

**GCE**

**Dutch**

Advanced GCE **A2 H593**

Advanced Subsidiary GCE **AS H193**

**OCR Report to Centres June 2015**

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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 had been prepared for the exam coped better with its demands, because they knew what to expect and had used past papers to good effect to familiarise themselves with the requirements and format of the examination.

It is particularly 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.

The tasks are designed to achieve differentiation across the available grades for this qualification and this is reflected both in the way questions are set and also in the approach to marking.

### Section B: Reading and Writing

#### Task 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.

### Opgave 5

This gap filling exercise was used for the first time. Most candidates coped with it 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.

### Opgave 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'.

### Opgave 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.

### Opgave 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 on 'meat chicks', a type of chicken that grows to a 'ready for slaughter' chicken within 6 weeks. 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 a school which has the chance to become a national monument. Some questions were easy, others proved difficult. Overall the exercise was done well.

(a) The first question was an easy way to start this exercise. Only the number 89 had to be picked up from the text and the majority of candidates managed this question.

(b) This second question was also straightforward. Most candidates received full marks.

(c) The question about the type of monumental status the school already had was slightly more difficult, but most candidates managed well.

(d) - (g) The questions d), e), f), g) required lists of answers, which seem to work well for candidates. Even question g) where the answers were quite uncommon words (*mozaïek aan de wand' en 'glas-in-loodramen'*), were done surprisingly well. It is worth noting that the spelling of these type of answers is not marked strictly.

h) The answer to this question showed whether the candidates understood what the text was about. The question was done well by many candidates.

i)-k) Questions i), j) and k) asked more detailed and technical information from the text.

l) This question proved easy for most candidates.

m) Most candidates managed this question well, even though the word '*herkenning*' was mostly used instead of '*erkenning*'. This was an acceptable answer.

n) The last question of this exercise was done well as well.

## **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 'The digital human', the second text was about Camping in the wild.

### **Exercises 3-7 on 'De digitale mens'**

#### **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 '*vaardigheid*' ('*vermogen*'). In this exercise it is important to check if the words from the exercise can be put back into the text.

#### **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. '*Overal waar je kijkt eten we te veel*' 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. It is important the candidates do form sentences that mirror the meaning of the original text again.

#### **Opgave 7**

This question was overall done well.

### **Exercises 8-11 on 'Wildkamperen'**

It appeared the candidates liked the topics of both texts this year, which helped them to answer most questions correctly.

#### **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.

#### **Task 9**

This exercise went very well for most candidates.

### **Opgave 10**

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 11**

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

## **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.

Q.12 about unemployment and voluntary work proved quite difficult. Not all candidates who chose this question had a full understanding of the situation in the Netherlands. Nevertheless, the candidates who chose this question managed to write an interesting essay.

This year's question on integration was very popular and produced interesting and witty essays. Many candidates who wrote about their friend who had failed the 'inburgeringstest' (Q13) seemed to use their imagination. It was a pleasure to read most of the essays. The format ( a letter to the council) seemed to help the candidates as well.

Q 14, about the environment and introducing a law to fly only once a year for holidays, triggered a lot of response. Good arguments for and against such a law were given.

Q 16 and 17 both had to do with society taken over by machines and robots. Both questions were quite popular.

Q18 about the cuts in performing arts and arts was chosen a few times as well. This type of question really requires a little background information. Candidates who knew a little about this topic tended to do well on this question.

There were a few candidates who wrote an interesting letter to the king (Q19).

Candidates seemed well aware of the different text types they should and could use (blogs, essays, letters etc.) which ensured they received as many marks as possible. A good number of candidates was well informed about Dutch issues.

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