most candidates were aware of the need to write their answers clearly. Answers must be written in blue or black ink. New Centres should remind candidates not to first write their answers in pencil and then overwrite these in ink as this can make answers difficult to read.
- When deciding on the mark to award, Examiners will normally consider everything the candidate has written in an answer. It is therefore vital that candidates clearly cross out any material they do not wish Examiners to consider when they are marking.
- All candidates should be given the chance to attempt past papers before they take the Listening examination in order that they are familiar with the rubric requirements.
- Answers are marked on the basis of whether they communicate the message. Inaccuracies in the use of Dutch are only taken into account if the message becomes ambiguous.
- Answers to questions requiring a response in Dutch should be kept brief. Centres should note that full sentences are not required. Furthermore, the inclusion of detail which is extra to the requirements of a question may invalidate an otherwise correct answer.

General comments

As in previous years the overall performance was good. By design, there is a steady increase in the level of difficulty, but there was a sizeable majority of candidates who performed consistently well throughout the paper.

In preparing the candidates for this exam it is useful to pay attention to the meaning and usage of words such as *maar*, *dus*, *omdat* and *bovendien*. These words give vital clues to what is said in the recording, especially in the more challenging exercises of **Deel 2** and **Deel 3**.

Comments on specific questions

Deel 1

The first part of this examination was done well by most of the candidates. The weakest candidates answered a small number of questions incorrectly in both exercises.

Oefening 1

The first exercise of the exam was done well, and most candidates answered all questions correctly. A small number of candidates appeared not to have a clear idea of what the word *haven* meant in **Question 3**.

Oefening 2

This exercise was also done well by most candidates. A small minority left some of their answers blank. Candidates are reminded that answers in this listening paper are assessed for communication and not for linguistic accuracy. **Question 12** and **15** on the decoration of the party room (*versiering*) and the dressing up of the party-goers (*verkleed gaan als*) were occasionally answered incorrectly by some of the weaker candidates.

Deel 2

This part of the exam represents the intermediate stage between the most accessible part – **Deel 1** – and the most challenging part of the exam – **Deel 3**. The first exercise was done better than the second exercise.

Oefening 1

Many candidates performed well in this matching exercise, with most scoring full marks. Candidates were asked to link the profession of the parents mentioned in the discussion with the times these parents were at work (*'s avonds*, *'s morgens*, *in het weekend* etc.). Some of the weaker candidates found the exercise quite challenging as they had to process more information and extract the relevant bits of information from a longer text than they had encountered in the previous two exercises.

Oefening 2

The stronger candidates had few problems with this exercise. **Question 22** was sometimes answered incorrectly but **Questions 23 to 25** were done very well. The last question and most challenging question, **Question 26**, was only done well by the better candidates. The weakest candidates struggled with this exercise as a whole.

Deel 3

Although this section is targeted at the best candidates, it was pleasing to see that nearly all of the candidates attempted it as this enabled some of the weaker candidates to accrue valuable marks.

Oefening 1

The candidates had to listen very carefully to pick the right answer among the distracters. Some of the questions were fairly straightforward, others, such as **Questions 29** and **Question 31**, were more challenging. The best candidates were able to score full marks.

Oefening 2

The challenge in this part of the test is to get the gist from the part of the recording relevant to a particular question and then to summarise the information in a clearly worded response. In order to do well it is important to learn to pick up on clues provided by such seemingly innocuous words like *dus*, *daarom* and *omdat*. It is equally important that candidates read the questions carefully to ensure their answers are fully relevant to the question. Many of the better candidates scored full to near-full marks.

DUTCH (FOREIGN LANGUAGE)

<p>Paper 0515/2</p> <p>Reading and Directed Writing</p>

Key messages

- Performance on this Reading and Directed Writing paper was of a slightly higher standard than last year.
- To maximise their chances of success, candidates need to have a thorough knowledge of question words, beyond *wie* and *waarom*. Candidates need to make sure they read questions carefully and identify whether the question is asking *wie* or *wat*, *waar* or *wanneer*, *hoe* or *waarom*.
- Answers should be brief and focused, particularly in **Section 3**.
- In order to do themselves justice in **Section 3**, candidates need to be familiar with personal pronouns (subject and object) and forms of the possessive.
- If an answer or part of an answer has been crossed out, it must be made as clear as possible what the Examiner is to mark.
- When candidates finish the paper, they should read it through again and check that they have answered every question and made any corrections needed.

General comments

Many candidates did very well in both **Sections 1** and **2**. The multiple choice and matching exercises were generally done better than the exercises which contained open-ended questions.

The reading exercise in **Section 2** tests general understanding; candidates should identify the points and give short answers. This did not seem to be fully understood by some candidates.

In **Section 3** the texts are longer and the questions more challenging. In the multiple-choice exercise candidates should try to answer all the questions. In the final exercise some candidates answered only some of the questions, but many answered them all and produced some excellent responses. Candidates should be reminded that often only a brief answer is required; a complete sentence lifted from the text might invalidate the answer. Unless they test synoptic understanding of the text, questions are asked in the order in which the information to which they relate appears in the text.

In both writing exercises candidates are required to address all the points – icons or bullet points – in order to score full marks for communication. Many candidates did very well.

Comments on individual questions

Deel 1

Oefening 1

In this exercise candidates are asked to put a cross (X) in one of the four boxes of each question.

Question 1

Most candidates answered this question correctly.

Question 2

Most candidates correctly identified the *kapper*.

Question 3

Many candidates correctly identified that *rijles* had to do with driving and ticked the driving lesson icon. Others chose the violin or the reading icon.

Question 4

Many candidates knew that the short text referred to washing clothes. Others ticked C (window cleaning) or B (the car).

Question 5

The text relates to a house on a corner. Most candidates correctly chose B as their answer.



Oefening 2

In this exercise candidates were asked to match newspaper headlines with short sentences. Many candidates did very well.

Question 6

Most candidates correctly matched the accident in the street with the cyclist hitting a tree.

Question 7

Many candidates were able to link Brussels with the heading about the best cities for shopping.

Question 8

A small number of candidates were unable to make the link between *WERK* in the heading and *baan* in F.

Question 9

This question was well answered. Most candidates knew that congratulations are in order when people have been married for 50 years.

Question 10

The headline *HOPEN OP REGEN* required candidates to look for a weather-related sentence. There were two. The sentence about drought in Australia was the correct answer and was identified as such by a large majority of the candidates.

Oefening 3

Candidates were required to read a short text about Jeroen and tennis. There were five short statements and candidates had to tick 'true', 'not true' or 'not in the text' boxes in the grid. Most candidates did well. **Question 14** was found to be challenging for some of the weaker candidates.

Question 11

Not true: Jeroen's family also play tennis.

Question 12

Most candidates understood that Jeroen practises daily.

Question 13

Not true: his father takes him to the club. This question was correctly answered by nearly all of the candidates.

Question 14

Not true: Jeroen is already at home at seven o'clock for his dinner. Some candidates appeared to overlook the fact that he cannot depart from the tennis club and be at home at the same time.

Question 15

Not in the text: the text states that Jeroen sometimes watches TV, but films are not mentioned.

Oefening 4

Question 16

Candidates were asked to write an e-mail of 25-40 words based on three icons. Most candidates did very well, although some appeared not to grasp that all icons should be referred to. Invitations to the zoo, *dierentuin* or *dierenpark* for **(a)** were all credited. Icon **(b)** showed two elephants. Candidates needed to write the Dutch word *olifant(en)*. Some spelling variations were allowed. There were some excellent accounts of a new-born baby elephant. Icon **(c)** was answered very well with almost everyone going to the *bioscoop* or going to see a film.

Deel 2

Oefening 1

Candidates were required to give short answers in Dutch. Some candidates lifted long sentences which usually showed that the question had not been understood.

Question 17

Most candidates wrote that *de eerste persoon* thinks of a sentence, which was the correct answer.

Question 18

This was a challenging question for some candidates. Most candidates gave the correct answer: *zacht*. An excellent response was *je fluistert*. Quite a few candidates added *in het oor van de volgende persoon*, which was allowed, but the lifting of the complete sentence "*Die zegt ... zijn buurman*" was not.

Question 19

Many candidates wrote the Dutch for 'the next person' or 'neighbour'.

Question 20

This question was very well done. Most candidates gave the correct answer (*een (totaal) andere zin*).

Question 21

The correct answer *duizend* (or 1000) was given by many.

Question 22

The answers can be found in the second paragraph. Kitty gave two reasons why she liked the Olympic Stadium: **(i)** She (i.e. not I) had never been there before and **(ii)** It was on a normal School day. 'They went by bus' was also accepted as an alternative reason to any of the two given above. Some candidates gave one correct answer; not everyone could find a second good answer.

Question 23

Many candidates answered correctly with *quizen* and/or *puzzels*. Another accepted answer was *andere spelletjes*.

Question 24

Many candidates gave the required short answer (*totaal*) *onzin*. A few candidates lifted two sentences from *Na een uur (...)* *totaal onzin*. This did not show that the question was understood.

Question 25

This question was very well done. Most candidates gave the short answer *twee uur*. Some candidates guessed *een uur*, which was incorrect.

Oefening 2

Question 26

Candidates were asked to write a letter to a new pen friend. Many candidates scored the maximum 10 marks for communication. Some candidates left out part of a task, sometimes the opinion in (c), or task (d). Most candidates received good marks for accuracy for which the highest possible mark is 5.

- (a) This task was done well. Most candidates wrote about themselves, often mentioning age, physical appearance or hobbies.
- (b) Many candidates wrote extensively about their family, while some others, for instance, only mentioned the number of siblings they had.
- (c) The best answers were those that mentioned a recent experience and an opinion about this. Others mentioned a hobby and missed a good opportunity to use the past tense. Opinions were not always given.
- (d) Most candidates did well. Others forgot to ask the friend two questions and very occasionally it appeared that the task had not been understood.
- (e) Many candidates mentioned taking up new hobbies, going to university, or wanting to meet the pen friend. Some candidates only mentioned one thing they wanted to do.

Deel 3

Oefening 1

The text was about a Dutch portrait painter. There were eight multiple choice questions. Many candidates did well.

Question 27

The writer assumed that portrait painters often get negative reactions to their portraits (B). Answers A and D were sometimes ticked.

Question 28

The painter wanted to find out if the writer was right. Some candidates chose B *om geld te verdienen*, but the text states painting his portrait would cost the writer nothing.

Question 29

The writer likes new experiences. Some candidates ticked A.

Question 30

The text needed to be read very carefully: it was clear to the writer that De Haas was a good painter (C). Quite a number of candidates chose B instead.

Question 31

Most candidates knew that the painter liked talking (D).

Question 32

The final three questions were more challenging. The balding head in B was ticked frequently, but the other options were also chosen.

Question 33

Answers to this question were often correct in that the painter painted fast (B), but the other three boxes also received ticks.

Question 34

Many candidates gave the correct answer: the painter recognised a little bit of himself in the portrait. A number of candidates thought he did not recognise himself at all (D).

Oefening 2

Most candidates attempted to answer all the questions. Careful reading and short answers were the key to success.

Question 35

Most candidates answered this question well. *Naar huis* was the expected (short) answer. Many candidates wrote *op weg naar huis*, which was also accepted.

Question 36

This question proved to be more challenging than the previous one. The answer had to say something about the dark, but lifting *voor me was het aardedonker* did not show sufficient understanding of the question.

Question 37

This question was usually answered correctly only by the stronger candidates. The disadvantage of the bicycle lights was that they did not allow you to see very much, or, alternatively worded, that they did not give enough light.

Question 38

This question received more correct answers. The short answer *sterren geven licht* would have been sufficient. The phrase *ze geven licht* on its own was not credited.

Question 39

Er zijn maar drie straten was the correct answer. Many candidates did well. The sentence "*Mijn dorp ... meer donker*" included the three streets, but did not show that the question had been understood.

Question 40

Many candidates lifted the whole sentence with the word *burgemeester*, which was incorrect as it was not the one-word answer the question specifically asked for. The correct answer was *wijsmaken*.

Question 41 (i) and (ii)

Meer lantaarnpalen was one correct answer. Only *lantaarnpalen* was not correct. The second answer needed to convey that the lights were on all night, or that it was never dark again in the village.

Question 42

Some candidates could not link the word *evenement*, with the *Nacht van de Nacht*.

Question 43(i) and (ii)

This question related to the final paragraph. The writer was against *lichtreclame* at night, as nobody is there to see it. The second answer was *energieverspilling*; 'because of the environment' was also allowed. Most of the better candidates scored full marks.

Question 44

There were many good explanations of the title *Nacht van de Nacht*. Most of these were about total darkness, a natural night, or the absence of artificial light. A translation of the title into English, which was offered by a small number of candidates, was, of course, incorrect.



DUTCH (Foreign Language)

Paper 0515/03

Speaking

Key messages

- To score well in the Role plays, candidates need to be as concise as possible and to stick closely to the cues on their cards.
- Examiners in Centres can help their candidates by observing the time limits for each of the conversation sections, and by remembering to ask each candidate questions to elicit past and future tenses in each of the two conversation sections.
- Good performances in the conversation sections were typically those where candidates were given the opportunity to respond not just to straightforward questions, but also to unexpected ones, and where they were encouraged to expand upon their answers, giving and explaining their opinions.
- Some Centres needed to cover a wider range of topics in the General conversation section so as to ensure broader topic coverage across the candidates at their Centre.
- The best performances from candidates of all abilities were heard in Centres where there had not been over preparation of work and where the spontaneity of the examining could be heard.

General comments

Candidates showed an impressive ability to communicate in the Speaking test and generally performed well. In most cases there was good interaction between candidates and Examiners, which resulted in interesting and natural conversations. Moderators heard many well-conducted tests where Examiners set candidates at their ease and enabled them to show what they can do. Candidates need to be allowed to perform to their ability so Examiners should be aware of an incline of difficulty in questioning, leading them from familiar subjects like sport and shopping, and progressing on to more challenging topics as appropriate. The test should last for around 15 minutes and must not be cut short.

Generally the quality of the recording was high. Candidates need to be heard clearly for marks to be awarded and it is good practice to spot-check the recording after the Speaking test to ensure that they are audible. When recording onto cassette, it is important to ensure that there is enough space on the tape for the test, so that it is not interrupted by having to change the tape. The tape should be allowed to run for the length of the test and Examiners may not switch off or use the pause button while it is taking place. If the Speaking test is being recorded on CD, it must all be kept on one track.

When choosing their sample to submit, Centres should follow the instructions in the Teachers' Notes booklet and ensure that they have selected candidates covering the whole range of performances, from the strongest to the weakest. Centres should send a copy of the MS1 Mark Sheets with the recordings that are sent in for moderation.

Generally, marking in Centres was close to the agreed standards. Examiners should be aware that candidates do not have to speak at the level of a native speaker to get full marks and in some cases slight adjustments had to be made to the marking. Examiners should be prepared to tolerate variations in usage, which are correct in some areas of the Netherlands and Belgium.

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, and most responded well. The Examiner should introduce each role-play so the candidates know what is coming next and should then follow the role-play as presented on the Speaking test card, so that candidates can use the material they have prepared. In a few cases, Examiners strayed from the prepared Role play,

which was confusing for candidates and sometimes caused them to lose marks. Examiners should remember to ask the questions that appear in bold in the Teachers' Notes. For good marks to be awarded, the tasks must be performed according to the specification in the Role play cards and Teachers' Notes. This is especially the case in the second Role play when candidates are asked to comment on a statement given by the *VVV medewerker*, the doctor or the pharmacist, as the candidates will have to say what they think and offer a justification. If a candidate omits part of what is asked, full marks cannot be given. Marks can only be awarded for use of Dutch and not for use of English or German expressions. It is, however, possible to get full marks even when there are minor mistakes in adjective endings and use of prepositions.

It is important to remember that if candidates do not seem to understand the Role play, the Examiner can rephrase – in Dutch, on the recording. If candidates forget part of the question, the Examiner can remind them that they have forgotten something.

Topic presentation & conversation

As was the case last year, an interesting and wide range of topics was heard and 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, but at the same time Examiners should not commence questioning from the outset, as this does not give candidates time to settle in to the subject and to expand. There were, however, some excellent examples of examining, which encouraged candidates to use past and future tenses. Candidates from within a Centre should be encouraged to prepare different topics and to avoid choosing 'Myself' or 'My Life' as these subjects can become too general and can often pre-empt the general unprepared conversation.

General conversation

The best performances in this section of the test were the ones where the Examiner encouraged the use of a variety of time frames, relevant vocabulary and appropriate structures. In most cases this part of the exam was very enjoyable to listen to. Examiners should always ensure that they prepare well for this part of the test so that the conversation flows. Occasionally Examiners asked so many questions that candidates were forced to give very short answers before the next question came along and were unable to display their competence in the use of complex language and structures. Candidates should be given ample time to produce complex sentences, and they settle better if they can talk about a subject they are familiar with. This exam is aimed at foreign language learners so candidates should not be expected to come up with opinions about all sorts of topics in a very short time.

Conclusion

In most cases the Speaking tests went very well and it was again impressive to see how well most candidates were able to display their knowledge of Dutch. Examiners clearly worked hard to ensure successful conduct of the tests.

DUTCH (FOREIGN LANGUAGE)

Paper 0515/04
Continuous Writing

Key messages

- Candidates should follow the rubric closely.
- Candidates should make full use of the time allowed.
- Candidates should aim to write between 130 and 140 words as stipulated.
- Candidates should write what they know to be Dutch and avoid attempting to use language with which they are unfamiliar.
- Candidates should avoid excessive reliance on certain words and phrases.
- Handwriting must be clearly legible.

General comments

Overall, candidates were able to answer questions as instructed, and many performed very 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.

Dutch word order remains a challenge for some candidates in both questions, particularly in sentences which require subject-verb inversion. Examples include:

- “Voor dit feest, ik wilde twee taarten maken”
- “At 5:00 pm het feest begint.”
- “De dag na het feest, ik ga naar de kerk.”
- “Dan ik vraag aan mezelf ...”

Comments on specific questions

Section A

Question 1

- (a) Most candidates had very few problems responding to this question in the format of a letter. They were asked to include the following details: why they gave a party, what exactly they did, what their friends thought of the party, what they did the day after the party and what they would like to do differently next time.

The majority of the candidates covered all five bullet points and achieved full marks for communication. Some candidates wrote too much and could not be credited for content that went beyond the stipulated word count. In order to avoid this problem, candidates are advised to plan carefully how much they are going to write for each bullet point.

A small number of candidates misread the question and wrote as if they were still in the process of organizing the party. This meant that they could not be awarded the full marks as bullet points such as “what your friends thought of the party” could not be properly addressed.

- (b) Candidates were asked to write a letter to a friend about a special day out with the extended family. As with **Question 1(a)**, candidates had to cover five bullet points in their answer.

Some candidates appeared not to have grasped the meaning of the word *held* in the third bullet point, and misinterpreted the task as a result, for instance: "*Een van mijn familieleden de held van de dag was, want zij heeft een buikpijn.*".

Candidates are reminded that lifting from the question without attempting to manipulate the wording can be awarded marks neither for communication nor for language.

Occasionally, the future tense required in response to the last bullet point was incorrectly construed, e.g. in constructions where the main verb was missing, such as in "*Nachste jaar zal ik met mijn vrienden naar het leukpark.*"

Overall, candidates performed well, however, showing their understanding of Dutch and describing their family day out with flair and imagination.

Question 2

Most candidates wrote a good story and demonstrated good use of vocabulary, syntax and past tense. Some candidates answered the question very well and gained full marks. Quite a few candidates performed heroic feats by rescuing children from the water with the help of their dog. A small number of candidates did not describe what happened on the beach but instead switched the setting to another location, e.g. a town or city. As a result their answers were only partially relevant, which had a negative impact on marks for general impression.

The phrasing of **Question 2** in this exam requires a sustained response in the past tense. Unfortunately, some weaker candidates answered this question in its entirety in the present tense, perhaps trying to avoid having to use the past tense. Candidates are therefore reminded that they can only be awarded marks for language in this part of the examination if they demonstrate they can use the past tense.