

GCSE

Dutch

General Certificate of Secondary Education **J733**

General Certificate of Secondary Education (Short Course) **J033 J133**

OCR Report to Centres June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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A801 Listening

General Comments:

The listening component of this Dutch exam went well overall and most candidates listened carefully to the recording. For a minority of the candidates the use of English in the answers caused some problems. In this component candidate answers do not have to be long. It should help to prepare the candidates if teachers refer closely to the prescribed vocabulary list for Dutch, as all the material tested is in this list.

Comments on Individual Questions:

Exercise 1

This exercise about Julia's daily life was done very well.

Exercise 2

The monologue of Mark talking about his job and his summer plans was also understood well by most candidates too. Some candidates found Q.8 about time difficult. Extra practice with the times of the day and the calendar is always useful, as these types of question appear regularly in the first exercises of the exam.

Exercise 3

In Exercise 3 in which Sophie talked about the school play, some candidates were not accurate enough in their answer to Q.15. Sophie made it clear that she rehearsed after school and at the weekend but some candidates answered 'once at school and twice at the weekend', implying that the second rehearsal was not at the school.

Quite a few candidates did not know the word for *hoofdrol* (main part), but clearly knew what Sophie meant. Examiners accepted a variety of versions of 'main part' where the candidates showed they had understood the text.

Exercise 4

The talk with Peter about 'cyclo cross' was understood quite well by most candidates. The answer to Q.18; 'in the dunes', was sometimes difficult, because candidates did not seem to know *duinen*. Centres are reminded that all the words and phrases that are tested are in the prescribed vocabulary list, which is available to all.

Some candidates translated the word *dragen* as 'drag' for Q.20, which was a shame because 'to drag' is quite different from 'to carry'.

Exercise 5

This was an interview with Janna about supermarkets. Some candidates found this exercise difficult, having trouble especially with Q.23 on how students were discriminated against (thinking for example that students weren't allowed in at all, or were checked when upon arrival). Around this area in the exam more precise listening is required of the candidates, which makes it harder to score full marks. Also some candidates find it difficult to express the correct answer at this level. This was the case for example with Q.25 about the idea Janna had thought of. Some candidates thought she would like to start her own supermarket.

Exercise 6

In this exercise a number of people talked about their summer jobs. Most candidates answered the questions well. There were no specific jobs that proved more difficult to understand than others.

Exercise 7

In exercise 7 candidates heard about preparations for *Koningsdag* in the Netherlands. This exercise was done very well by most candidates.

Exercise 8

The last exercise, 8, was about the Dutch skating tour on ice, the *Elfstedentocht*. Most candidates managed this question quite well, though at this point in the exam it is important to listen very carefully to the details in the recorded text.

A802 Speaking

General Comments:

The speaking component of this Dutch exam went very well. Most candidates seemed well prepared, coming to the speaking test with interesting presentations. The tests were conducted well too. Most Examiners have a very kind way of interviewing the candidates, asking many open-ended questions to ensure the candidates have an opportunity to express themselves sufficiently fully to access very high marks. Some recordings were still a bit weak, or were made in very noisy surroundings. It would be very helpful if Centres could find a room for the examination which is as quiet as possible. It would also help if tests can be conducted during lesson times rather than during break.

Most Examiners managed the timing of the test very well: after a minute's presentation they started to ask questions about the topic for about 4 minutes, leaving 5 minutes for the General Conversation.

The few Examiners who stopped the recording between part 1 and part 2 are reminded that this is not allowed. The recording must not be stopped at all during the whole examination. In some cases, where there were extenuating circumstances, Centres kindly wrote to explain what had happened. This is very helpful and ensures fairness for the candidate, the centre and OCR.

Most Examiners and Centres made sure this year that the Speaking Mark Sheet was filled in (details of the candidate, date of the test and the topics for the Presentation and the General Conversation) Examiners were very grateful for this.

Comments on Individual Questions:

Part 1 Presentation

Most candidates were well prepared and started part 1 of their test with an interesting presentation. Presentations about topics which truly interest the candidate work best, because the candidate tends to talk enthusiastically about the topic, increasing the chances of scoring very highly. Most examiners showed an interest in the presentation and asked good questions about the topic.

Many candidates this year avoided delivering a fully memorised screed and instead presented plenty of opportunities for a conversation to develop. This is good practice as it helps the teacher/examiner to ask meaningful questions about the topic.

A number of candidates managed to include different tenses (past tense, present tense and future tense) in the presentation, together with some opinions and justifications. This is an effective way of making sure all necessary tenses are covered by the candidate and so make the rest of the speaking test more relaxed.

Exercise 2 General Conversation

It is important that candidates choose the topic for the General Conversation during the actual test, at the start of this section. There is a choice from three topics, unless one of the topics has already been used for the presentation, in which case there is only a choice of two.

Most candidates managed to have an interesting conversation with the Examiner. Examiners may use the questions in the booklet, but can equally have a conversation with

the candidate in their own way. The main thing is that the teachers give the candidates the opportunity to give opinions and justifications and to use different tenses. An easy way for the Examiner to ensure opinions are given is to simply ask 'why', or ask the candidate to explain or expand, e.g.: ' *vertel eens*.'

Although it is not always possible, the candidate always has the best chance on a high mark if he or she is allowed to talk about something close to their heart. Having to describe the colours of their bedroom can be a good starting point, but questions about what their house or their room means to them ('Which room in your house do you like best?', 'Why?') can trigger more interesting conversation.

Conclusion

As last year, most teacher-examiners had familiarised themselves with the Teacher's instructions. This meant the speaking tests ran smoothly in the majority of cases. Examiners are grateful for the good work of many Examiners and the excellent preparation of the candidates.

Many Examiners seemed to be well supported by the Centres as well. It is very helpful to have paper work and recordings in order. Examiners very much appreciated all those Centres and Examiners who worked hard to make sure all was done well.

A803 Reading

General Comments:

The reading examination consists of 8 exercises with Dutch texts and mainly English questions.

Exercise 2 is a matching exercise with icons and statements in Dutch, while the final exercise requires candidates to complete sentences briefly in Dutch.

Most candidates did very well in the multiple choice and matching exercises. Candidates need to have a good look at the examples. In matching exercise 2, a few candidates selected the crossed out icon that had been used in the example.

Most candidates answered many questions correctly in the English open ended questions in exercises 5 and 7. All texts need careful reading. Short answers are required as shown in the examples. Some candidates write very long answers that are often not clear enough to gain marks. Candidates should not write above or below the dotted lines. Answers in Dutch do not score. Some candidates could not express themselves well enough in English to answer questions correctly.

A small number of candidates did not always tick a box in the matching exercises. In the last two exercises candidates did not always answer all the questions. Candidates appeared to have enough time to answer all the questions.

Comments on individual questions

Exercise 1 Questions 1-5

This exercise was done well. A few candidates did not recognise the townhall in Q2.

Exercise 2 Questions 6-12

Almost all candidates received full marks. Very occasionally Qs7, 11 and 12 received a wrong answer.

Exercise 3 Questions 13-18

This was a short text with multiple choice questions in English. The exercise was generally well done. Q16 needed very careful reading of the text. Many candidates choose option (B) instead of (A). The other questions occasionally received an incorrect answer.

Exercise 4 Questions 19-24

There were two Dutch texts about holidays with six statements in English. Candidates needed to tick one out of three boxes per question. Most candidates performed very well in the questions relating to Ellen or Hetty. They did not always do well in Q20 when the answer was Both. Extra careful reading of both texts is important. Candidates did better in Q24 to which the answer was also Both.

Exercise 5 Questions 25-31

This exercise had a slightly longer text Dutch text. The open ended questions were in English. Brief answers were required. Many answers were long and sometimes the extra words made the answer invalid. Some candidates struggled to find correct English answers, while a few answered in Dutch.

Some candidates did not perform well in Q26. They either chose the wrong name, or they translated the name *Achterhoek* into Dutch.

Some candidates could not think of the English for *spannend* in Q27 and found some good alternatives.

Many candidates translated too much text to come to the correct answer in Q28. Others contradicted themselves and gained no mark.

Almost all candidates answered Q29 correctly.

Most candidates performed well in Q30 as they understood it had to do with expressing your feelings.

Q31 Most candidates performed well. Just one word was required. Many candidates tried to explain to explain this too.

Exercise 6 Questions 32-37

This was again a longer Dutch text, this time about a website with stories. The six multiple choice questions were in English. Most candidates performed well. Q32 was the most challenging. The others received the occasional incorrect answer.

Exercise 7 Questions 38-44

This Dutch text dealt with a prize for the funniest photograph. Candidates had to give short answers to open ended questions in English. Many candidates responded well. Some found it hard to answer in English.

Many candidates answered Q38 correctly quoting the need for humour and laughter.

Q39 was challenging in that many candidates had problems with the translation of *beroep* in *beroepsfotograaf*. Most of them found a way in which to describe it..

Q40 was generally answered correctly.

Q41 was more challenging. Many candidates described what could be seen in the photograph, but did not mention why that was funny.

Q42 was challenging in that most candidates did not know the English for *voorjaar*. Others thought the question was 'why' rather than 'when'.

Q43 was answered well by most candidates when they mentioned the low number of entries.

Q44 at times received long answers that were sometimes contradictory. Many did well.

Exercise 8 Questions 45-50

This final exercise consisted of a Dutch text and statements. Candidates were required to put a Dutch word (or words) in the gaps in the statements. The words are not necessarily in the text. This exercise was challenging for many candidates. Some candidates attempted only a few of the questions or tried to insert random words from the text. Some candidates did not answer any of the questions. Others answered many of the questions correctly.

Q45 This question needed a verb. This was not easy for some. Some candidates picked a word or phrase from the text, which did not work.

Q46 Most candidates choose the correct adjective from the text.

Q47 Many candidates found the appropriate noun in the text. Some lifted other words which did not score.

Q48 This question was more challenging. Some candidates chose the correct noun but overlooked the preceding negative. Others lifted the word that should have been used in Q47.

Q49 The statement needed a verb. Many candidates entered a correct verb. Others inserted a noun or adjective and did not score. Others lifted *draait om* from the text, which was incorrect.

Q50 Many candidates understood the text well enough to come up with the correct adjective. Others tried a variety of adjectives such as *lastig* and the verb *hoeven* from the text, which were incorrect.

A804 Writing

General comments

The examination was generally well done. Many candidates appeared to have chosen their two questions with care, rather than going for the first two.

It appears that not all candidates read the cover page of the paper, which indicates that two questions should be answered with a maximum of 150 words each. Many candidates answered more than two questions and many wrote far more than 150 words. At least one candidate answered a question in English and then had no time to rewrite it fully in Dutch. Writing far too much - either at excessive length or by answering too many questions - almost always lowers candidates' marks, as they have insufficient time to sustain a high standard of content, detail, quality and variety in their writing.

Many candidates expressed themselves well and wrote each essay for a different purpose, such as a blog, an email, a letter, an article or a script of a conversation. There were some lively dialogues, but candidates need to make sure that these conversations include different tenses as well as a variety of clauses. Some candidates went off task, which can easily be avoided by using the bullet points. These guide candidates into achieving a good communication mark (producing a relevant and detailed response with fully developed points of view and justifications), as well as a good quality of language mark (with a variety of verb tenses, verbal constructions and clauses).

Comments on individual questions

Q1

Candidates were asked to write about getting around in their area. Many wrote about the use of buses, trams, cars, bicycles and about walking to various places. Some lost marks by writing too much about where they live and not enough about the transport. Similarly, some wrote extensively where they would like to go, but not about how they would get there.

Q2

Candidates were asked to write about outdoor activities. Many candidates wrote in detail about leisure activities in the open air. Some wrote about their favourite sport, with football being a firm favourite. Some, however, lost sight of the requirement about the open air and wrote about an indoor sport, such as boxing, with a consequent loss of marks.

Q3

The question about watching television was a popular subject. There were many opinions about present and future programmes, as well as views on parental input about what and how much children should watch.

Q4

School trips were a popular topic too. Candidates wrote about a variety of trips, long, short, at home or abroad. They voiced some interesting opinions on the value of these trips.

Q5

Quite a few candidates who answered Q4 also chose Q5. The older candidates wrote about gap years, university or jobs, while the younger ones kept it simple and wrote about after-school activities.

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