2022 VCE Dutch written external assessment report

General comments

Students were generally familiar with the format of the examination, attempted all the questions and could express their ideas and opinions in Dutch. Many students demonstrated a suitable knowledge of Dutch grammar and vocabulary, although there were numerous common spelling and syntactical errors.

Over the course of their study, students should engage consistently with the Dutch language. This can include reading books, watching films, listening to the radio, following the news and more. This will allow them to develop correct spelling, sentence structure, idioms and vocabulary, among other benefits. Students are also recommended to write and converse in Dutch, for instance with friends, family or each other. This is excellent preparation for the written examination as it will improve their writing skills in Dutch.

Students should aim to complete a number of previous Dutch written examinations become familiar with the examination format and requirements. This will also help students to practise their time management. There was some evidence in this year’s examination of students misunderstanding some of the later questions. Students are encouraged to use reading time to read through the whole exam in order to assist with managing their time effectively.

These were some common language errors:

* gender confusion, with the definite articles for ‘the’, de and het, being applied incorrectly
* syntax errors, with sentences structured in ungrammatical or confusing ways
* confusion between en (and) and een (a/one)
* English idioms translated directly to non-existent Dutch equivalents, for example de kat uit de tas laten for ‘let the cat out of the bag’ (instead of an actual Dutch idiom with the same meaning, such as uit de school klappen)
* confusion between pronouns and possessive adjectives, for example jouw for ‘you’ (instead of jou)
* spelling mistakes of various kinds, especially in terms of double consonants/vowels (e.g. groote instead of grote for ‘big’), use of g/ch (for example, bragt instead of bracht for ‘brought’) and words ending in d/t (for example, paart instead of paard for ‘horse’)
* poor grasp of tenses, demonstrated through overuse of present tense or errors in conjugation and word order when using future and past tenses.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Part A

Many students scored highly in this part, which required answers in English. Some students struggled to identify the relevant points for Question 1 correctly, listing extraneous information, such as the presence of a knitting machine, which is not of itself an incentive. For Question 2, some students selected incorrect responses that were similar but not the same as points mentioned in the text. For Question 3b, some students were unable to provide four distinct points. All of these issues demonstrate the importance of being able to listen closely to a text for relevant information.

Text 1

Question 1

Four incentives to visit platform 12 are to:

* become warm now
* keep warm on your travels / stay warm later
* get a free scarf
* see pretty colours to enjoy / to warm your heart.

Text 2

Question 2

The five correct statements are:

* the show will be very popular
* the show explores Greek mythology
* Zeus meddles in the life of humans
* tickets go on sale tomorrow
* the costumes are handmade.

Text 3

Question 3a.

Lieke’s previous relationship ended because:

* Lieke and her girlfriend moved to different cities to go to university.
* they decided not to attempt a long-distance relationship.

Question 3b.

Guus explains his attraction to Maria by stating that:

* they are interested in similar activities / playing chess
* she has a good sense of humour / makes him laugh / tells jokes / cheers him up
* she is considerate/thoughtful
* they have life goals that align / both want to study in Leiden.

Part B

Students performed moderately well in this part, which required answers in Dutch. Some students displayed difficulty in understanding the text when answering Question 5a, which required quite specific points from the text to be identified, including somewhat technical language. This shows the importance of developing a wide vocabulary covering various subject areas. Question 6 also proved challenging to students, perhaps because of the longer length of the text and because students were required to extrapolate answers from the information presented. Students commonly did not list enough distinct points to attract full marks, instead expanding on a subset of the points for and against.

Text 4

Question 4

Maarten Jongbloed decided to walk around Australia because:

* hij voelde zich lusteloos in zijn baan/leven (he felt dissatisfied with his job/life)
* wandelen is een hobby van hem (hiking is a hobby of his)
* *hij wilde altijd al naar Australie gaan* (he had always wanted to go to Australia)
* *een vriend raadde hem aan om een uitdaging aan te* gaan (a friend advised him to take on a challenge).

Text 5

Question 5a.

The objectives of the unmanned space probe Dart are:

* inslag op asteroïde (Dimorphos) (colliding with asteroid [Dimorphos])
* afbuigen van de baan van de asteroïde (deflecting the asteroid's course)
* testen van een nieuwe methode om een catastrofale inslag van een ruimtesteen op aarde te vermijden (testing new method of avoiding catastrophic meteorite impact with Earth)
* testen van een nieuw autonoom richtsysteem / de sonde navigeert zichzelf naar de plaats van inslag (testing new autonomous targeting system / the probe can navigate its own way to the impact point).

Question 5b.

The asteroid Dimorphos does not pose a threat to Earth because:

* Dimorphos ligt op 481 miljoen kilometer afstand / is heel ver weg (Dimorphos is 481 million kilometres away / is a long way away)
* de aarde ligt niet in de baan van de asteroïde (Earth is not in the trajectory of the asteroid).

Text 6

Question 6

The reasons for and against making a trip to Spijkenisse are:

* om de bruggen te zien / mooi fotomoment (to view the bridges / great photo opportunity)
* bruggen zijn trouwe weergevingen van de beelden op de bankbiljetten (bridges are an excellent match for the image on the relevant note)
* een regenboog van kleur (a rainbow of colour)
* fijne wandeling van 1,5 kilometer (pleasant walk of 1.5 kilometres)
* liefhebbers van architectuur zullen teleurgesteld zijn / bouwmethode van de bruggen is niet authentiek (aficionados of architecture will be disappointed / construction of bridges is not authentic)
* verder niets te zien in gebied / uitstapje was geen hoogtepunt van de vakantie (nothing else of interest in the area / excursion not a highlight of the holiday).

Section 2 – Reading and responding

Part A

Text 7

Students mostly scored highly in this question, which required a response in English. They were able to identify from the text what preparation was required for the party.

Question 7

Four things that you might need to do to prepare for the party are:

* read the dossier
* put together a costume and props
* let the organiser know if you would like a main role
* review the information on the cue cards.

Text 8

Most students were quite capable of outlining in English the advantages and disadvantages of the new electric heat pump in response to this question. They understood that they needed to provide both positive and negative examples in order to achieve full marks.

Question 8

The advantages and disadvantages of this new electric heat pump are:

* it delivers hotter water (than conventional electrical heat pumps)
* instant hot water (unlike conventional electrical heat pumps)
* suitable for old Dutch houses that are poorly insulated
* good for climate because it will lead to homes transitioning away from gas heating
* uses 20 to 30 per cent more energy (than conventional electrical heat pumps)
* more expensive (than conventional electrical heat pumps).

Part B

Text 9

Most students met the requirements of the task in writing a persuasive report in Dutch in which they presented to the other nations of the Model UN conference the Dutch case for relaxing the export regulations in the flower industry. Some students did not produce the correct text type, writing a speech or letter instead of a report. Most students addressed a range of the possible points in their writing, but some responses only covered a couple of points or were very brief in their treatment of points. Several responses showed difficulty understanding the question or the vocabulary in the prompt. This revealed itself through rambling or difficult-to-follow reports. Almost all students correctly produced a persuasive text.

Question 9

Relevant points that students could have included in their response include:

* de rol van bloemen in de Nederlandse geschiedenis (flowers' place in Dutch history)
* het beeld dat buitenlanders van Nederland hebben (foreigners' perceptions of the Netherlands)
* bioveiligheidsmaatregelen (biosecurity measures)
* Invoertarieven (import tariffs)
* de tegenwoordige rol van de bloementeelt in de Nederlandse economie (modern role of flower industry in the Dutch economy)
* de bloementeelt als werkgever (flower industry as an employer)
* de rol van de bloementeelt voor toekomstige generaties (the role of the flower-growing industry for future generations).

Section 3 – Writing in Dutch

Most students provided a piece of writing in Dutch that was of an acceptable standard, though there were only a few responses that scored very highly. Students generally employed appropriate registers and styles and demonstrated a decent grasp of the grammar and vocabulary required to complete the task. Students who were more confident in applying a wide range of grammar and vocabulary, and who demonstrated some flair in responding to the prompts, scored especially highly. There were many examples of significant spelling mistakes, grammatical errors and limited vocabulary.

Question 10

Students were generally quite capable of evaluating in Dutch the positive and negative effects of the school’s new state-of-the-art library in an article for the school newspaper. Most responses adopted a suitable structure for an article format. Students who scored highly tended to provide original points (e.g. the issue of graffiti) and employed creative vocabulary (e.g. ‘gaaf en futuristisch’, meaning ‘cool and futuristic’) and Dutch idioms (e.g. ‘uit de doeken doen’, meaning ‘explain/reveal’). The most common issues affecting students’ responses related to their control of the language, in particular syntax, spelling, conjugation and limited vocabulary.

Relevant features and points that could have been included in responses are :

* adopts suitable structure for article format
* employs evaluative language
* covers both positive and negative outcomes
* environmental impact of building
* library's digital and physical collection
* aesthetic qualities of building
* disruption to school activities during construction phase
* accessibility features/considerations
* study spaces in building
* impact on school's standing
* IT infrastructure for students' use.

Question 11

This question provided a more creative outlet for students but still required a response with some structure. Some students provided quite a sophisticated imaginative story for young adults that started with the opening lines provided, but a number of students had difficulty completing the task in a proficient manner. Stories that scored highly were well-structured and included, for instance, imaginative content and creative vocabulary, a clear plot arc, some kind of twist or climax, and a satisfying conclusion. Stories that scored less well were unimaginative or difficult to follow, lacked a clear plot or resolution, and included many language errors or limited vocabulary.

Relevant features and points that could have been included in responses are:

* short story style
* suitable for young adults
* imaginative
* creative vocabulary
* plot twist or climax
* unexpected development
* developed plot arc
* satisfying conclusion
* use of idioms.