Dutch B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 28	29 - 43	44 - 57	58 - 71	72 - 84	85 - 100

Overall grade boundaries

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 28	29 - 48	49 - 61	62 - 75	76 - 88	89 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

Recommendations for IB procedures, instructions and forms

Not all 2/BIA forms were fully and correctly completed by schools. Some teachers awarded half marks. Not all comments that accompanied the oral focused on the tested skills. On some occasions the oral lasted much longer than the prescribed 10-11 minutes. Some captions were too vague.

The range and suitability of the work submitted

The majority of the work met the guidelines for the new format. Furthermore, almost all candidates had a good command of the language. The vast majority was able to express and understand simple ideas. Most candidates' vocabulary was varied and contained idiomatic expressions, and many of them used language which applied grammar rules correctly (syntax and word order).

Every submitted picture was directly related to a Dutch-speaking culture. Almost every candidate was able to give a (fairly) detailed description of the photo. Afterwards a good number went on to address both the topic option and the caption. This format often led to a better discussion, as teachers were able to pick up on remarks made by the candidates. A few weaker candidates simply described the picture and didn't offer an interpretation of the concept the photographer tried to convey.

Both weaker and stronger candidates struggled with structuring more complex ideas in a coherent and logical manner. There is not always a direct correlation between the language skills candidates possess and the difficulty they encounter in the exam. Weaker candidates tended to be too repetitive in their answers and, while this may have leaded the fewer mistakes, it did affect the score on criterion B.

Candidate performance against each criterion

Criterion A Productive skills

Almost all candidates scored at least a 5 for this criterion. A fair number of the candidates enrolled in this course seem to be native speakers. That being said, many true second language learners also scored well on criterion A and often were able to produce an authentic pronunciation, while also using accurate sentence constructions.

Criterion B Interactive and receptive skills

Like in criterion A, '5' was awarded as the lowest score, which means that all candidates' interaction and understanding was - at least - good. Asking open ended question remains important. Some candidates were really focused on 'presenting' factual information, thereby forgetting the goal of the oral which is demonstrating linguistic ability. Overall though, the majority of the candidates on both HL and SL did very well.

Recommendations for the teaching of future candidates

- Candidates should be encouraged to structure their presentations and answers in a more effective and coherent way.
- Expressing complex ideas is required to obtain the top marks for criterion B. "Complex ideas" aren't the same as using "complex sentences" although they are not mutually exclusive.
- Candidates need more frequent practice responding to a picture with caption.
- Candidates should be reminded to link their presentation to a Dutch speaking culture.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

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Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

General comments

Most written assignments were of a good quality. Many candidates seemed to have had the opportunity to practice this type of assessment a few times, and that has borne positive results. A noticeable improvement was observed in the rationales. It seems that teachers really took on board the comments from last year's subject report.

Most of the forms were filled out correctly, and in most cases the work was received on time. A few schools used the old forms and some assignments were more than a month late. Most teachers selected suitable texts for the SL assignments. All HL written assignments were based on a literary work and followed the instructions given in the language B guide.

The range and suitability of the work submitted

In general the work was of a very high quality. Many candidates appear to be native speakers of the language and that shows in both their written assignments and internal assessment. They are able to use very complex structures and exhibit a wide vocabulary. For some of them the Language and Literature course might have been more suitable.

For SL candidates there seems to be a correlation between the level of the source material and the outcome of the task. Candidates who were given three clearly different texts were able to write better WA's than those candidates that had three texts that were similar in nature. Weaker candidates only used one text, thus limiting themselves in terms of arguments and supporting material. Overall the source texts were of a good quality.

HL candidates often were able to link their WA to the literary work. Stronger candidates produced some excellent and imaginative creative writing pieces.

Candidate performance against each criterion

Criterion A Language

Most candidates scored high marks for this criterion. A lot of them displayed an effective command of the language with a good range of vocabulary, good grammar and clear sentence structure. Weaker candidates, as expected, struggled with the production of complex sentences and selection of the correct definite article. In general, most candidates were able to write cohesive assignments that conveyed the message.

Criterion B Content

Most candidates produced well-written assignments. They succeeded in incorporating elements from more than one source text. Some stronger candidates were also able to offer a new and interesting perspective on the topic. Weaker candidates summarized or paraphrased the content of the source text(s), or didn't succeed in fulfilling the aims that were stated in the rationale. Many HL candidates provided good connections with the literary work, clearly proving they understood the impacts of the work read in class. Almost all assignments showed an evident organization.

Criterion C Format

Many of the text types that are described in the guide were submitted. Many candidates scored high marks for this criterion, as they were able to adapt the register, style and tone to the chosen text type and audience. A fair number of candidates opted for a diary entry, and while this works well for both weaker and stronger candidates, it is imperative to keep the audience in mind. Frequently these assignments looked as if they were written for a third party. To a lesser extent there was a disconnection between the format and content of the interview.

Criterion D Rationale

In general the rationale remained the weakest area for both HL and SL candidates. Most candidates obtained two marks for this criterion, because the rationale wasn't always clear, pertinent or directly related to the task. Explaining why a particular text type and register is chosen helps the examiners with the interpretation of the written task.

Recommendations for the teaching of future candidates

Teachers should:
- Spend time explaining what is required for writing a good rationale.
- Encourage candidates to write as clearly as possible. In some cases the poor handwriting made it difficult to read the assignment.
- Make sure students appreciate all conventions of a text type, including style, register and tone.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 9	10 - 19	20 - 25	26 - 33	34 - 41	42 - 49	50 - 60

The areas of the programme and examination which appeared difficult for the candidates

Most candidates handled text A well. Somewhat surprisingly most candidates found text B more difficult than text D, an excerpt from the literary work "Tralievader". Text C also proved hard for quite a few candidates. Weaker students struggled with text E.

True/false questions with justification remained difficult for many students. Some students ticked the correct box, but didn't provide the justification or found the justification but didn't tick the right box. Text A seemed the easiest one out of the five texts; although a few weaker candidates struggled with

Q4-Q5 (vocabulary). Both weaker and stronger candidates did reasonably well on this part of the exam.

The areas of the programme and examination in which candidates appeared well prepared

Most candidates had a good understanding of the general concept conveyed in the texts. The exam did not present major difficulties for most of the candidates. The candidates appeared well prepared for the exam, and were able to select the details in the text in order to answer the questions correctly. As always, the easiest questions were those that referred to a portion of text. Strong candidates were also able to understand the meaning of expressions in context.

The strengths and weaknesses of the candidates in the treatment of individual questions

Text A

Q1-Q3 were easy for almost all candidates. A few weaker candidates struggled with Q4 and Q5, as mentioned before. A fair number of candidates struggled with Q6-Q9 (true/false with justification). Q10 was answered correctly by the majority of the candidates.

Text B

Surprisingly both weaker and stronger students struggled with certain elements of text B. Most candidates were able to answer Q11 correctly and to select three or more correct statements in Q12. Q13 and Q14 "asking what the words 'therefore' and 'they' refer to" were surprisingly difficult for a fair number of candidates. Weaker candidates struggled with Q15-Q19 (gap-filling). Q20 was easy for the majority of the candidates.

Text C

Both weaker and stronger candidates struggled with text C to some extent; however stronger candidates handled it very well. Q21-Q24 cost weaker candidates some points. Many of them were able to find only one of the two examples they were asked to provide. Both weaker and stronger students struggled with Q25-Q28 (vocabulary).

Text D

Text D, an extract from the literary work Tralievader by Carl Friedman, was difficult for a number of weaker students. They struggled mostly with questions 29-31. The table filling exercise (Q34-Q36) was handled very well by almost every candidate. Many of them also did well with Q38-Q41 (selecting true statements according to the text).

Text E

A fair number of students struggled with one or more questions on text E, mostly with Q45-Q48 (finding vocabulary words in paragraphs 1 and 2). Both weaker and stronger candidates struggled with the true/false questions (Q49-Q51). A lot of students answered Q42-44 (selecting paragraph titles) and Q52 (determining the text type) correctly.

Recommendations and guidance for the teaching of future candidates

- Encourage students to take a close look at the context before answering vocabulary questions.
- Discuss how the context influences the meaning of particular words or sentences.

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- Recommend that candidates provide complete justifications in True/False questions.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 14	15 - 24	25 - 29	30 - 35	36 - 40	41 - 45

The areas of the programme and examination which appeared difficult for the candidates

Most candidates handled text A well. Weaker candidates did struggle with the true/false questions with justification. Text B and text C were, as expected, the most difficult ones. Both stronger and weaker candidates had difficulty with these texts to some degree. Most candidates did well on text D, although almost all of them struggled with true/false questions.

The areas of the programme and examination in which candidates appeared well prepared

Most candidates had a good understanding of the general concept conveyed in the texts. Questions dealing with larger portions of texts were generally answered correctly by most of the students. The candidates appeared well prepared for the exam, and were able to select the details in the text to answer the questions correctly. Strong candidates were also able to understand many of the vocabulary questions correctly.

The strengths and weaknesses of the candidates in the treatment of individual questions

Text A

Q1 was easy for almost all candidates. Some candidates struggled with Q3, Q4 and Q5 (vocabulary in context). Q6-Q9 (true/false with justification) seemed to be difficult for weaker candidates and even for some stronger ones. Students often found the correct justification, but failed to tick the correct box. Many candidates answered Q10 about the author's goal correctly.

Text B

The majority of the stronger candidates answered Q11-Q15 correctly. Weaker candidates were still able to find one of the two examples they had to provide for Q14 and Q15. Q16 (selecting three true statements) was difficult for many candidates, many of them were able to pick at least one true statement. A fair number of students struggled with Q17-Q20 (gap-filling), while Q21 was answered correctly by the majority of the candidates.

Text C

Both weaker and stronger candidates struggled with some of the questions on text C. Q21-Q23 were fairly easy, and many students answered them correctly. Q25 and Q26 (asking where pronouns

referred to) were difficult for weaker candidates. Q26-Q31 (vocabulary) proved difficult for weaker and stronger candidates. Many candidates made at least two mistakes in this section of five questions.

Text D

The majority of the candidates did well with Q32-Q34 (selecting paragraph titles).Q36 and Q37 (true/false) were difficult for many candidates. The vocabulary section of text D (Q38-Q40) was handled well by the stronger candidates and by a fair number of weaker students as well.

Recommendations and guidance for the teaching of future candidates

Teachers should:

- Familiarize students with question types and discuss appropriate strategies to answer them.
- Discuss how the context influences the meaning of particular words or sentences.
- Give students ample opportunity to come in contact with Dutch vocabulary.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 8	9 - 16	17 - 22	23 - 27	28 - 33	34 - 38	39 - 45

The areas of the programme and examination which appeared difficult for the candidates

Criterion A (section A and B):

A number of candidates had problems with word order in Dutch, especially with correctly placing the verbs in sentences. This was mostly the case for complex sentences but a small number of candidates also struggled with simple sentences. As for SL, a relatively large number of students clearly had problems with punctuation: hyphens and dashes for example were rarely used correctly by the candidates. A small number of candidates conjugated verbs, both in the present and past tense, incorrectly.

Criterion B (section A and B):

Even when candidates had relevant ideas, a number of them failed to present or develop them in a coherent and logical way. Structuring texts seems a challenge for a relatively large number of candidates. Some texts also suffered from repetition. The texts of a small number of students did not relate sufficiently to the task or stimulus.

Criterion C (section A):

Although very few candidates did not score well in this criterion, more formal or traditional (written) text types (e.g. proposals) seemed less well known to the students, in terms of register, vocabulary and style.

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The areas of the programme and examination in which candidates appeared well prepared

Criterion A (section A and B):

In SL, most candidates had a very broad vocabulary and were able to use specialist vocabulary when discussing e.g. health, science and technology. Overall, candidates' spelling skills were good to excellent, with only few candidates making many errors.

Criterion B (section A and B):

A good number of students were able to produce very convincing arguments when trying to make a point or when communicating with an audience. Some students were also very capable of seeing the two sides of an argument and could argue both the pro and cons. The topics studied in class seemed to have been well to very well known by most candidates and the majority were able to make good use the studied materials in their texts.

Criterion C (section A):

Almost all candidates did well to very well for this criterion, especially the oral text types of interviews and speeches seemed to have been studied thoroughly by candidates who were clearly aware of the conventions and able to reproduce them.

The strengths and weaknesses of the candidates in the treatment of individual questions

Section A

Task 1 (cultural diversity):

Candidates were asked to write the text for an interview on multilingualism. They had to interview a fellow student. This task was chosen frequently and most candidates did well in terms of their knowledge of the topic and the text conventions of an interview. A few candidates however did come up with irrelevant questions for their fellow student. The task was popular with those candidates whose command of the language was effective but with errors.

Task 2 (customs and traditions):

Candidates were asked to write the opening speech of an international festival in which they discussed their favourite Dutch/Belgian festivity. This was a very popular task, and candidates whose language skills were average were able to do relatively well here as they could describe rather than analyse. Most students were clearly well acquainted with the traditions and customs of Belgium and The Netherlands although a number of speeches were too descriptive and lacked depth. The conventions of the text type seemed to be very well known by the majority of candidates.

Task 3 (health):

Candidates were asked to write a proposal on how to promote more healthy eating habits at school. This task was selected less frequently, but it was still popular. Most candidates seemed to have very clear ideas on how to improve eating habits at school but some failed to turn them into a coherent and logical proposal. The conventions of the text type were less well known.

Task 4 (leisure):

Candidates were asked to write an advert for the website of their hometown to promote a local tourist attraction. This task was by far the least popular one and produced less successful tasks. The

conventions of adverts - both for register and style - did not seem to be well known to candidates and also content-wise candidates seemed to struggle with what to promote and how.

Task 5 (science and technology):

Candidates were asked to write an article about the opening of a new 'green' (ecological) football stadium. This task was less popular than tasks 1, 2 and 3 but produced the best texts as candidates seemed to be very well acquainted with ecological solutions and green alternatives, possibly more so than any of the other topics. Most candidates did well in writing an article although a small number of candidates produced essay-like texts.

Section B

Task 6:

Candidates were asked to react to the question: 'Are disasters still natural today?' Candidates did less well for section B, especially for what concerns criterion B. The topic of climate change did seem to have been studied thoroughly in class by most schools and candidates overall had a good insight in the subject, but a relatively large number of them failed to develop their ideas in a coherent way and to structure their argument.

Some candidates also opted for a text type which did not fit the topic of the task, which led to rather awkward texts. A small number of candidates misinterpreted the stimulus partially or completely, in some cases the vocabulary was simply misinterpreted.

Recommendations and guidance for the teaching of future candidates

- Oral text types seemed to be very well known. More attention should be given to more formal written texts and their conventions.
- Students should be given more practice in writing structured and coherent texts. The ideas were usually there but often presented in a rather confusing and incoherent way.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 16	17 - 19	20 - 22	23 - 25

The areas of the programme and examination which appeared difficult for the candidates

Criterion A:

A small number of candidates did not have an adequate command of the language and the texts they produced contained many basic errors. The majority of candidates' command of Dutch was effective despite some errors - spelling and word order in complex sentences being the two most commonly noted problems. A good number of students struggled with using punctuation correctly and also with

the correct use of capital letters. For a small number of candidates writing in a legible way proved difficult.

Criterion B:

Most candidates had relevant ideas but only a relatively small number was able to write a structured and coherent text which clearly expressed and developed a set of ideas or view points. Therefore, quite often, the message the candidate tried to communicate was only partially clear. A number of texts lacked cohesion.

Criterion C:

Very few candidates were awarded a score below 4 for this criterion as textual conventions seemed generally well known by candidates. Only those students whose productive skills were inadequate usually scored less well here, as their general language skills impeded them from producing the required text type (and its conventions).

The areas of the programme and examination in which candidates appeared well prepared

Criterion A:

Almost all candidates, even those with other language problems, had a good (or very good) range of vocabulary. Also constructing simple sentences posed little problems for most candidates. Overall, candidates' command of Dutch was good, with some candidates having excellent language skills. Very few candidates did not reach the minimum word limit.

Criterion B:

Most candidates did well in using examples and supporting details to express their arguments - using both the materials studied in class, both also elements from their own lives. Most candidates had very relevant ideas and very good insight, especially regarding topics like multiculturalism and bilingualism.

Criterion C:

Almost all students scored mark 4 or 5 for this criterion. Text conventions generally seemed well to very well known by candidates. Most candidates were able to produce texts with an appropriate register, style and vocabulary for the text type they chose.

The strengths and weaknesses of the candidates in the treatment of individual questions

Task 1 (cultural diversity):

Candidates were asked to write a blog on an aspect of Dutch/Belgian culture. This task proved very popular, in particular with candidates whose language skills were not very effective. It allowed them to produce an informal and descriptive text. However, some of the blogs were rather superficial content-wise, although almost all candidates seemed well acquainted with the conventions of a blog.

Task 2 (traditions):

Candidates were asked to write an email in which they had to give advice to a friend who was about to visit the Netherlands/Belgium, (type of clothes he / she should bring, etc). This task was very popular but frequently led to very descriptive emails which did not always focus on local traditions but

more on the weather (and what to wear when it rains) and fashionable clothes. The conventions of electronic mail were generally well to very well known.

Task 3 (health):

Candidates were asked to write the introduction to a discussion on the statement "people with psychological problems should not be such attention seekers; we all have bad days." A small number of candidates chose this task, but those who did, did very well. The question was taken by candidates with very good to excellent language skills as the topic of this question required a good command of the language. Candidates discussed the issue of mental problems with insight. More so than for questions 1 and 2, some candidates had problems with the text conventions.

Task 4 (leisure):

Candidates were asked to write a review on a new television programme. This task was the least popular one: only 2 candidates chose it. Conventions were not known very well and the two reviews were rather unstructured texts that were not very convincing.

Task 5 (science and technology):

Candidates are asked to write a speech on an organisation of their choice to which they are awarding a cheque of 10K. This was a popular task although less so than tasks 1 and 2. This task led to some emotional responses as some candidates chose to write about an organisation which represents or links to events that have happened in their life (cancer organisations being commonly written about, with candidates mentioning the loss of relatives). Although most candidates seemed to know the conventions of speeches, quite a number had problems structuring their speech or remaining focused.

Recommendations and guidance for the teaching of future candidates

- Some candidates would benefit from more general language training. Almost all candidates would benefit from training and exercises on punctuation and the correct use of capital letters.
- Most candidates seemed very well acquainted with modern text types such as blogs and emails. Giving more attention to more formal text types would be good as candidates seemed less sure of the conventions.

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