

# DUTCH (FOREIGN LANGUAGE)

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<p><b>Paper 0515/01</b> <b>Listening</b></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

Most candidates performed well throughout the paper.

The pauses preceding the listening passages are provided to help candidates familiarise themselves with the rubric and the questions. The second time the recording is played should mainly be used to check answers and to listen again for information candidates might have missed the first time.

## Comments on specific questions

### **Deel 1**

The first part of the examination was done well by most candidates.

### **Oefening 1**

This first exercise was done well. Some weaker candidates answered questions which tested knowledge of vocabulary relating to time and place incorrectly.

### **Oefening 2**

Candidates had to give brief answers in Dutch. The questions are designed to generate short answers. Nevertheless, accuracy is paramount. For instance, the only correct answer to **Question 10** (*Hoe oud is Pieters jongste zusje?*) was '5/vijf weken'; some candidates wrote '5/vijf' on its own which was too ambiguous to merit the mark on offer.

### **Deel 2**

Both exercises in **Section 2** were done fairly well by the majority of the candidates.

### **Oefening 1**

The first exercise is a matching exercise. Some weaker candidates found this exercise quite challenging but most candidates managed to acquire most of the marks available.

### ***Oefening 2***

The second exercise was based on an interview with Karlos about so-called water gardens. The first part of the exercise was done fairly well by all candidates. The second part of this exercise was open ended and therefore more challenging and some of the weaker candidates tended to struggle. Most candidates managed to do well in this exercise, however.

It is good practice to teach future candidates to make use of the pauses in the recording. This should help candidates to pick up the story line if they lose the thread of the text.

### ***Deel 3***

This section is the most challenging in the examination and is intended 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 also able to acquire some valuable marks.

### ***Oefening 1***

The first task was based on a conversation between three people who talked about their favourite festivity. As in previous years, this exercise is more challenging for weaker candidates. Candidates have to listen very carefully in this part of the exam in order to be able to select the right answer among the distractors. Most candidates managed to score at least a few marks in this exercise.

### ***Oefening 2***

The final exercise was an interview with Mare about the pressure placed on young people to do well. This exercise was challenging for a majority of the candidates but gave the best a chance to show how good their listening skills were. A small number of candidates was able to answer all questions correctly. This is no small feat as candidates often need to summarise the information they hear in order to formulate a good response. Many of the better candidates scored full to near-full marks. Weaker candidates did not always manage to attempt an answer to some of the questions.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/02  
Reading

## 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**

Candidates had to answer a number of short multiple choice questions in the first exercise in this section.

In the second exercise candidates had to match statements to pictures. The third 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 correctly.

### **Deel 2**

The second section consisted of two exercises with two short texts in Dutch. The first task was a gap-fill exercise testing comprehension of a short text on a youth organisation. In the second exercise candidates had to read a longer text, a letter, and give short answers in Dutch to open-ended questions.

### **Deel 3**

In the first exercise of the third section, candidates were given statements that were either true or false. Candidate had to correct any statements they had identified as false, without using the word 'not' (*niet*) in their sentence. This proved a challenging exercise for some candidates as it appeared they had not read the instructions carefully. On the whole, however, candidates did better in this exercise than last year, perhaps because they were better prepared. The second exercise was based on a longer text. The questions did not require long answers here but it was clear that weaker candidates found this exercise challenging.

## Comments on specific questions

### **Deel 1**

#### Vragen 1-5

Most candidates had no problems with this exercise; a few did not know the Dutch for strawberry or cooking lesson.

#### Vragen 6-10

Again, most candidates answered all questions correctly.

### Vragen 11-15

Candidates experienced few problems with these multiple-choice questions, though some found the last three questions more challenging than the first two.

### **Deel 2**

### Vragen 16-20

Some candidates confused 'to give' (*aanbieden*) with 'to get' (*krijgen*) and 'in the morning' (*'s morgens*) with 'in the afternoon' (*'s middags*). The weakest candidates showed little grammatical awareness and struggled to choose between verbs, adjectives and nouns.

### Vragen 21-30

Candidates had to read a letter from Lise to her friend telling her about her new geography lessons. Most candidates had no problems understanding the text and the questions. Some of the weaker candidates struggled with this exercise as they did not have the vocabulary and grammatical knowledge to comprehend the nuances of the text and the questions. The last few questions proved particularly challenging for weaker candidates.

### **Deel 3**

### Vragen 31-35

The text was about the effect of changes in the biological rhythm of teenagers on their performance at school.

It appeared candidates were better versed in dealing with questions of this type than last session. A small number of candidates did not rewrite the statements they had identified as false. It also stated in the rubric that two statements were true and that three were false. Some candidates appeared not to have taken this on board. A small number of candidates did not follow further instructions and used the word not (*niet*) in their justification which meant they could not gain the mark for correcting statements they had otherwise correctly identified as false.

### Vragen 36-41

The last text was about a piano in the main train station in Amsterdam which is free for everyone to use.

The text and the wording of the questions is more challenging in this part of the examination. Although weaker candidates often struggled to identify the correct information in the text on which to base their answers, they could often formulate at least a few answers that were correct. Strong candidates performed well here.

# DUTCH (FOREIGN LANGUAGE)

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Paper 0515/03  
Speaking

## 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 so.
- Examiners should advise candidates on their choice of topic.
- Candidates should be able to convey past and future tense 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 the 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 mark candidates do not have to be of native-speaker standard.

## General comments

Overall, the performance was good this session.

It is important that candidates are able to use different tenses and can construct complex sentences. Candidates will in most cases perform better when they are broadly familiar with the topic of conversation and can focus on their language.

The examination should last around 15 minutes so that candidates have ample time to demonstrate their linguistic ability fully. It is particularly important to bear in mind the timings of the second part of the exam. The candidate should give a presentation of about 1-2 minutes on a chosen topic after which the Examiner should initiate the topic discussion proper by asking questions. The discussion itself should last 3-4 minutes, which means this part of the exam should last 5 minutes in total.

Although the quality of the recordings was generally high, it is essential that the acoustics and the audibility of two speakers is tested properly before the examinations take place. Unfortunately, there were a number of instances where recordings were stopped between the different sections of the test. Please be aware that this is not allowed and that examinations must be recorded without interruption. In addition, all CDs should be tested prior to submission to Cambridge to ensure they play properly. Please use a separate track for each candidate's examination.

Generally, marking was close to the required standards and the majority of centres had no, or only slight adjustments made to their marks.

## **Role plays**

Examiners should introduce each role play so the candidate knows what to expect. Some examiners interpreted the role play instead of sticking closely to the script set out in the Teacher's Notes, which caused confusion for their candidates. Candidate cannot be awarded marks for any tasks that do not relate to those set out in the role play cards. Where a particular task has two elements only one mark may be awarded if the second element of the task has not been addressed. For instance, in the first role play the candidate has to greet the teacher in a way that is appropriate to the situation in addition to stating their intent. If the candidate does not greet or the teacher appropriately and only states their intent, only one mark can be

given for that part of the role play (provided the candidate's statement of intent is correctly formulated, of course – if not, no marks should be awarded).

In the second role play where the candidate is asked to react appropriately to a statement made by the Examiner, the candidate has to say what he or she thinks of the statement and give a justification. If the candidate omits part of what is asked, only one mark can be given (provided the other part is correctly given). Marks can only be awarded for utterances in Dutch, not in English, German or any other language. However it is possible to get full marks regardless of any minor errors in, for instance, adjectival endings and the use of prepositions. If a candidate forgets (part of) a task Examiners should give an appropriate prompt to ensure candidates keep on track and are given every opportunity to maximise their potential.

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

Candidates prepared a wide range of topics. Many spoke about football; dancing, horse riding and music were also favourite subjects. Most candidates had prepared their material very well. Candidates are allowed to talk uninterruptedly for up to two minutes before the Examiner asks any questions. If the candidate is nervous the Examiner can help the candidate along but the idea is that the candidate has some time to show his or her abilities. It is advisable that the teacher knows what the topic is going to be so that they can prepare questions which will help the candidate to use a range of tenses and sentence structures. To avoid collusion, 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 topics pre-empt and overlap with the general, unprepared conversation, which inevitably severely limits the number of marks a candidate can score as material for discussion will rapidly deplete.

Please remember that no more than 6 marks can be given for language if the candidate does not use past and future tenses. Candidates have to use these tenses in both the Topic Conversation and the General Conversation. There were some excellent examples of examining technique which encouraged candidates to use past and future tenses.

### **General (unprepared) conversation**

The best performances showed candidates using a variety of time frames, relevant vocabulary and appropriate structures, usually with effective support from their Examiner. Candidates perform at their best when given ample opportunity to construct complex sentences and to develop the conversation and thrive when given the chance to talk about everyday topics that align closely with their particular interests. In the interest of fairness it is not allowed to ask the same questions to each candidate. A variety of mini topics for general discussion, usually three topics per candidate, should be used. To reiterate a point made earlier, no more than 6 marks can be given for Language if the candidate does not use past and future tenses. Please remember to encourage the candidates to use different tenses by prompting them effectively.

# DUTCH

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**Paper 0515/04**  
**Writing**

## 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

Overall, most candidates were able to answer all questions as instructed and did well.

Candidates were asked to answer **Question 1**, **Question 2** and either **Question 3(a)**, **(b)** or **(c)**.

## Comments on specific questions

### **Section A**

#### **Question 1**

Candidates were asked to write a list of eight items they would need to pack for a camping trip. Most candidates came up with more than five items, varying from *slaapzak* to *zeep*. Most used and could identify the pictures shown in the paper but some candidates thought the toiletry bag was a boat. This answer was accepted, as one can plausibly take a boat along on a camping trip.

#### **Question 2**

Candidates were asked to write about their new pet.

Most candidates answered this question well, describing what their pet looks like, why they like/love their pet and whether they want to work with pets in the future.

Some candidates were unfamiliar with the usage of the prepositional verb *houden van* ('to love/like') and interpreted the verb literally as meaning 'to hold'. In such cases they could not be awarded points for Communication for this part of the task.

A small number of candidates did not know the word '*huisdier*' and wrote about their house instead of their pet.

It is important that candidates familiarise themselves with the Minimum Core Vocabulary list for IGCSE Dutch as the words tested **Question 1** and **Question 2** are taken from this list.

#### **Question 3**

Candidates were asked to choose between one of three questions. **Question (a)** was more popular than **(b)** and **(c)**.

Weaker candidates were still able to gain some marks for Communication in all three questions even when mistakes were made with linguistic accuracy and verb tense. When the answers were clear they were awarded up to two marks per sub question for a total of up to 10 marks.

In total, they could earn up to 8 marks for the accurate use of verbs. The verbs had to be in the appropriate tense to score a tick, e.g. *Ik ben met mijn vriendin naar een rockfestival geweest* (in response to **Question 3(b)**).

### Question 3(a)

Candidates had to describe where they had been on a school trip and how they had travelled to get there using verbs in the past tense. They also had to describe what they liked and disliked about their trip. Furthermore, they had to explain in the present tense whether they like going on holidays with their family or with their friends. Lastly, they were asked what they were going to do in the summer using the future tense or verb constructions with future meaning (e.g. *Ik ga volgende zomer...*).

Some candidates did not describe their journey to the place they visited and missed out on Communication marks for this part of the task. The second point asked candidates to describe the place they had visited. Most were able to do so successfully. The third point (on likes and dislikes during the visit) also called for a response in the past tense which not all candidates managed to do. It is therefore strongly advised that candidates read the question carefully and take note of the tense they need to answer in.

To answer the last two points the candidates had to use the present tense and the future tense/verb constructions with future meaning. Most candidates were capable of using the future tense and modal verbs, e.g. *Ik wil volgend jaar naar Nederland gaan*.

### Question 3(b)

Candidates had to describe a music festival they had visited, describe the music they liked and did not, describe the ambiance/atmosphere at the festival, and comment on whether they would like to go to a music festival again. The first three points had to be answered in the past tense as the event had already taken place. Most candidates encountered few, if any, problems fulfilling this requirement. Nearly all were able to describe the music they liked and disliked.

In response to the last bullet point, candidates had to express their plans for the coming weekend using an appropriate verb construction. It is advisable that candidates practise using the future tense and producing future meaning as this forms an integral part of the skills tested in this part of the test.

Some candidates did not understand the word *sfeer* and could therefore not fully address the third bullet point adequately. Most candidates were able to describe their plans for the next weekend, however.

### Question 3(c)

Candidates had to describe what happened during their first driving lesson on a scooter. The story had to be written in the past tense. Although this question was not as popular as the other questions, the candidates who chose it tended to perform very well. Many candidates showed they were in possession of an extensive vocabulary relevant to the task and were rewarded high marks for their answer.