

# FOREIGN LANGUAGE DUTCH

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Paper 0515/01

Listening

## General comments

The overall performance of the candidates was good. There were no particular difficulties with any of the questions.

## Comments on specific questions

### **Section A**

#### **Oefening 1**

Most candidates did well in this exercise.

#### **Oefening 2**

This exercise was also done very well by most candidates. Some weaker candidates gave their answers in English, for which they unfortunately did not receive any marks.

### **Section B**

#### **Oefening 1**

Although this exercise about a campsite for young people was not particularly difficult, the answers were at times unexpected. It was important therefore to listen carefully to the text. Some candidates gave what might have been perceived as logical or predictable answers, but had not picked up the correct information from the text, i.e. 'it has to be quiet at the campsite at night' (the answer was: 'false').

Many candidates however did perform well on this exercise.

#### **Oefening 2**

The first question (Why are they called 'de Kelderband'?) proved difficult for many candidates. Many candidates mentioned something about a cellar, but only the better candidates mentioned that the band rehearsed in the cellar. **Questions 24-27** caused few problems. The last three questions were more challenging but most candidates managed to gain at least a couple of marks. This exercise served to clearly discriminate between the stronger and weaker candidates.

### **Section C**

#### **Oefening 1**

As expected, this section was the hardest part of the exam and candidates had to listen very carefully here to pick the right answer. **Question 36** was clearly the most difficult question, nonetheless the best candidates were able to answer it correctly.

#### **Oefening 2**

The first question (**Question 37**) of this exercise was answered correctly by most candidates. The remainder of the exercise proved to be more difficult. The better candidates were able to understand the gist of the text and summarise the information in a good response.

# FOREIGN LANGUAGE DUTCH

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Paper 0515/02  
Reading and Directed Writing

## General comments

Most of the candidates did very well in **Section 1** of this year's examination. The multiple choice and matching exercises in this section were generally well done. In **Exercise 4** only 25 to 40 words are required. Candidates used the icons well, although some candidates did not write the correct time or know exactly where the pain was. Better knowledge of the Minimum Core Vocabulary would improve the performance of some candidates in this section.

The reading exercise in **Section 2** requires candidates to give short answers to questions and the majority of candidates did this very well. Candidates who lifted long answers from the text usually missed the point. The writing exercise in this section carries ten marks for communication, two each for items **(a)** to **(e)** with a further 5 marks for accuracy. Candidates should make sure they know what they have to do before they start writing. Too many candidates lost communication marks because they left out a whole task or part of one. This year a number of candidates started the letter with addresses, dates and set introductory phrases. These are superfluous to the task and cannot be credited.

The reading texts in **Section 3** are longer and should be read very carefully. Almost all candidates answered some questions correctly in each exercise. In the final exercise, candidates who gave short answers in their own words did better than those who lifted longer answers from the text.

## Comments on Individual Questions

### **Section 1**

#### **Exercise 1 Questions 1 - 5**

- Question 1** D A few candidates incorrectly ticked A for concert.
- Question 2** B Almost all candidates knew where to buy their cakes.
- Question 3** C Some candidates did not know the Dutch for accidents and ticked A or B.
- Question 4** A Most candidates answered this correctly.
- Question 5** A Candidates should know the history icon, but quite a few did not.

#### **Exercise 2 Questions 6 - 10**

This exercise was about Easter activities. Most candidates answered all five questions correctly, although some used E (a guided tour), in answer to **Questions 6, 7 or 8**.

- Question 6** D Most candidates answered this question correctly.
- Question 7** B Again very few mistakes.
- Question 8** G Some candidates confused breakfast with the looking for eggs of **Question 6**.
- Question 9** F There were hardly any mistakes here.
- Question 10** A Almost all the answers were correct.

**Exercise 3 Questions 11 - 15**

The candidates were asked to indicate whether the statements were about a match, a thunderstorm, a sale, a passport or luggage. They are expected to know these words in Dutch as they are in the Minimum Core Vocabulary, but quite a few candidates had problems with more than one of them.

**Question 11** B 'Match' was sometimes incorrectly linked with D, which described the autumn.

**Question 12** E Some candidates did not know what this word meant.

**Question 13** A 'Sale' was sometimes confused with the cutlery and crockery of F.

**Question 14** G 'Passport' was known to almost everyone.

**Question 15** C 'Luggage' was quite challenging and many candidates guessed wrongly.

**Exercise 4 Question 16**

Most candidates did very well in this exercise, although some still wrote far too many words. Candidates are reminded to get to the point from the outset and to be concise. Set openings (such as 'how are you?') are not required and do not receive any marks.

Candidates were asked to send an email of 25-40 words to a friend about going to the doctor (or hospital) at half past ten because of a stomach ache. Almost all candidates used all the icons, but the times varied widely. Unfortunately some candidates wrote the English words 'doctor' or 'hospital', or wrote *half tien* instead of *half elf*, all of which did not score. *Elef, ellef, elve* and *elev*, as well as 10.30, were not allowed. The word *buik* or *maag* was often missing or spelled incorrectly, in which case it did not score. In a few cases none of the communication icons were used correctly and no marks could be given 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 scoring from 7 to 10 marks. Some candidates did not give short answers and added unnecessary information which rendered the initial answer incorrect as it was not apparent that these candidates had understood the question.

**Question 17** *Brommer* or *bromfiets* was the correct answer. No problems here.

**Question 18** *(Uit) de jaren zestig* - almost all candidates gave the right answer.

**Question 19** *In de schuur* - a few candidates were confused and answered *in Amsterdam* or *in de Solex Club*.

**Question 20** *Modern* was the answer. Candidates who lifted the two short sentences from *Nu... Solex* received no mark.

**Question 21** *Zestien jaar* was enough for one mark. Writing a complete sentence was not necessary.

**Question 22** *Veertien keer* was the answer; *veertien* or *veertiende (tocht)* were also acceptable. It seems the word *keer* is not that well known. Incorrect answers included Dutch for 'every Sunday' and 'with fifty people'.

**Question 23** *Smalle wegen/weggetjes* and/or *polderdijkjes* was the correct answer here. Although the majority of candidates answered this correctly, lifting the whole sentence was incorrect, as was 'along the airport ...'.

**Question 24** *Het Trefpunt* - the fact that it was *gezellig* was superfluous, and lifting the whole sentence was incorrect.

**Question 25** *Het gebrom; niet overal te koop; kost haast niets in het gebruik / zuinig; hobby / leuk om aan te werken* – there were plenty of possible answers, but not every candidate managed to pick two correct ones. A common mistake was to say that the Solex itself was cheap (rather than the fuel costs). Some candidates just mentioned the names of the Solex owners, revealing that they had not understood the question.

**Exercise 2 Question 26**

Candidates were asked to write a letter of 80-100 words to a friend. Not everyone scored the maximum 10 marks for communication, as some candidates misread or misunderstood one or two of the tasks.

- (a) Almost all candidates mentioned the location, the weather, or their activities.
- (b) Most candidates mentioned various presents, but not everyone said what they thought of the gifts. Some tried to say something about what they had 'found' rather than give an opinion, showing that they had not quite understood the question.
- (c) Many candidates asked about the friend's holiday, but not about his job, and so scored no marks.
- (d) The majority of candidates did well saying who they were going to invite.
- (e) This question was about what the friend wanted to do at the party, not where it was going to be or at what time.

Because of (c) and (e) quite a few candidates did not receive the maximum 10 marks for communication. On the whole candidates received good accuracy marks. Some candidates lost marks by starting almost every sentence with a phrase without using inversion, for instance *Op mijn verjaardag ik kreeg* rather than *kreeg ik*. Careless spelling was also be a problem, for instance *een leuke vankantie* [sic]. *Leuke* gets a tick when followed by a correctly spelled noun. *Vankantie* is incorrect, but the correct *vakantie* appears three times in the rubric. The length of most letters was excellent and very few candidates wrote letters that were too long. As already mentioned unnecessary addresses and opening lines take up room and time but do not receive any marks.

**Section 3**

**Exercise 1 Questions 27-34**

The weaker candidates who attempted this exercise would often score 2 or 3 marks, usually 2 marks in the first three questions.

- Question 27** B The first two questions of this exercise were usually answered correctly.
- Question 28** C
- Question 29** B Some candidates thought that A was correct.
- Question 30** D Some candidates ticked A.
- Question 31** A was correct, but D was also ticked.
- Question 32** A This was usually answered correctly.
- Question 33** D At this stage some candidates seemed to tick boxes randomly.
- Question 34** D Quite frequently an answer other than D was chosen.

**Exercise 2 Questions 35 - 46**

Many candidates answered most of the questions, while some candidates only answered three or four.

**Question 35** *Moe / hongerig / zielig*. Most candidates gave the first two answers, as they appeared in the text. If from *kwam* to *school* was lifted, no mark was given.

- Question 36** *Zijn fiets* was the correct answer; the use of *haar* or *hun* was accepted.
- Question 37** *Omdat hij zielig deed / honger had* was correct; lifting the complete sentence from *Omdat* to *me* was not.
- Question 38** *Anders wordt hij te dik / wordt hij een dikzak*
- Question 39** *Uit het raam staren / niets* - most candidates mentioned him staring out of the window. Lifting the complete sentence was incorrect.
- Question 40** *Hij had nog trek / honger*. It was acceptable if candidates answered that he was still hungry, adding that his stomach made noises. However, stating that his stomach made noises was not enough.
- Question 41** *Hij kon weer (pindakaas) eten*. Answers that his mother had gone out, or that he picked up the jar, were not clear enough.
- Question 42** *Zijn lijden was nog niet over / het brood was op*. Some candidates, who answered the previous questions correctly, struggled with this question, whilst others, who had not done so well, got to the mark straight away.
- Question 43** *Hij had pas (drie / een paar) boterhammen gegeten*. Many candidates answered this correctly, but also quite a number of candidates said that there are many people in the world, especially Africa, who have no food at all. This was allowed.
- Question 44** *Omdat pindakaas lekkerder is dan brood*. Answers such as 'peanut butter on its own was fine', were acceptable.
- Question 45** *Hij had te veel gegeten / De pindakaas was (bijna) op*. 'It was too late', or lifting of whole or half sentences did not score.
- Question 46** *Zijn moeder zou ontdekken dat de pindakaas op was / Hij had zoveel gegeten dat hij niet meer wilde / lustte*. Many candidates stated that his mother would find out, that the peanut butter was finished, that he had eaten too much or even that the jar was hidden under his bed; all such answers were acceptable.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/03

Speaking

## General comments

As in previous sessions, candidates' ability to communicate verbally in Dutch was impressive. On the whole, candidates performed well. The interactions between candidates and Examiners were often interesting, but Examiners have to remember to try to let the candidates perform to the best of their ability by pitching questions at the level of the candidate. It is, therefore, not a good idea to ask questions about world affairs if the candidate finds it difficult to answer straight-forward questions. In such cases, it is better to try to find a subject the candidate is familiar with and will be able to focus on properly. There were plenty of good examples where candidates started with familiar subject like sport and shopping and were able to progress to more challenging subjects.

Generally the quality of the recordings was high. Please remember that the teacher should be audible, but that the candidate is more important as it is impossible to award points when the candidate is not heard. It was in some cases very hard to make out what a candidate was saying whereas the Teacher/Examiner was easily understood. It is good practice to check the acoustics and sound in a test recording (where a teacher or another colleague stands in for the candidate) to ensure that microphones are placed correctly and that candidates can be heard. Needless, to say, it is crucial that recording equipment is tested well in advance of the recordings in order to allow for the replacement of machines that turn out to be faulty. Teachers and Centres have to remember to ensure there is enough space left on a tape so that an exam is not interrupted by having to change to the other side of the tape. It is also not allowed to switch of the tape after each part of the exam. This year there were several Centres where the pause button was used between the different parts of the exam. This is strictly not allowed.

When a Centre chooses their sample it is essential that the candidates chosen on the tape cover the whole area. Permission has to be granted by the CIE Product Manager to have more than one Examiner. In such cases a sample of six candidates from each Examiner should be sent for moderation. The exams of all candidates should be recorded to the same standard as the six that are sent for moderation. Apart from the fact that this is fair to all candidates, Centres must be ready to submit further samples in case there are problems with the initial ones. Centres should take care that they do not submit tapes without full candidate names, Centre and candidate numbers.

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 occasionally forgotten that the candidates do not have to speak to native-speaker standard to get full marks. It also has to be stressed that candidates coming from different areas of the Netherlands and Belgium might use different words to what the teacher is accustomed to, but that such candidates should not be punished if they have a different, but for their area correct way of speaking, so long as the Dutch spoken is standard Dutch. It is expected and permitted that local accents and lexical items are absorbed in the Dutch of the candidates. Centres should send a copy of the MS1 with the tapes that are sent in for moderation.

## Role-plays

This section of the speaking test tests knowledge of Dutch used in day-to-day situations. Most candidates did not seem to have any problems here. Examiners should introduce each Role-play and be mindful not to launch immediately into a question so that candidates are put at ease and know what to expect. Not all Examiners kept to the script of the Role-plays and/or did not prepare the Role-play properly and/or did not ask the appropriate questions. Such situations invariably confuse candidates and put them at risk of losing out on marks. The questions in the Role-plays are presented in a way that candidates cannot answer with either a yes or a no. Unfortunately, some teachers gave away the answer already in their question, which meant that candidates then only had to confirm or negate the Examiner's assumption. This meant these candidates could not receive credit for their answer. Another problem arose when Examiners started to

interpret the Role-play as they went along, often leaving the candidate rather confused as they could not find any similarity between the prepared Role-play and the one the Examiner was creating. A candidate cannot be awarded marks for an off-the-cuff performance that has nothing to do with the questions set.

In the first Role-play, candidates have to ask only one question, usually at the end of the Role-play, and in the second Role-play two. Furthermore, the items in brackets for these questions do not have to be used by the candidates as they are merely suggestions.

### **Topic (prepared) Conversation**

As was the case last year, 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 on looking at photographs and other brought-in material 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 their subject. There were, however, many excellent examples of examining, which encouraged candidates to use past and future tenses. 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 and use up material for the General (unprepared) Conversation.

### **General (unprepared) Conversation**

The best performances in this section of the test were the ones where the Examiners encouraged candidates to use a variety of time frames, relevant vocabulary and appropriate structures. In most cases, this part of the exam was very enjoyable, although some Examiners did not prepare for this part and the conversation would often become very stilted. Other Examiners had rather too many questions to ask their candidates which meant that they were forced to give very short answers as the next question would come along almost immediately before any complexity of language could be shown.

### **Conclusion**

In most cases the exams went very well and it was again very impressive to hear how well most candidates were able to show off their knowledge of Dutch. CIE Moderators would like to thank the Examiners for all the hard work put in, especially those Examiners who undertook long journeys to give candidates the opportunity to do this exam.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/04  
Continuous Writing

## General comments

Overall, performance was better than last year. Most candidates found this paper within their range of ability and were able to answer questions as instructed.

Candidates were asked to answer either **Question 1 (a)** or **1 (b)**, and **Question 2**. A maximum of 25 marks was available for each question. For each question, a maximum of 5 marks were available for communication, 15 for language and 5 for general impression.

## Comments on specific questions

### **Section A**

#### **Question 1**

**Question 1** had a choice of either **(a)** or **(b)**.

**(a)** This task was straightforward and caused few problems.

Candidates were asked to write a letter to a group of people to suggest a plan for their next weekend away. They had to address 5 tasks under the bullet points in their letter. The vast majority of the candidates addressed all tasks correctly and achieved full marks for communication.

A few candidates did not understand the verb *regelen*, while others had problems with the use of the adjective *vorige*.

**(b)** This question was also straightforward for most candidates.

Candidates were asked to write a letter to a friend about a holiday camp. Again, they had to address tasks given under five bullet points.

A few candidates lifted text from the question and therefore could not receive marks for this part of their essay. Other candidates had some problems with word order and inversion when starting the sentence with a temporal phrase such as *volgend jaar*.

#### **Question 2**

Candidates were given brief details of an event they had to imagine had happened to them and were asked to describe what happened next.

Most candidates expressed their experiences and feelings quite well and demonstrated a very good use of vocabulary, past tense and syntax. Some candidates answered the question extremely well and therefore gained full marks.

Some candidates copied part of the question into their answer. No marks were awarded for repeating information given in the rubric. Candidates were only awarded for using their own words.

A few candidates wrote solely in the present tense, for which they could not be credited. It is recommended that candidates are instructed to write in the past as the ability to write in this tense is the main assessment objective of **Question 2**.