

OCR Report to Centres

June 2013

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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. However, candidates who prepared for the exam did better, because they knew what to expect. 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. Scripts are now scanned for electronic marking and 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. The candidates should write their answers in the areas provided so that all what they have written can be marked.

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.

Opgave 1

The first exercise was about Annelies, who farms on a roof. She tries to advocate growing food locally in the town. A few candidates had difficulty with the difference between *de levensduur van het dak verlengen* (increase the lifespan of the roof) and *het dak langer maken* (make the roof longer 1(d)). The question which some candidates struggled with was whether Annelies wanted gardens on all roofs or healthy food for everybody 1(e). Finally Annelies thought that all food should come from the town itself and not, as some candidates thought, from the parks in the town.

Opgave 2

This question was about singing. 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 do not match what is said on the CD. However, most candidates answered this question without many problems. Some students did not realise that *vervelend* was the opposite was of what the singer meant: *prettig*. Some candidates thought that Tobias was a pianist, though it is obvious from the text and from the title that Tobias is a singer.

Task 3

This year none of the candidates answered the question in Dutch. Most candidates answered all questions in this task very well. The text was about a girl who started a business at a young age. A few candidates did not know what the advantages were of working for yourself and confused it with what the advantages were for Fleur herself.

Task 4: Writing

This task was linked to the Task 3 listening exercise. It required candidates to read the stimulus very carefully and then to write about what the five bullet points suggested, but they did not have to translate the text word for word. Most candidates had the required quality of language for this exercise and performed well.

Section B: Reading and Writing

Opgave 5

In this exercise, candidates had to read about three students and their holidays and then fill in a grid identifying the differences between them. Most candidates answered these questions well.

Opgave 6

This was a newspaper article about a clean mode of transport. The question was divided into two elements, in 6a the candidates had to find words with a similar meaning in the text and although this was a short exercise, it differentiated very well. In the second part of the question the candidates had to fill in missing words by choosing an option in multiple choice. A lot of candidates did well on this question, but they found the subject matter and questions more difficult. All questions had a similar level of difficulty.

Opgave 7

This exercise was based on a newspaper article about the introduction and use of the internet in university education. When the candidates read the text carefully and responded to the questions looking at each paragraph they did very well. A few candidates were able to rephrase the text, others had more problems and it was obvious that this article was more difficult than exercises 5 and 6. Candidates who answered in full sentences tended not to miss the part of the answer that was important. For example in **(a)** candidates were asked what the *Open Universiteit* initiated, if candidates just answered the internet, they were wrong. Candidates needed to respond that the university started with free lectures on the internet. Questions **(h)** and **(i)** were the most difficult for candidates though many of them found the right answers: universities spend money on their websites because they want to put free lectures on their site and it is good for their PR. The reasons for using the website is that students can see the method of education, the student can evaluate if this is the right career choice and it is in the end a saving for the universities.

Opgave 8

Candidates were asked to read a newspaper article about a new way of solving traffic problems in the Netherlands.

In part **(a)** the candidates were asked to summarise this article, showing that they understand the text in order to gain communication marks. It was clear if candidates had practised this skill as they were able to give a concise answer. Candidates need to realise that they gain a mark for every point they summarise from the text. With 10 marks on offer they need to write the relevant point mentioned in the article. Quite a few candidates gave their own opinion in this part of the question; they should have kept these ideas for **(b)**

In part **(b)** candidates were required to give their own suggestions about how traffic problems in the Netherlands could be solved. Many gave good ideas and some very funny ideas and it was a pleasure to read them. 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 can help the candidates to take the time to read the questions before listening to the recordings, 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 required. The answers to the second exercise needed to be in Dutch. 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 'sweaty feet', a topic which did not cause the candidates any problems. The task was done very well.

Task 2 - Open questions in Dutch

This second task was about alcohol laws and young people. The topic was well understood by all candidates. The questions accompanying the text were straightforward and most candidates did well.

- (a) Most candidates knew the answer to this question.
- (b) Some candidates were a little confused in their answer to this question, giving the impression that they had answered what they thought the logical law would be at the moment.
- (c) This question was done well by a majority of the candidates.
- (d), (e), (f) and (g) had no issues for candidates.
- (h) Apart from a few candidates struggling with the spelling of the word 'verantwoordelijkheid', this question was done well.
- (i) Some candidates mentioned 'the parents have to play their role' as the answer to the question. This was a little vague and did not ensure any marks. To receive marks the explanation of that more general statement was needed.
- (j) This was a question worth 2 marks. It is important that candidates give full details in their answer. Most candidates did well.
- (m) No problems.

Section B Reading and Writing

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

In all exercises on '*Duurzaam plassen op Pinkpop*' it was clearly indicated where the candidates could find the answers to the questions. In the exercises where sentences need to be completed, it is recommended that candidates read the sentences again after they have finished the exercise to make sure that the sentences make sense.

Task 3

This matching exercise, where the candidates had to put two parts of a sentence together, was done well.

Task 4

In task 4 the candidates had to find the words in the text that represented the meaning of the words in the exercise. A few candidates tried to make up their own definition of the words. Unfortunately marks are only awarded for the correct word in the text.

Task 5

Task 5 was done well in general. Again, it is important for candidates to use the information from the text when completing the sentences. Some candidates made up sentences that were grammatically correct but did not have the same meaning as the original text.

Task 6

This task was done reasonably well by most candidates. The task was to fill in a word that completed the sentence and represented the content of the original text.

Tasks 7 and 8

This task tested fairly difficult comprehension of the text but was done reasonably well by most candidates. Most candidates did not manage to get marks for 7a, because they only gave half the answer ('they had won an award') whereas some comment was needed about the fact they wanted to win another award. The last question of this exercise was the first time the candidates were asked to explain the meaning of a larger part of the text. The majority managed well.

The second text (*Liefdevol gedoe rond een oude vis snack*) was also done well. In task 8 it is important to transfer the meaning into correct English sentences.

Task 9

This task turned out to be quite difficult for a number of candidates, the meaning of '*behouden*' in '*behouden terugkeer*' especially proved difficult.

Tasks 10 and 11

This task provided another chance for the candidates to show their language skills by filling in the right word and making sure the sentence remained grammatically correct.

Finally task 11 was the most challenging exercise of this section, as it should be. 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 the change in law (Q 12), and technology (Q16) were very popular. Some candidates opted for Questions 13 (unemployment), 14 (nuclear power) or 15 (local projects for the environment), showing general interest and creativity.

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