

Reports for the Units

June 2009

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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 syllabus 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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F881 Dutch: Listening, Reading and Writing 1

General Comments

This was the first time that candidates could choose F881, which ran this year alongside the legacy AS examination. The changes seem to suit the candidates and candidates appeared for the most part to be well prepared for the demands of the paper. There was very little evidence of work that was unfinished through lack of time. The general linguistic ability of most, in both Dutch and English, was appropriate for this level.

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 examination suited candidates within the full ability range and differentiated well. For all candidates, however, it is good to remind them to practise the different skills required and to read the instructions carefully before making an answer.

Comments on Individual Questions

Section A: Listening and Writing

Task 1 'de ideale school' and Task 2 'jonger achter het stuur' were answered well by most candidates.

Task 3 'Olivetta': the candidates needed to answer in English and most of the candidates did this but a few did not and answered in Dutch. No marks can be awarded if a question is answered in Dutch. Candidates must read the rubric to ensure that they answer in the correct language. The question about why the Dutch settled in Olivetta, and to a lesser extent the question about the two stages in the revival of Olivetta, proved to be the most challenging and enabled the best candidates to show their thorough and detailed understanding of the broadcast.

Task 4: the writing task in this section required candidates to read the stimulus very carefully and to write about all five bullet points. Many candidates performed well and in most cases if the candidate had read the information and gave a full response they achieved full marks. Most candidates had the required quality of language for this exercise and performed well.

Section B: Reading and Writing

In Task 5 about hotels and Task 6 'geboortemaand' most answers were correct.

Task 7 'de Daf' proved to be a challenging task. Most candidates achieved at least half marks and this exercise was a good differentiator with only the best able to answer all the questions and get full marks.

In (a) of Task 8 about 'de Nederlandse keuken' the candidates have to give a summary of the text and not express their own opinions on the text. They need to show that they understand the text in order to gain communication marks. Writing a summary of a text would be a very good exercise to give candidates to practise throughout their AS studies. It was clear that some candidates had not had practice in this skill.

In (b) candidates were required to give their own opinions about Dutch cuisine. The response should have well-developed points of view which show insight, originality and imagination. In many cases this worked very well but again it was clear that some candidates had not had practice in this skill so practising writing essays is advisable.

Grade Thresholds

Advanced GCE Dutch (H193 H593)
June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F881	Raw	160	122	107	92	78	64	0
	UMS	200	160	140	120	100	80	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H193	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H193	41.2	60.8	75.7	84.5	94.6	100	151

120 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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