

Report on the Units

June 2010

J733/J133/J033/R/10

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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General Certificate of Secondary Education

GCSE Dutch J733/J133/J033

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Chief Examiner's Report

The first new GCSE papers have had a successful start. As expected, entries for this first year of the new examination were small, as Full Course accreditation of the new GCSE qualification is not scheduled until summer 2011. However, candidates who were entered were well prepared for the new style of examination.

A801 Listening

General comments

This new examination went well this year. The style of the new specification seemed to be well-received. The examination paper gets gradually more difficult, as the legacy paper did, and some candidates scored full marks.

Comments on individual questions

Exercise 1

Hardly any mistakes were made in this exercise.

Exercise 2

Most candidates received full marks for this exercise. Some candidates had a problem with the question about time.

Exercise 3

Most candidates did this question well. It is important for candidates to remember to answer English questions in English as no marks can be awarded for answers given in Dutch.

Exercise 4

Many candidates did well in this exercise.

Exercise 5

This exercise was a little more difficult, especially the last question about why Lotte wants smoking stopped in schools.

Exercise 6

At this level candidates are challenged more. They need to be able to pick up more than just the gist of the recording in order to provide the correct answers. The Exercises 6 to 8 were done well by higher-scoring candidates. No particular problems occurred.

Exercise 7

In this exercise candidates were required to summarise the information they heard. Most candidates did this exercise very well.

Exercise 8

The last exercise of this paper was an interview with fairly straightforward questions on the information given. Most candidates did not encounter problems with the questions, even though precise listening was required.

A802 Speaking

General comments

This new style of speaking examination went very well. The candidates seemed well prepared and most Examiners were very supportive towards them, which helped them to demonstrate their language skills. All candidates had prepared their presentation topic well.

It is important to remind candidates that they should elaborate as much as possible, as we are looking for an open conversation rather than a set of short questions and answers.

Some candidates meet the Examiner for the first time shortly before the test is taken. It would be very helpful for them to meet the examiner before the actual day, especially for the presentation. If the Examiner knows which topic the candidate is going to talk about, he or she will be better prepared to ask questions on that topic which will be interesting to both the candidate and the Examiner. If this is not possible, it can still be very useful to meet a little earlier on the day itself.

The administration was handled very well. Where the appropriate forms were not available, most Examiners gave us details of the candidates on a piece of paper, which was very helpful. Most examiners this year made sure that the candidates were as close as possible to the microphone. This is helpful, especially when a recording is not of optimal quality. It is always useful to record a little conversation before the test starts, to determine how much or little the machine picks up. Please remember that the recorder should not be switched off at any time during the test.

Comments on individual questions

Presentation

The Presentations were interesting to listen to. Most candidates had taken the opportunity to talk about something they were interested in, which made it easy for the Examiners to ask a few more questions and keep the conversation going after the initial monologue. It is a good idea to make sure the choice of topic does not clash with the topics for the General Conversation. It is also very helpful to ask the candidates to prepare a variety of topics, so the conversation stays lively. Please encourage candidates to present an introduction instead of a 'full talk', so it is easier to keep talking about the topic afterwards.

General Conversation

The topics in this part of the examination open up the conversation quite easily. Most Examiners were able to hold a conversation that sounded natural, which very often brings out the best in candidates. The questions given should provide examiners with some ideas of what could be asked. As in the legacy specification, candidates can only achieve higher marks when they produce longer sentences and show initiative in the conversation. One way of achieving this is to ask *waarom* questions. For example:

'Waar woon je liever? In Nederland of in Engeland?'

'In Nederland'.

'Waarom? Vertel eens?'

Report on the Units taken in June 2010

The best conversations were those in which the Examiner found a topic that was close to the candidate's heart. Many Examiners used the questions in the back of the Teacher Instructions booklet as a starting point and picked up more personal information as soon as possible to make the candidate talk. This technique worked very well and meant that the candidate scored highly in most cases.

Conclusion

All in all there were very few problems with the speaking tests this year thanks to the good work of many Examiners and the excellent preparation of the candidates. Thank you!

A803 Reading

General comments

As expected, entries for this first year of the new examination were small, but most candidates did very well.

Although the texts were in Dutch, most of the questions were in English. Only the final exercise was a Dutch gap-filling exercise.

Comments on individual questions

Section 1

Exercise 1

- Question 1: There were no mistakes in this first question. All candidates knew that flowers were bought from the *bloemist*.
- Question 2: Some candidates did not know the word *bewolkt* (cloudy) and ticked the wrong box.
- Question 3: All candidates knew the word for the cinema.
- Question 4: Many candidates were not familiar with *voorjaar* (spring) and chose the wrong season.
- Question 5: No mistakes were made here; the carrots were the cheapest.

Exercise 2

There were no mistakes in this exercise, in which Dutch statements about how people went on holiday were matched to the icons depicting methods of transport.

- Question 6: The family travelled by bus
- Question 7: The boys went on their moped.
- Question 8: Mr Huisman took the train.
- Question 9: Derk and Marieke walked.
- Question 10: Els and Marije cycled.
- Question 11: Jacco caught a plane.
- Question 12: Dick and Cees went sailing.

Exercise 3

Candidates were asked to read a Dutch text and answer the English multiple-choice questions. There were very few mistakes in this exercise about a Dutch girl Anja.

- Question 13: There are five people in the family, not three or four.
- Question 14: They live in a village.
- Question 15: It is in the south of the country, not in the east.
- Question 16: Anja's pet is a rabbit.
- Question 17: Her favourite subject is geography, not maths.
- Question 18: In the evening she likes to read, not to play football.

Exercise 4

This exercise consisted of two short Dutch texts about two skateboarders. There were six statements in English and the candidate had to put a tick in the grid for Stan, Alex or both.

Question 19: Stan. He is famous.

Question 20: Both. Not everyone noted that they both won a prize.

Question 21: Stan. He is the fast skater.

Question 22: Both. They have both been skating for six years.

Question 23: Alex. He skates beautifully.

Question 24: Alex. His sponsor buys his equipment. Almost all candidates got this right.

Exercise 5

This exercise had another Dutch text with English open-ended questions. It was about a popular thief, a bird. This was a successful exercise with very few mistakes.

Question 25: All candidates answered correctly that Sam steals from a shop.

Question 26: He stole when there were not many customers. The answer 'A long time ago' was incorrect.

Question 27: All candidates answered correctly that Sam stole crisps.

Question 28: All candidates answered correctly that he steals every day, or once a day.

Question 29: The shopkeeper thinks Sam is funny; it does not bother him. Some candidates wrote that he did not like him, which was incorrect.

Question 30: The customers pay for the crisps.

Question 31: Sam is nice because he shares his crisps with the other birds. Only a few candidates answered this incorrectly.

Exercise 6

The Dutch text was about Amsterdam and ice-cream, followed by multiple-choice questions in English.

Question 32: Most candidates answered correctly that most people go to the Scheldestraat because of the ice-cream.

Question 33: The two shops are very close to each other, but not across the road. This question appeared to be difficult.

Question 34: Most candidates answered correctly that the Pisa used Sicilian lemons.

Question 35: Not many candidates understood that you may sit down with an ice-cream sundae, but not with an ordinary ice-cream.

Question 36: Almost all candidates answered correctly that Amsterdammers always want whipped cream.

Question 37: The large ice-cream started dripping before the customer had left the shop, so the answer was A, not B.

Exercise 7

This was a Dutch text about parachute jumping with open-ended questions in English. Most candidates did well in this exercise; only question 40 appeared a little more difficult.

Question 38: The father was surprised because his son had never talked about parachuting before.

Question 39: The boy was too young to jump on his own.

Question 40: The straps were needed to strap or tie two people together.

Question 41: He likes to take risks, or similar.

Question 42: Most candidates stated that the father was afraid of heights.

Question 43(a) and (b): The boy was *nervous* and *happy* at the same time.

Exercise 8

The final exercise consisted of a Dutch text. Candidates had to put a Dutch word in the gaps in the statements. Some of the words are actually in the text, but others are not.

Question 44: The necessary word was *nachtmerrie*, which was in the text, or *droom* (dream).
Not all candidates answered this correctly.

Question 45: Most candidates knew that the correct word was *gewond* (hurt).

Question 46: The house was rented (*huurhuisje*) and so the necessary word was *gehuurd*.
Gehuurt was also allowed. Only a few candidates knew the correct answer.

Question 47: Almost all candidates knew the word *wakker* (awake).

Question 48: The word that was needed here was the Dutch for totally or completely, so *totaal/helemaal*.

Question 49: Most candidates had no problems with *wonder/geluk*.

A804 Writing

General comments

As expected, entries for this first year of the new examination were small.

Candidates were asked to write two essays in Dutch, each up to a maximum of 150 words. The total number of marks for the paper is 50, with a maximum of 25 marks for each essay.

Some candidates wrote the required two essays, but others wrote three or more essays. Most essays were of an appropriate length, although candidates who wrote more than two essays did not manage 150 words.

Most candidates followed the five suggestions in each question. Candidates made sure that their two essays were written in a different style, mainly a letter or email to a friend and an article.

Some candidates gave a great deal of personal information before getting down to writing about the main subject of the essay. This prevented them from expressing fully developed and justified ideas and points of view, which are needed to obtain good communication marks.

Comments on individual questions

Most candidates chose the first two questions for their essays.

The majority of candidates chose Question 1 *Home and Local Area*, writing a letter or email to a friend.

A large number chose Question 2: *Health and sport* for their second essay, and wrote an article about sports such as football, tennis and basketball.

Candidates generally expressed more opinions and points of view than in Question 1.

A few candidates chose Question 3: *Leisure and entertainment* for their second essay. They wrote a film review, describing the plot and giving opinions and points of view.

Few candidates chose Question 4: *Travel and the wider world*.

The candidates who chose Question 5: *Education and work* wrote an essay of a good length, using the suggestions in the question paper.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Facsimile: 01223 552553

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