

DUTCH

<p>Paper 0515/01 Listening</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 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

This session's candidates appeared to be well prepared. Most candidates performed to a good standard throughout the paper.

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

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 small words, such as *maar*, *wel* and *toch*; such words often provide vital clues for comprehension.

Comments on specific questions

Deel 1

Oefening 1

This first exercise was done well. It will benefit candidates to study the topic lists and vocabulary in the Defined Content closely, including words and phrases related to the topics of family, friends and hobbies.

Oefening 2

In the second exercise candidates had to give brief answers in Dutch. The questions are designed to elicit short, often one-word, answers and all vocabulary tested is taken from the vocabulary list in the Defined Content. Careful listening is important, also at this early stage in the test.

Deel 2

This 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 fairly well by a majority of the candidates.

Oefening 1

This session's matching exercise was about an experiment conducted at a school. As part of the experiment, pupils were not allowed to use their mobile for an entire school day. Most candidates were able to identify

which statements were true but some struggled to distinguish the correct statements from the distractors.

Oefening 2

The second exercise of **Section 2** was based on an interview with Annabel about tourism. The first part of the exercise was done fairly well. Candidates had to read five sentences in each of which one piece of information – printed in bold and crossed out – required correction. A good way to practise this type of exercise in class is to work on antonyms and synonyms as a way of expanding vocabulary. It is vital to listen and understand what is being said before attempting to answer the question. The second part of this exercise required answers to open-ended questions. In order to produce a correct answer, candidates needed to determine the gist of the information given.

Future candidates are reminded to make effective use of the pauses in the recording. These will help them to keep track if they lose the thread.

Deel 3

This section is primarily 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 exercise in this section was based on an interview with Hans Lamers. Lamers talked about problems with flooding in towns after heavy rainfall and how these problems can best be resolved. Most candidates managed to attain a few marks in this exercise and the best scored full marks.

Oefening 2

The final exercise was an interview with Bart about the need to organize sporting events in a more eco-friendly way. This exercise was very challenging for the majority of the candidates but gave the best a chance to show how good their listening skills are. A small number of candidates were able to answer all questions correctly but many of the better candidates scored near-full marks. Weaker candidates did not always attempt to answer every question as, by design, the level of linguistic knowledge needed to understand the extract and the questions is high.

DUTCH

<p>Paper 0515/02 Reading</p>

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 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 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 in this part of the test correctly.

Deel 2

The second section consisted of two exercises based on two short texts. 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 someone planning to run a marathon. In the second exercise the candidates were asked to read a longer text, a letter from a niece to her uncle, and to give short answers in Dutch to open-ended questions.

Deel 3

In the first exercise of the third section candidates were presented with statements which they had to decide were either true or false. They also had to correct any statements they had identified as false, without using the word *niet* in their sentence. Some candidates had not read the instructions carefully and simply negated the sentences they thought were false using the word *niet*. Most candidates appeared to have practised this type of exercise well as it was done better than the session before. The second exercise was based on a longer text. Questions did not require long answers here but it was clear that weaker candidates found it very challenging.

Comments on specific questions

Deel 1

Vragen 1–5

Most candidates had no problems with this exercise; a few did not know the words for 'left' or 'rain'.

Vragen 6–10

Nearly all candidates answered all questions in this exercise correctly.

Vragen 11–15

Most candidates encountered few problems with these multiple-choice questions, although **Questions 11, 14 and 15** proved challenging for some. In **Question 11** the correct answer was that Marie painted her room blue (B), although she would have preferred to paint it black. As in last year's paper the question about time (11.30 not 12.30) was sometimes answered incorrectly and in **Question 15** Mark was going to make the curtains – not buy or hang them, as some candidates thought.

Deel 2

Vragen 16–20

The weakest candidates did not always know whether to put a verb or an adjective in the gap.

The right answer to **Question 17** was that José ran three times a week, not that she swam three times a week, as some candidates wrote. In **Question 19** the correct option was that José liked eating cake, rather than eating healthily, which was the most common incorrect answer. José also liked sport more than studying (**Question 20**), as most candidates indeed knew.

Vragen 21–30

Candidates had to read a letter from Annemiek asking her uncle whether he could look after her dog. She explains how they recently got the dog but that they would like to go on holiday. Judging by their answers, most candidates appeared to understand the text, although some did not manage to change the first and second person singular forms used in the letter to the third person singular (e.g. *hij* or *zij*) or Annemiek or *de oom van Annemiek* in their responses, thereby invalidating their answer. Weaker candidates did not pick up from the text that the dog was called Kiki and thought that the uncle lived in place of that name.

Deel 3

Vragen 30–34

The text was about a group of candidates who went on a ship to the Caribbean for six months to learn to how to sail on the open seas while also continuing with their schooling.

Most candidates were well prepared for the exercise. A small number did not correct the statements they had identified as false, however.

Some candidates did not heed the rubric instruction and used the word *niet* in their justification, which meant they could not obtain a further for any correctly identified false statements.

Vragen 35–41

The text was about the arrival of two pandas in Netherlands from China. The pandas' journey from China to the Dutch zoo, the support received from the Chinese government and how the zoo sourced food for the pandas were the main points mentioned in the texts.

By design, this exercise is more challenging than the preceding exercises and some weaker candidates struggled to identify the correct information in the text on which to base their answers. Some strong candidates managed to achieve full or near-full marks, however.

DUTCH

<p>Paper 0515/03 Speaking</p>

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 this.
- Examiners should advise candidates on their choice of topic.
- Candidates should be able to convey past and future tenses 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 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 marks candidates do not have to be of native-speaker standard.

General comments

Overall, the candidates performed well. Examiners should remember that their role is to facilitate candidates in performing to the best of their ability. It is important that candidates use different tenses and are able to make complex sentences so that they can show how well they can manipulate the language. In most cases candidates will perform better when they are familiar with a subject and can concentrate on the language. There were plenty of good examples where candidates started with familiar subjects like sport or shopping and were able to progress to more challenging subjects. This type of support will not be necessary for very competent candidates who can start on more challenging subjects.

Please remember that the exam should last around 15 minutes, not shorter, so that candidates have enough time to demonstrate the use of tenses and complex sentences. It is also important to bear in mind that in **Part 2** of the exam, candidates should give a presentation of about 1–2 minutes on a chosen topic after which the Examiner should ask questions (unless candidates need some help to get back on track) making this part of the exam last 5 minutes in total.

Although generally the quality of recordings was high, it is good to remember that the Examiner should be audible, but that the candidate is more important as it is impossible to award credit when the candidate cannot be heard. It is good practice to listen to the CD or memory stick after the recording of the exam to make sure candidates were audible. Again, there were several centres who stopped recording between the role plays and the Topic Conversation. Please be aware that the exam should be recorded in one session without stopping, even when alarms go off, people enter the room or candidates are so nervous that they need to start the topic presentation again. Also try the burnt CD on a different computer to ensure that the moderator can hear the exams. In case of a CD, please keep the whole exam in one folder and use a different track for each candidate.

Generally marking in centres was close to the agreed standard and the majority of centres had only a slight, if any, adjustment made to the marks. This was usually because candidates do not have to speak as a native speaker to get full marks, and this was sometimes forgotten in marking.

Role plays

The candidates 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 that candidates know what is coming next. One recurring problem was that examiners started to interpret the role play as they went along leaving the candidate rather confused as they could not find any similarity between the prepared role play and the role play the examiner was performing. Candidates cannot be awarded marks for a performance that is not connected with the questions set and in this case candidates cannot be awarded credit. Please remember to ask the question that is in bold and in speech marks as it is stated on the paper. When marking the paper, remember marks cannot be awarded for task completion other than those specified by CIE in the role play cards/ Teachers' Notes booklets, nor for tasks that are omitted. If there are two elements in one task, then a maximum of only **one** mark may be awarded if half the task has been omitted. This means that in the first role play candidates have to greet the examiner in the capacity that the examiner performs in, **and** say what they wants and at the end have to thank the examiner **and** ask the last question. If candidates don't greet or thank the examiner only one mark can be given for that part of the role play.

In the second role play when candidates are asked to comment on a statement of the friend or the examiner, candidates have to say what they think **and** give a justification. If candidates omit part of what is asked, only one mark can be given. Examiners also have to be careful that marks are only given for utterances in Dutch not in English or German. However, it is possible to get full marks even though there are minor mistakes in adjective endings, and use of prepositions.

It is important to remember that if candidates don't seem to understand the role play, examiners should explain in Dutch, during the recording, where the candidate is going wrong. When candidates says all the statements they have prepared in one go, the Examiner can explain that this is a role play and that the idea is for the candidate to answer the questions. Please also remember that if candidates forget part of the question they can be reminded that they have forgotten something.

Topic (prepared) Conversation

Candidates prepared a wide range of topics. A lot spoke about football but dancing, horse riding and music were also popular 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 candidates are nervous, the examiner can help but the idea is that they have some time to show their abilities. It is advisable that the examiner knows what the subject is in advance of the test so that they can prepare and have questions that help the candidate to use tenses and sentence structures. Often when the examiner has no knowledge of a subject the questioning can become challenging. However, examiners are not expected to have expert knowledge of the subjects. 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 can become too general and can often pre-empt the general unprepared conversation.

Please remember that not more than 6 marks can be given for language if the candidate doesn't use past and future tenses. Candidates have to use these actively in both the Topic Conversation and the General Conversation. There were excellent examples of examining, which encouraged candidates to use past and future tenses.

General (unprepared) conversation

The strongest performances from candidates 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 structures. In most cases this part of the exam was conducted well. However, some examiners did not prepare for this part which was noticeable. Candidates may not achieve as much as when the examiner knows what they are going to ask. Candidates should be given enough time to make complex sentences. Examiners are not allowed to ask the same questions to each candidate. A variety of subjects, three subjects per candidate, should be used. Again, not more than 6 marks can be given for language if the candidate doesn't actively use past and future tenses. Please remember to encourage the candidates to use different tenses.

This exam is not for native speakers and examiners should not expect candidates to speak like native speakers. Please keep in mind that this exam is for candidates of about 15 year of age and therefore they should not be expected to come up with opinions about world problems during the exam.

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<p>Paper 0515/04 Writing</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

On the whole, the performance was better this year than last year, particularly in **Question 3**. Most candidates were able to answer the questions as instructed.

Comments on specific questions

Section A

Question 1

Candidates were asked to write a shopping list. Most candidates came up with five or more correct items to buy and scored full marks.

Question 2

Candidates were asked to write about their new house.

Most candidates answered this question well, mentioning where their house was located and who they lived with. They described their house in detail and said what there was to do in the neighbourhood. With some exceptions, candidates generally stated their preference for their new home while also explaining what they did not like so much about it.

Candidates had to conclude by expressing a preference for where they wanted to live when they were older and why they wanted to live there. Most did this successfully. A few candidates muddled up the comparative adjective *ouder* with the noun *ouder* (parent) and mentioned what they wanted to do when they had children. Such answers could not be awarded any points for Communication as it was not relevant to the task set.

Question 3

Candidates were asked to choose between one of three questions. **Question (a)** was not quite as popular as **Questions (b)** and **(c)**.

Weaker candidates were still able to get some marks for Communication even when mistakes were made with accuracy and tense. Candidates could earn up to eight marks for the accurate use of verbs. The verbs had to be in the appropriate tense to score a tick, e.g. *Ik heb met mijn klasgenoten een voetbaltoernooi op school georganiseerd*.

Question 3

- (a) Candidates had to describe in the past tense what work experience they gained at their aunt and uncle's company, the kind of work they did there and two things they had learned in the process.

Many candidates who chose this question wrote about their experience in bakeries, factories and restaurants, among other places of work.

Candidates were also asked to describe something funny that happened to them at work and many were able to do this without difficulty.

To answer the last point candidates had to use either the present tense or the future tense. Most candidates took this on board and answered in an appropriate tense. Many showed skill in using the future tense and modal verbs, e.g. *Ik wil later mijn eigen bakkerij beginnen*.

- (b)** Candidates had to describe a sport event at their school and specify which sport they had chosen for the tournament and why. The majority of the candidates chose sports such as swimming or football. Candidates also had to describe what went well at the event and what went wrong, what the other schools thought of the sporting event and whether candidates wanted to organise a sport event again in the future.

The first four points had to be answered in the past tense as the event had taken place in the past, which most candidates were able to do. Some candidates answered this question entirely in the present tense and therefore struggled, or were unable, to score marks for Communication.

- (c)** Candidates had to describe what happened when they went camping and encountered stormy weather. This question was very popular and most candidates were able to address all the bullet points in full. Only a few candidates did not appear to know what *spullen* were. The story had to be written in the past tense, which some candidates did not manage to do. However, most candidates performed well, offering lively stories of what happened at the campsite and what they decided to do when it started to rain heavily. Most could answer the last question appropriately in the future tense, e.g. *Ik wil nog een keer gaan kamperen want ik hou van de natuur*.