

OCR Report to Centres

June 2012

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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F881 Dutch Listening, Reading and Writing 1

General Comments

Candidates performed well this year and the level of knowledge of most candidates was good. It was clear which candidates had prepared for the exam, generally they did better as they had a good idea about what to expect. It is useful for candidates to learn how to write a summary of a text. Candidates should also be reminded that when questions are asked in English, answers should be given in English and when questions are asked in Dutch, answers should be given in Dutch. The answer the candidate gives should answer the question clearly and concisely. Presentation was generally very good, but it is important for candidates to realise the need to provide clear answers and to ensure that writing is legible.

Comments on Individual Questions

Section A: Listening and Writing

For the Listening element of the exam, candidates are in control of their own audio player. They are allowed to stop the CD at any point to write down their answers or to replay a section. It is important for them to take this time to deal with the questions thoroughly.

There are three Listening texts in this section. The general meaning of the texts was understood well by the candidates. The first exercise is multiple choice, the second is gap filling, both in Dutch and the third requires answers in English. The language mark for section A is based on the letter writing in exercise 4.

Opgave 1

The text was about the popularity of museums amongst youth. Most candidates answered most questions correctly. A few candidates had problems discerning from what they heard that young visitors to the museum needed help around the museum, and that the museum needed to create structure to their visit.

Opgave 2

This question concerned predicting trends with the use of Google. Most candidates did well in this exercise, though it is important that the candidates remember to use words from the grid provided.

Task 3

The text dealt with cinema events in the Netherlands. Most candidates answered the questions in English. However, when asked what the differences were between the younger cinema-goers and the older ones, the candidates did not always mention what was attributed to which group.

Task 4: Writing

This task is linked to the preceding listening exercise. The candidate is asked to write a letter to the person who explained in Opgave 3 about the way cinemas are used in the Netherlands. Writing this letter required candidates to read the stimulus very carefully and then to write using the information in the five bullet points provided. They should not translate the text word for word but should keep to the suggested sentence structure. Most candidates had the required quality of language for this exercise and performed well.

Section B: Reading and Writing

In this section candidates had to show comprehension of three texts, by answering a variety of questions.

Opgave 5 and 6

In this exercise, candidates had to read about three people who created their own company while being at university. In opgave 5 the candidates had to fill in a grid identifying differences. Most candidates answered these questions well. The question the candidates found difficult was (h) – “which student had done a lot of work before starting his company”. In opgave 6 the candidates were asked to match words given in the question with words in the text. Some candidates had problems with the matching task; this could be easily practised in class.

Opgave 7

This exercise was based on a newspaper column about the change in fashion from traditional costumes in the past to the clothing worn by Dutch people today. Candidates who read the text carefully did very well. A few candidates were able to rephrase the text but others had more problems and it was obvious that this article was more difficult than opgave 5 and 6. It is useful to realise that questions are asked in the order in which they appear in the text, unless they are asked about the whole of the text. This would have helped some candidates who all answered question (d) about the dress of nuns well, to realise that the answer to question (c) should be found in the text before the nuns were mentioned. Most candidates realised in (j) that women wear scarves for religious reasons, but in the past women wore scarves in the winter.

Opgave 8

Candidates were asked to read an article about the relationship between men and women. In part (a) the candidates had to summarise the article. They needed to show that they had understood the text in order to gain communication marks. It was clear that candidates who had practised this skill were able to give a concise, well-written answer. In part (b) candidates are required to give their own ideas about how men and women are treated and whether women are treated the same or differently at school. Candidates who had had plenty of practice made a plan and demonstrated their writing skills in an effective and grammatically correct composition.

F882 Dutch Listening, Reading and Writing 2

General comments

This year's F882 examination went well. There were no unexpected difficulties in the paper. Overall, candidates were well prepared.

Comments on specific questions

Section A Listening and Writing

For the Listening element of the exam, candidates are in control of their own audio player. They are allowed to stop the CD at any point to write down their answers or to replay a section. It is important for them to take the time to read the questions thoroughly, so they have a better idea what to expect in the text. There are two Listening texts in this section. The general meaning of both texts was understood well by the candidates. The majority of the candidates answered the questions to the first task in English, as was expected of them. The answers to the second exercise needed to be in the target language. The language mark given for section A is based only on the answers given in the second task. It is therefore important to reply in proper sentences.

Task 1

Open questions in English.

The subject of the first task this year was miracle tooth paste that heals cavities, a topic which the candidates seemed to like. The task was done very well.

Task 2

Open questions in Dutch

All candidates seemed to understand what the text was about. The questions accompanying the text were straightforward and most candidates did well.

- (a) Some candidates were confused about the phrase 'in kaart brengen' and translated it into 'een kaart brengen'. As long as they mentioned something along the lines of the ideas of what the Netherlands would look like in 2040 (or in 30 years time), this did not cause problems. Likewise, the word 'enquête' came out in a variety of spellings. As long as the spelling of the word did not give it a completely different meaning, it was accepted.
- (b) No problems with this question.
- (c) The word 'beleidsmakers' was difficult. Again, most spellings of the word were accepted. Some candidates gave some extra information to make sure ('mensen die zeggen hoe Nederland eruit gaat zien')
- (d) No problems.
- (e) It was important to mention here that the cities would be built on piles.
- (f) No problems
- (g) Some candidates gave as one of the answers 'betere verbindingen'. This was acceptable by itself, but three examples of these improved connections were required. If only two examples were given besides 'betere verbindingen', only 2 marks (out of 3) were given.
- (h) This question was done well with most candidates getting the 4 marks. In the question it said 'bespreek' (discuss), therefore 2 marks were given for the solutions and a further 2 marks for the discussion of these solutions.

- (i) Again, no problems. The candidates who did not know the words 'getijdenturbine' and 'golfstroomturbine' bypassed this very well by talking about turbines at sea and at the coast.
- (j) and (k) did not cause problems for most candidates.

Section B Reading and Writing

In this section candidates had to show comprehension of two texts, by answering a variety of questions.

In the first two exercises on '*Jeugdbendes*' it was essential for candidates to reread the text. Some candidates gave the meaning of the words asked, but they had to explain the meaning of the words as they were used in the text. In task 4 candidates had to replace words in the given paragraph by the words from the task. Even though, for example, '*gesloten*' could be the opposite of '*ruime*', it is not possible in the sentence in paragraph 3.

Task 5 was done well in general. Again it is important here to fill in words that form a grammatically correct sentence.

Task 6 was done quite well by most candidates. There is no need to form a long, complicated sentence. In (a) for example '*De jongeren van de Klokkemakersgroep waren ... gearresteerd.*' would have been sufficient, although it was not the expected answer. No marks are given for a correct grammatical sentence that does not have the correct content (i.e. coming from the text).

Task 7 tested fairly difficult comprehension of the text but was done reasonably well by most candidates.

The second text (*De toekomst van de bibliotheek*) was also done well. In task 8 it is important to transfer the meaning into correct English sentences.

The first question of task 9 caused a few problems because candidates did not read accurately enough. The answer to '(a) *Als je in Den Bosch naar de bibliotheek wilt,*' was often finished by '*moet je even langs de mevrouw van de bank.*' Apart from the fact that this is almost a straight lift from the text, it is also information about 'Willemstad'.

Exercise 10 did not cause major problems. The word 'filiaal' proved to be difficult.

Finally task 11 was the most challenging exercise of this section, as it should be and it discriminated very well between good and very good candidates.

Section C: Writing

Most candidates were able to write a well-structured essay, starting with an introduction and ending with a conclusion. The majority of the candidates wrote, as instructed, about the Netherlands, Belgium or a Dutch speaking community.

The themes of integration (Q 12), unemployment (Q13) and technology (Q16) were very popular, followed closely by the two questions on the environment (Q14 and Q15). Some candidates wrote very interesting and entertaining letters to the local paper about the gene-passport (Q17). Q18 (politics) only tended to be chosen by those candidates who clearly knew something about Dutch politics and the PVV. All made very interesting reading.

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