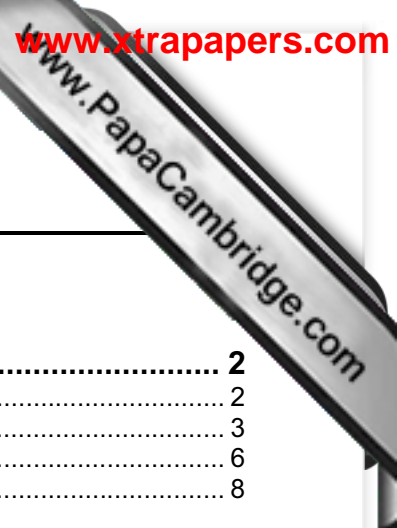


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FOREIGN LANGUAGE DUTCH

Paper 0515/01

Listening

General comments

The overall performance of the candidates was good. No questions proved impossible to answer.

Comments on specific questions

Section 1

Exercise 1 Questions 1-8

This exercise did not cause many problems. The weaker candidates sometimes had difficulty with **Question 5**, in which they had to listen to numbers. **Question 8** (on times) also proved relatively difficult. *Half acht* is still translated by many candidates as 8.30.

Exercise 2 Questions 9-15

No obvious problems here. Some candidates found **Questions 12** and **13** difficult. They considered both *boterhammen* and *druiven* difficult. Some candidates had difficulties with some of the question words, with which they should be familiar; *hoe* and *wanneer* were often confused.

Section 2

Exercise 1 Questions 16-23

There were no significant problems in this exercise.

Exercise 2 Questions 24-29

As usual, the exam started to become a little harder at this point. Most candidates went through **Questions 24** and **25** without problems. More candidates struggled with what Bas had to do in the morning (**Question 26**). They picked up the word *koffie* and guessed he had to drink coffee in the morning; in fact, he only said that he made coffee in the morning. **Question 27** proved to be a good discriminator between candidates of good and average ability. Many average candidates named things Bas mentioned, but these were often not the "most important characteristics of a good caretaker". At this level, candidates are required to pick out information from a string of things that are said.

Section 3

Exercise 1 Questions 30-36

Not surprisingly, more candidates started to have problems in this section. A good number of candidates managed to answer **Questions 30**, **31** and **33** correctly. Many candidates attempted this exercise, since it consisted of multiple choice questions.

Exercise 2 Questions 37-43

Question 37 was a good starter question for this exercise; most candidates managed to answer this question correctly. Weaker candidates guessed a lot in this exercise. Unfortunately they often did not get the right answers, but it is still important to always attempt an answer. **Question 39** was considered difficult. The candidates had to answer *waarom* Ella also works abroad. The answer: 'because she works for an international organisation' is incorrect. As expected, the weaker candidates found the questions in this section too difficult.

<p>Paper 0515/02</p> <p>Reading and Directed Writing</p>
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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 according to the icons.

The reading exercise in **Section 2** is designed to test general understanding and candidates should identify the main points in short answers. However, some of the answers were very long indeed without giving the required information.

In the writing exercise in this section there are 10 marks available for communication as requested in items **(a)** to **(e)**. A further 5 marks are awarded for accuracy. Quite a number of candidates did not get full marks for communication and it should also be noted that material which is irrelevant to the set tasks does not score marks. One of the problems was that candidates had to ask their friend about their new pet and hobbies, yet some wrote about their own hobbies instead. It is, therefore, imperative to read the questions carefully.

The reading texts in **Section 3** are longer and 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 are key, but quite a few candidates lifted whole chunks of text hoping it would contain the right answer.

Comments on specific questions**Section 1****Exercise 1 Questions 1-5**

- | | | |
|-------------------|---|--|
| Question 1 | D | Almost all candidates answered this question correctly. |
| Question 2 | A | There were very few wrong answers to this question. |
| Question 3 | D | Most candidates correctly identified biology. |
| Question 4 | C | This was probably the hardest question of the exercise and some candidates ticked either A or D. |
| Question 5 | B | A few candidates chose either C or D. |

Exercise 2 Questions 6-10

In this exercise candidates were asked to match activities with the days they took place. Most candidates answered all five questions correctly.

- | | | |
|--------------------|------------------|---|
| Question 6 | <i>zaterdag</i> | A small number of candidates answered Tuesday. |
| Question 7 | <i>maandag</i> | A few answers of Thursday, the woodwork day. |
| Question 8 | <i>vrijdag</i> | Some candidates wrote Sunday. |
| Question 9 | <i>donderdag</i> | There were very few wrong answers to this question. |
| Question 10 | <i>woensdag</i> | Again, hardly any wrong answers. |

Exercise 3 Questions 11-15

Candidates were asked to choose the correct subject heading for each short newspaper report by letter in the correct box. The subjects 'crime' (**Question 12**) and 'wedding' (**Question 14**) appeared the most difficult. The majority of candidates received full marks, but some only scored 2 or 3 marks.

Question 11 E

Question 12 G

Question 13 F

Question 14 C

Question 15 A

Exercise 4 Question 16

Candidates were asked to send a post card of 25 – 40 words to a friend while they were on holiday in the Netherlands. Quite a few candidates wrote their cards from all over the world rather than the Netherlands. However, the majority of candidates gave the information asked for in icons (**a**) to (**c**), although a small number of candidates thought that the camping icon (**a**) indicated a bus and then wrote they were staying in a hotel or with family. Camping in a bus was allowed. The sunshine icon was better known and statements that it was sunny, warm, or nice weather were all acceptable. For icon (**c**) any racket sport was allowed, but not sports such as football or swimming. Nevertheless, the majority of candidates received 4 or 5 marks. Candidates who received fewer marks had not properly understood that the questions 'Where?', 'Weather?' and 'What?' had to be answered according to the icons.

Section 2**Exercise 1 Questions 17-24**

Candidates were asked to answer the questions in short, but many still write far too many words when a few will do. **Questions 23, 24** and **25** appeared to be the most difficult.

Question 17 *Met z'n neus* was the correct answer. Many candidates wrote the complete sentence in which these words occur, which was, of course, also correct.

Question 18 *Een (lopende) schelp*; most candidates answered this correctly.

Question 19 *Nadenken* was the most common answer, but a few candidates wrote the Dutch for 'leaves a trail' or 'talks to Rintje' which were allowed.

Question 20 *Bladeren* was the correct answer, but some selected *bladeren pijn* or *kauw* which were both incorrect.

Question 21 *Hij gaat z'n huisje in* or equivalents such as *kruipt in z'n schelp* were all correct.

Question 22 *Op zijn rug* was the shortest correct answer, but the full statement *Hier op mijn rug* was allowed.

Question 23 *Hij gaat zijn schelp in* and any other answer conveying the movement into the shell were correct, but not just *schelp* or *slakkenhuis*.

Question 24 *Je kan nooit verhuizen*. Some candidates included the word *saai* in their answer, which was allowed. However, others stated something to the effect that 'he could never go out' which was incorrect.

Question 25 *Vreemd/niet mooi* were the preferred answers. *Met een huis ben je een stuk mooier* was allowed, but just *een stuk mooier* was not.

Question 26 *De slak loopt zo langzaam/Anders zijn ze er morgen nog niet*; this question caused few problems.

Exercise 2 Question 27

Candidates were asked to write 80 – 100 words to a friend. They were required to write about their holiday and a new teacher, ask their friend about their new pet and about their hobbies and, finally, tell their friend what they are going to do with their friends the following week. The majority of candidates scored a maximum 10 marks for communication, but some candidates misread or misunderstood one or two of the tasks.

- (a) Only once or twice did candidates forget to mention their holiday, but in a few cases they wrote where they wanted to go and thus did not write in the past tense. If they only wrote they went to e.g. France they got 1 mark, if they gave additional information about the country where they went on holiday they received 2 marks.
- (b) This part of the letter was done very well. It appears that many candidates have *grappige* teachers; others have teachers who give too much homework. 2 communication marks for most candidates.
- (c) Quite a few candidates did not ask their friend about their new pet, but wrote about their own or other people's pets, in which case no communication marks could be given. An enquiry such as 'What is your new pet?' received 1 mark, more probing questions 2 marks.
- (d) Again, some candidates did not ask the addressee about their hobbies, but gave information about their own hobbies for which they could not be given any communication marks.
- (e) Most candidates were planning to go to the cinema with their friends. Candidates got full marks if they asked their pen-friend to come along, too, but no marks if they tried to organise something with the pen-friend on their own.

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 28-36**

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

- Question 28** B Usually answered correctly.
- Question 29** B Usually answered correctly.
- Question 30** C Usually answered correctly.
- Question 31** C Usually answered correctly, but some candidates thought the answer was A or D.
- Question 32** D Usually answered correctly, but quite a number of candidates chose one of the other options.
- Question 33** B Many candidates chose A or D.
- Question 34** C A number of candidates thought that A was the correct answer.
- Question 35** D Frequently, one of the other options was ticked.
- Question 36** A Frequently, one of the other options was ticked.

Exercise 2 Questions 37-47

Candidates who had enough time to do this exercise usually answered the questions about a number correctly. It has to be kept in mind that this Exercise tests candidates in the category Grade A

- Question 37** *25 km* was the correct answer. A few candidates included the *10 km* too, which was incorrect.
- Question 38** *Ze kreeg wat ze wilde/waar ze op gehoopt had.* The answer had to convey that she got what she wanted, i.e. difficult conditions, so answers which indicated that she was good or rewarded, or just liked difficult conditions were not quite accurate.
- Question 39** *Metershoge golven/ze werd heen en weer geschud/ze kon geen vaste horizon zien* were all correct. 'Sick' on its own was incorrect.
- Question 40** *Ze voelde zich beroerd/misselijk.* Most candidates had no problem with this question. Many included that this happened after 12 kilometres, which was superfluous.
- Question 41** *Pleister tegen zeeziekte* or just *pleister* were correct. *Medicijn* on its own was not allowed and lifting of the complete sentence *Vanuit.....wonderen* was also incorrect.
- Question 42** *Twee Duitse tegenstanders/zwemsters* was correct. Lifting of, for instance, *Twee Duitse tegenstanders presteerden* was incorrect. A few candidates picked out the names Hans Beijer and Hans van Goor, which was wrong.
- Question 43** *Ze wist niet of ze gewonnen had* or something similar. Even the lifting of *want tikken* was allowed as it showed that the candidate was aware of the exciting finish and the uncertainty of who had won. Candidates who lifted the first part of the sentence from *Juichend ... bij* did not score.
- Question 44** Most candidates gave the correct answer: *met haar coach/Hans van Goor*, although Hans Beijer was also mentioned incorrectly, while some candidates thought that *Juichend* was the name of a person.
- Question 45** *Omdat ze vroegen of het volkslied het goede volkslied was.* This question was difficult and a lot of incorrect lifting took place. The fact that the Dutch anthem was on a tape was insufficient as an answer. The answer had to state that they were asked whether the anthem on the tape was the correct one.
- Question 46** *Het is nog niet tot haar doorgedrongen/Ze kan het nog niet begrijpen.* This was another difficult question and the majority of candidates could not quite answer it. They needed to explain that Edith could not quite believe that she had won.
- Question 47** *In Egypte/ze blijft daar.* Most candidates gave the correct answer.

<p>Paper 0515/03</p>

<p>Speaking</p>

General comments

On the whole, performance was impressive this session. In most cases, candidates were fully engaged with the test, showed enthusiasm and performed to the best of their abilities. Even most of the weaker candidates were able to show what they knew, which was in a large part due to the diligence and expertise of the Examiners. However, Examiners are reminded that they should strive to let the candidates perform according to their ability, by adjusting the content and linguistic complexity of their questions to the ability of the candidate.

Generally, the quality of the recordings was high, but in very few cases it was very hard to make out what the candidate and/or the teacher said. For this reason, Centres are urged to test the acoustics in a test recording before a start is made with the recording of the speaking tests. Please can Examiners also remember not to turn the tape halfway through an exam.

When Centres choose their sample, it is essential that the candidates chosen on the tape cover a wide range of performance. Where more than one Examiner is involved in conducting the Speaking test, a Centre has gained permission from CIE to do so, a significant range of candidates from each Centre needs to be submitted, so that the standard of marking is maintained for a Centre. Centres that fail to do this make it very difficult for Moderators to apply consistent adjustments to marks in cases where this is needed. Centres who fail to submit a representative sample or who fail to apply a common standard of marking risk placing the performance of their candidates in jeopardy. *Permission to use more than one Examiner must be sought from the IGCSE Dutch Officer at CIE, as per page 6 of the syllabus.*

Generally, marking in Centres was close to the agreed standards and the majority of Centres had only slight, if any, adjustments made to their marks. Examiners are reminded that candidates do not have to speak to native standard in order to gain high or even full marks. Candidates should also not be penalised for using words originating from different parts of the Dutch-speaking world.

Role Plays

The role plays test candidates' knowledge on how Dutch is used in day-to-day situations. Most candidates did not seem to have many problems. However some Examiners did not keep to the scenarios as laid out in the role plays, or they did not prepare properly or ask the appropriate questions, which often led to confusion. The main problem arose when Examiners started to interpret the role plays as they went along leaving the candidate confused as they could not see any similarity between the prepared role play and the role play acted out by the Examiner. It is important to remember that a candidate cannot gain credit for anything that does not bear relation to the tasks they are required to perform as given in the role play.

Candidates are reminded that they have to ask one question only in the first role play and two in the second. Furthermore the suggestions for questions in brackets are only that, so candidates are not required to follow these suggestions as long as they ask the right number of questions.

Topic Conversation

As last year, a pleasing and wide range of topics was offered. Most candidates had prepared their material very well. Nevertheless, candidates should not be allowed to talk uninterrupted for more than a minute at the beginning of this part of the test before being asked questions. At the same time, Examiners should not commence questioning from the outset, as this does not give the candidate time to settle into their subject nor does it allow the candidate to determine the direction of the conversation. Spending too much time on looking at photographs and/or other illustrative material does not give candidates enough time to show their linguistic knowledge of Dutch. There were, however, some excellent examples of examining, which encouraged candidates to use past and future tenses.

General Conversation

The best performances in this section of the test were those in which Examiners encouraged candidates to use a variety of time frames, relevant vocabulary and appropriate structures. In a very few cases Examiners did not prepare or prepare well for this part of the conversation, resulting in very stilted, limiting conversations. Other Examiners prepared too many questions where the candidate was forced to give very short answers before the next question came along and any complexity of language could be shown.

Conclusion

In most cases the exams seem to go very well and CIE would like to thank Examiners for all the hard work.

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

Question 1

Most candidates answered **(a)**.

(a) This question was straightforward and caused few problems.

Candidates were asked to write a letter to a friend about a weekend away with their parents. They had to address five points in their letter. Most candidates addressed all five points and thereby achieved full marks for communication.

The majority of the candidates answered this part very well.

(b) This question was less straightforward than **(a)** but caused only few problems for the candidates.

Candidates were asked to write a letter of application for a student exchange. They had to address five given points.

The word *bijdrage* was sometimes interpreted as financial support instead of a non-financial contribution, which is what is meant by the word in the context of the exercise. The word *geschikte* caused a few problems relating to the spelling and understanding of the word.

Overall, the candidates performed reasonably well, introducing themselves and telling what they expected from the exchange and what they could do to help.

Question 2

This question caused problems for only a small number of candidates.

Candidates were given brief details of a situation and were asked to write what happened next.

Some candidates seemed not to understand the words *zeilen* and *gebeurde* and did not quite answer the question correctly.

Most candidates expressed their thoughts, feelings and opinions quite well and some demonstrated an excellent use of vocabulary, verbs in the past tense and syntax.

Some candidates copied part of the question as part of their answer. No marks were awarded for repeating information given in the question. Candidates can only be awarded marks for their own material.

A few candidates used only the verbs that were given in the question (*heb gezeild, waren, werd*). Candidates were only awarded marks if they demonstrated the use of other verbs in the past tense.

It is advisable that the past tense is taught by Centres and practised thoroughly by the candidates.