



GCE

Dutch

Advanced GCE **A2 H593**

Advanced Subsidiary GCE **AS H193**

OCR Report to Centres June 2014

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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 is useful for candidates to learn how to write a summary of a text, which can be done in bullet points and to take care that when questions are asked in English the answer should be in English and when questions are asked in Dutch the answer should be given in Dutch.

The articles chosen for Section B are taken from Dutch newspapers or magazines. The texts are kept as close to the original as possible, so that candidates see the same type of texts that they will have been reading in newspapers or magazines. It is possible that vocabulary used in these articles is not in the main dictionaries, but can be understood from the context. The articles are chosen to suit the level of an AS student.

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. There is a potential for confusion to arise when a candidate writes a draft answer in pencil and then uses a pen. This can give a very fuzzy result, which is difficult to read.

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 read the questions thoroughly.

Question No. 1

The first question was about addiction to sports. It explained why people get addicted to sports and how one can recognise the symptoms. Most candidates could answer most of the questions. It seemed in some cases that the candidates didn't know they were allowed to stop the CD and then found the amount of information given overwhelming.

Question No.2

This question was about mopeds. The candidates had to choose the correct word to complete the text. Some candidates did not use the words in the grid and used other words instead. Candidates have to remember that words in the grid might fit the sentence, but don't agree what is said on the CD. Some candidates didn't know, concepts as '*boven de 35*' (older than 35), *tussen* (in between)' the comparative in Dutch (*stoerder*) and the fact that *iedereen* (everybody) is singular in Dutch.

Question No.3

Most candidates answered the question about meat made from stem cells really well. Some candidates were not precise enough in their answer and answered the question: What does the researcher from Maastricht say he wants to achieve, with a hamburger?

Section B: Reading and Writing**Question No.4**

This task is linked to the last listening exercise. The candidate is asked to write a letter to the researcher in Maastricht to ask whether the candidate's class could help in the research. Although the candidates don't have to translate the letter word for word, the complexity of the sentences should be equivalent to the English suggestions. Most candidates did very well. The less able candidates had problems with the fact that they did cooking at school and were not students of a cookery school. Other words that candidates didn't know were visit, and invention, however some students had the idea to describe the word and wrote letters that were easy to read.

Question No.5

This gap filling exercise was used for the first time. Most candidates coped with it really well, however some candidates found the concept difficult. The text and the exercise are about the same subject. The Nederlandse Spoorwegen have tried to make waiting at a train station a better experience with the introduction of cool (blauw en groen) colours, music, shops and entertainment. Even miserable looking olive trees on a platform make us feel better. The sentences in the exercise are in the same order so by reading the text in stages and reading the sentences it should be possible to understand the sentences and fill in the infinitives.

Question No.6

Question 6 consists of two parts. The exercise was an article about a new app that is invented to translate behaviour to underlying intention. In the first part the candidates have to find synonyms in the text. Candidates have to realise that a noun in the question will require a noun in the answer and a verb will represent a verb. In the second part of the question the candidates have to fill in gaps with multiple choice questions. For less able candidates the last two questions were harder; the candidate had to fill in that 'a camera could recognise car thieves between all people on a car park' and 'whether we were waiting for technology to take over these tasks'.

Question No.7

The newspaper article in this question was about the building of Easter fires in the Eastern part of the Netherlands. A small community won the prize for building the highest fire ever built in Europe. It explained that these fires are built not only in the Netherlands but also in Eastern Europe. The young men who started to build the highest fire this year were the sons of the winners of 1987. The whole community was involved in the end and therefore the last question was why the article was called *samen*, (together). In this exercise it is easy to see which candidates understand enough Dutch and can manipulate the language well enough to answer the questions and explain what the author of the article meant. Candidates didn't need to know every word in the article but should, reading carefully, be able to deduct what is meant. For example the word gehucht (hamlet) was explained in the text as where about one hundred families lived.

Question No. 8

The candidates were asked to read a newspaper article about the fact that private homework support groups are becoming more and more popular in the Netherlands. The candidates were asked in 8a why the homework groups were becoming more and more popular according to the text. It was very obvious which candidates had practiced this type of question -- they either explained it in sentences or used bullet points and scored highly in this question.

In 8b the candidate were asked whether homework was important according to them. It was delightful to read all the reasons why the candidates thought homework was important.

F882 Dutch Listening, Reading and Writing 2

General Comments:

This year's exam was done well. There were no issues with particular parts of the exam and most candidates seemed very well prepared.

Comments on Individual Questions:

Section A Listening and Writing

In the first part, Listening, the candidates can control the audio player themselves. The recording itself is fast, so it is good practice to read the questions for each exercise first so the candidates can familiarise themselves with the topic. This year most candidates answered the first question in English, as was required. For the second exercise answers needed to be given in Dutch. It is important for candidates to write in proper sentences as the 10 language marks are given based on the answers from this second exercise.

Task 1

Open questions in English

This year's topic was 'nonsense labels', claims by food producers that their goods can help in any way to improve energy levels or help with any other health issues. The majority of the candidates did not have any problems with this exercise.

Opgave 2

Open questions in Dutch

The second task was about the pollution of the sea. In this interview Marius explained about the problem of 'plastic soup' and what he thought could be done about this. The exercise was done well.

- (a) The first question of this exercise was worth 2 marks. This meant the answer needed to be two-folded: Marius expected people to become more enthusiastic about recycling, but also that they would be more inclined to start recycling themselves.
- (b) This question was very straightforward. Most candidates received full marks.
- (c) The question about the problem Marius has with international conferences was in itself not difficult to answer, but some candidates found it difficult to find the right words.
- (d) Some candidates were inclined to give very short answers to this question, i.e. '*Abstract, ver van bed, lange termijn*'. It is important that the answers show an understanding of the question asked, just copying the word they picked up from the recording is not always enough. Good practice would be to rephrase the answers slightly so that it becomes clear to the examiner that the text was understood (i.e. *De problemen zijn te abstract, het is allemaal ver weg en het gaat teveel over de toekomst*). There are many variations to the correct answers, but it will help the candidates if they attempt to answer in their own words if possible. Even adding a few words to the vocabulary used in the recording can help (i.e. *het is abstract, het is ver van hun bed, ze denken (in) lange termijn*.)

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- (e) A very straightforward question that did not cause any problems.
- (f) This question did not cause problems for most candidates.
- (g) Again, this question did not cause problems.
- (h) Like Q.d, it is nice if candidates can manage a few extra words in their answers with the mark for Language in mind. Otherwise it did not seem to be a difficult question.
- (i) Q.i was done well by the candidates who really seemed to have understood the text.
- (j) No problems.
- (k) As Q.i, the answers to this question showed a good understanding of the text.

Section B Reading and Writing

Candidates have to read two texts in this part of the exam, each accompanied by a series of exercises to show comprehension. The first text was on Drugs and Alcohol lessons in school, the second text was about Art.

Exercises 3-7 on 'Verplichte drank- en drugsles op school'**Opgave 3**

The candidates had to find words or expressions in the text, which were synonyms of the words or expressions in the exercise. In general this exercise was done well. Some candidates found it difficult to find the synonym for 'verzuim' ('schooluitval'). In this exercise it is important to check if the words from the exercise can be put back into the text. A first technique therefore can be to check the type of word you are looking for: 'verzuim' and 'aantrekkingskracht' are both nouns. They have to be replaced by a noun from the text. 'Fases' is plural and should be replaced by another plural noun ('stappen' rather than 'proces'. [...] *als een fases in drie stappen..* does not make a correct sentence.)

Opgave 4

In this exercise the candidates needed to match two parts of a sentence. Here it is also important to look at the meaning of the newly formed sentence. The new sentence needs to give the same information as was given in the original text i.e. '*Als leerlingen drugs gebruiken komen de ouders mee*' is grammatically correct, but does not mirror the meaning from the original text.

Opgave 5

This exercise in which sentences needed to be completed in Dutch was done well. Again it is important that the meaning of the sentences match the information from the text.

Opgave 6

Candidates were quite original in completing the sentences from this exercise. Although using more than one word is allowed, it is good to realise that the use of one word in each sentence should be possible. The main thing however is that the sentence is correct, so candidates are not penalised for adding several words in one sentence as long as the sentence remains correct.

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Opgave 7

Some questions in this exercise proved difficult for candidates but overall the exercise was done very well.

Exercises 8-11 on 'Kunst aan de kust'

This second text proved a little more difficult for candidates, although no candidates had problems understanding the gist of the text.

Opgave 8

This exercise is much like exercise 3, but the candidates will have to come up with their own definition or synonym of a word from the text, which is more challenging. Most candidates managed this exercise reasonably well. If the Dutch word is not known, it often helps to look for English words (serene) and the context of the word. Candidates who described the word 'siert' in such a way for example, did manage to get full marks.

Task 9

The transfer of meaning exercise was done quite well. It is important to produce correct English sentences in this exercise to receive full marks.

Opgave 10

In this exercise many candidates proved to be very creative, again receiving the marks as long as the sentence was correct and the meaning of the original text was represented.

Opgave 11

This last exercise provided a chance for the better candidates to show how well they understood the text.

Section C Writing

As last year, candidates seemed very well prepared to write a well-structured essay, starting with an introduction and leading to a strong conclusion. The majority of the candidates used examples from Dutch or Flemish speaking communities, as the task required.

In the preparation of candidates it is very important to show them the mark scheme, so they know what is important when they write an essay. A few candidates produced essays that were too short. It would be wise to aim for approximately 250-300 words.

Most candidates opted for Q.12, about the change in the law on alcohol use. Many candidates used information from the first text in Section 2 to find good arguments for or against.

The other topic which was popular this year was Q.15 about the consumption of meat. Some candidates who had taken the F881 exam earlier this session, used the information from the listening test in that exam about meat from stem cells, which again made very interesting blogs.

Other popular topics this year were Q.14 about energy efficient products and Q.18 about the monarchy. Candidates seemed well aware of the different text types they should and

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could use (blogs, essays, letters etc.) which ensured they received as many marks as possible. A good number of candidates were well informed about Dutch issues.

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