

GCE

Dutch

Advanced GCE **A2 H593**

Advanced Subsidiary GCE **AS H193**

OCR Report to Centres June 2016

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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.

Please remind candidates to indicate clearly if (part of) an answer has been written down on the additional answer space of the paper to help the examiner to find the rest of the answer.

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 time to read the questions thoroughly.

Question No. 1

The first question was about the change of power from the car users via the bike users to the pedestrians. It was a multiple choice question. The first two questions about the change of power from the car users and cyclists to the pedestrians and the increase of cycle lanes in the Netherlands proved to be hard for the candidates, but overall the questions were answered well.

Question No.2

Question 2 referred to an exhibition of sweaters made by a lady in a part of Rotterdam. Candidates have to choose words from a grid and put these in the text provided. Again most candidates did rather well in this exercise but it was obvious that candidates who had practised this type of question performed better.

Question No.3

The candidates heard an interview with Mark who wants to organise the first trip to Mars. The candidates listened to the interview in Dutch and had to answer in English. Again most candidates did well although it was sometimes difficult for the candidates to write in English when they knew what was said in Dutch.

Section B: Reading and Writing

Question No.4

This task is linked to the last listening exercise. The candidate is asked to write a letter to Mark asking for help. Five sentences are given to the candidates and 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. This is a problem for the less able candidates as they simplify the sentences and don't show they have knowledge of Dutch of a GCE standard. Candidates do need to know when to use verbs in the past and future correctly at this level. Most candidates did very well.

Question No.5

In this question the candidates read a text and then have to put infinitives from a table at the end of a text that is rephrased. This was a difficult exercise for several candidates. The sentences in the exercise follow the sentences in the text. The candidates have to use the verbs given in the table and cannot use their own words.

Question No.6

Question 6 consists of two parts. Both are taken from a newspaper article. In the first part the candidates need to look for synonyms in the text. Candidates who realise that if the question asks for a verb they have to find a verb in the text, and that this is the same for a noun or an adverb, tend to do well.

In the second part the candidate needs to find the right word in a multiple choice question. The words examined are diverse and show whether the candidate has insight into the Dutch language at a reasonable level.

Question No.7

The text used in this question is from a newspaper article. Most candidates had a reasonable idea what the article was about and could answer most questions. To get full marks candidates don't only have to show that they understand the text, but also that they have enough understanding of the Dutch language, and can write the answers in full sentences, preferably using their own words.

Question No. 8

The candidates were asked to read a newspaper article about the way the youth go on holidays these days. The article was rather negative about the way these holidays were spent. The candidates were asked in 8a what the author thought about the way the youth spent their holidays. Again it was very obvious which candidates had practised this type of question. In 8b the candidates were asked how the candidates thought young people spend their holidays. Some candidates agreed with the upbringing they had experienced and gave examples why; others explained that they disagreed with their upbringing and had views how this could be improved. Most candidates showed in this piece of writing their knowledge of the Dutch language.

F882 Dutch Listening, Reading and Writing 2

General Comments:

This year's exam was done well. The candidates seemed generally well prepared. It is helpful in the preparation of candidates to remind them of the topics for this exam paper. All topics can be found in the specifications which can be found on the OCR website (<http://www.ocr.org.uk/Images/80775-specification.pdf>).

Please remind candidates to indicate clearly if (part of) an answer has been written down on the additional answer space of the paper to help the examiner to find the rest of the answer.

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 politics. Two young politicians were interviewed about what has tempted them into politics. Most candidates did not have any problems with this exercise.

Opgave 2

Open questions in Dutch

The second task was about an area near Amsterdam where people who don't want to live in regular houses in town. There was a good mixture of factual questions and questions on opinions or feelings. Overall the exercise was done very well.

Section B Reading and Writing

In the second section of this exam the candidates have to read two texts, each accompanied by a series of exercises to show comprehension and language skills. The first text was on 'Bionic Olympic Games', the second text was about 'Sustainable energy'.

Exercises 3-7 on ‘Bionische Olympische Spelen’

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 ‘*communicatie*’ (‘*verbinding*’). In this exercise it is important to check if the words from the exercise can be put back into the text. Some candidates gave ‘*gesponsord*’ as synonym for ‘*geldschieters*’, whereas the correct synonym was ‘*sponsors*’.

Opgave 4

In this exercise the candidates needed to match two parts of a sentence. This is an exercise in grammar (finding a sentence with the correct structure) but 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. ‘*Ontwerpers van technologische hulpstukken zijn niet alleen geïnteresseerd in sport*’ is grammatically correct and might be true, but the meaning of this sentence can’t be found in 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. The second sentence ‘*Men dacht dat het moeilijker was...*’ was often filled in with the wrong information, i.e. ‘*...voor iemand met hulpmiddelen om te winnen*’. Unfortunately, marks could not be awarded for a sentence with the wrong meaning.

Opgave 6

Candidates had to complete the sentences in this exercise. It was mostly done well. Here as well it is important the candidates do form sentences that mirror the meaning of the original text.

Opgave 7

This exercise with open questions about the whole text did not pose any particular problems.

Exercises 8-11 on ‘Duurzame energie, een utopie?’

Candidates seem to be well acquainted with this topic, which helped in the understanding of the text and questions.

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. If they did not find a synonym they managed to give an appropriate description. The description of ‘*samenleving*’ proved difficult for some candidates if they did not think of the synonym ‘*maatschappij*’.

Task 9

The transfer of meaning exercise was done quite well. A number of candidates did not know the words ‘*landbouw*’ and ‘*duurzaam*’ and thought this sentence was about expensive (dure) buildings (gebouwen). Apart from the transferring the meaning it is also important to produce correct English sentences in this exercise to receive full marks.

Opgave 10

No particular issues with this exercise. Some candidates did not read the original sentence well enough, which led to some mistakes. i.e. Sentence 1 ‘*De ideeën bestaan al ... bekend...*’ but apart from errors like these, no problems occurred.

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 in the exam. A few candidates produced essays that were too short. It would be wise to aim for approximately 250-300 words.

Q12 about the illegal downloading of music and films was popular. Candidates had interesting and strong opinions about this topic as it is something they all have seen around them.

This year’s question on integration (Q13) produced very interesting essays. The question was not chosen often, but those candidates who did write about the integration of immigrants or nomads wrote very eloquently about the topic.

Likewise, Q 14, about nuclear power was chosen often by candidates who knew a lot about the topic, which made interesting reads.

In Q15 candidates were able to produce good arguments against the use of plastic bags.

Q 16 was not very popular this year. Again this was a topic chosen by candidates who had a clear opinion about the issue.

Q 17 about ‘Cyberbullying’ was very popular. The first sentence ‘*Je vriendin is slachtoffer geworden van cyberbullying*’ was interpreted by many candidates as a fatal incident. It did not matter for the marks awarded for the essay, but it made the reading of essays on this topic often quite grim.

Q18 on how original art has to be was chosen a few times as well. Candidates who picked this topic gave with interesting viewpoints.

The last topic about extreme rightwing political parties (Q19) was chosen a few times as well and also produced well written essays.

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

Well done to all.

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