



2012

Languages: Dutch GA 3: Examination

Oral component

GENERAL COMMENTS

All students were very well prepared for the seven-minute Conversation and the eight-minute Discussion of the Detailed Study. Generally, little prompting by assessors was necessary. The Detailed Study topic this year was ‘Nederland, Waterland’, and it was evident from students’ responses that they had thoroughly researched the topic and their chosen sub-topic with great interest. Capable students were able to demonstrate linguistic fluency in both sections of the oral examination, although there were a number of inaccuracies related to grammar and vocabulary. Students maintained good eye contact and interaction with assessors and were often quite surprised when the examination was over. Some students visibly enjoyed the oral examination because they were well prepared and confident.

It is crucial for students to practise their oral skills consistently throughout the year during class time and elsewhere. It is not advised to leave preparation for this examination to just a few weeks prior to the examination. Students should listen to spoken Dutch and speak Dutch as often as they can, preferably with a fluent speaker of Dutch.

SPECIFIC INFORMATION

Section 1 – Conversation

On the whole, students responded readily and with a good understanding of the questions. They were prepared to go beyond the required response. They had much to say and were willing to expand on the topics of their home and school lives, leisure and hobbies, travel and future aspirations. A few weaker students were not easily able to move the conversation forward and gave only minimal responses. These students often did not understand the questions being asked. Numerous grammatical errors were made, including those linked to gender and tense, as well as errors with pronunciation and vocabulary. Students need to practise their pronunciation throughout the year. English words were often used instead of the correct Dutch words. Some more able students used an excellent range of vocabulary and good Dutch idiomatic expressions accurately and appropriately.

Section 2 – Discussion

There were some outstanding, in-depth and animated discussions related to the Detailed Study ‘Nederland, Waterland’. A few students were not well prepared for their Detailed Study – they were often difficult to understand and seemed to have done little research. These students were not able to expand on their responses or present information and opinions. Preparation for this section of the oral examination should be consistent throughout the second half of the year. Mostly, a good level of spoken Dutch was maintained by the students, but there were still pronunciation and grammatical errors. Most students commented that they had enjoyed the study and had learnt much from it.

It is recommended that students write and learn a number of the more difficult key Dutch words that are relevant to the Detailed Study. For example, with regard to ‘Nederland, Waterland’, those words could have included *duurzaamheid*, *het watergebrek*, *afvalwater hergebruiken*, *actuele waterproblemen* and *sanitaire voorzieningen*.