

2017 VCE Dutch written examination report

General comments

Most students performed well in the 2017 Dutch written examination. They generally showed that they were familiar with the structure and requirements of the examination.

The majority of students also demonstrated that they had understood most of the texts adequately and were able to give good answers to the questions, even if these answers were not always complete. This was particularly evident in Section 1. Students should allow sufficient time to proofread their answers at the end of the examination.

Dutch spelling and grammar were problematic for many students. They showed a good command of vocabulary overall, but grammar and spelling skills were often lacking.

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 – Answer in English

In answering Question 1a., the majority of students did not include the first point. Questions 1b., 2 and 3a. were answered well by almost all students. Few students gave full answers to Question 3b. and Question 3c. was answered well by most students.

Text 1

Question 1a.

- Management recognised and appreciated the skills of the staff.
- They get enough time for themselves, their family and their interests.

Question 1b.

Increased productivity

Text 2

Question 2

- D: a neighbourhood meeting address
- C: converting an old building
- A: cooperative
- B: two more participants

Text 3

Question 3a.

For a history assignment/project

Question 3b.

- Because of a lack of firewood, they burned the doors from the house in the kitchen stove.
- They cycled to farms to exchange sheets and silver for potatoes.
- They baked pancakes made from tulip bulbs.
- With no electricity, they provided light from bicycle lights by pedalling.
- They sheltered with neighbours living upstairs for safety in cellars during bombardments.

Question 3c.

- Had happy memories of her brother and herself pedalling on a stationary bike.
- Having neighbours visit was fun.

Part B – Answer in Dutch

This part, where students had to answer the questions in Dutch, proved to be more challenging than Section 1, and there was evidence of poor spelling and grammar skills in many cases.

Text 4

Question 4a.

Through their advertising/promoting the supermarket

Few students answered this question correctly.

Question 4b.

- meals are cheaper
- delicious meals cooked by a French chef
- communal table if company is wanted
- satisfaction of preventing food waste

Question 4b. was fully answered by very few students.

Text 5

Questions 5a. and 5b.were well answered by the majority of students.

Question 5a.

Anneke believes that rats are:

- clean, tame and house-trained
- friendly
- look beautiful (colour).

Maarten's opinion is that rats:

- are dirty and dangerous
- smell.

Responses needed to focus on Anneke's opinion, which differed from Maarten's.

Question 5b.

Says:

- rats will always be rats
- he is sure that he will still find them gross
- he won't change his mind.

Text 6

Only a third of responses to Questions 6a. and 6b. were complete.

Question 6a.

He feels that:

- there is no need for unwanted/useless gifts
- there is no need to organise drinks/food
- people should be spoiled on their birthday.

Question 6b.

- She suggests that she invite her family to celebrate her birthday similarly in an expensive city restaurant where they pay for everything.
- She adds, 'Fun, hey?'/She turns her father's argument back on him.
- It surprises us because she has been so negative in her conversation (just trying to counter her father's arguments).

Section 2 – Reading and Responding

Part A – Answer in English

Students had to read two passages in Dutch and answer in English.

The majority of students achieved good results for this part of the examination. These students were able to analyse the texts to find the correct answers.

Text 7

Question 7

- it is a complicated recipe
- type of pastry
- kind of apples and their apple preparation
- oven temperature and baking time/length of cooking

Question 7 was answered correctly and full responses were given by almost all students.

Text 8

Question 8a.

Possible responses included:

- addresses the target audience directly, for example, '...your last year of high school'
- uses rhetorical questions, for example, '...and you don't yet know where you want to do tertiary studies'
- invites readers to make their own decision, for example, '...don't be influenced by the opinions...'
- assures students that their individual needs will be met, for example, 'the courses are adapted in detail to the individual student./individualised degrees/student-focused degrees
- fulfilling students' dreams
- addresses students' requirements, for example, modern technology and learning environments
- promises success, for example, 'flying start to your chosen profession'.

Students needed to understand the text and produce a valid example. Most students were able to give satisfactory answers.

Question 8b.

- brand new flats
- most modern technology and learning environments

The question asked specifically about contemporary facilities. Responses that stated 'the newest university' did not adequately answer the question and were not awarded marks.

The majority of students were awarded full marks for this question.

Part B – Answer in Dutch

Text 9

This section was particularly well answered, with students including most of the relevant points from the text in their responses.

However, most students did not use an address and an ending appropriate to a letter of application, which by its nature is formal. The formal 'u' instead of the informal 'jij' should be used when addressing a prospective employer. When addressing the person you are writing to, 'lieve' is also not appropriate. A properly formatted formal letter should also include a date.

Question 9

Relevant points from the text included:

- be a young, enthusiastic person
- be confident speaking in front of a camera
- have experience/be interested in media
- be inventive
- be skilled at researching topics/stories
- have an amiable personality
- be a role model
- be good with children and young people

In their responses, students were expected to mention that some (more than one) of the selection criteria could not be fulfilled.

Section 3 – Writing in Dutch

Students generally wrote very good responses to the questions in this section. Question 10 was the most popular, but Question 11 was also chosen frequently. The students who responded to Question 10 generally wrote very persuasive arguments, whereas those who chose Question 11 produced very imaginative stories in most cases.

Students need to leave adequate time at the end of the examination to carefully read through what they have written. Many errors can be corrected this way, particularly grammar and spelling mistakes, of which there were many in most responses.

Common grammatical errors in student responses related to the following (correct versions are given in brackets):

- adjective inflection, i.e. adjective–noun agreement: *een lief vriend* (*een lieve vriend*), *geen goede idee* (*geen goed idee*)
- agreement of subject and verb: *ik vindt* (*ik vind*), *ik heeft* (*ik heb*), *zij vind* (*zij vindt*), *u weten* (*u weet*), *hij vermoord* (*hij vermoordt*), *wij durfte* (*wij durfden*)
- past participle endings: *gestudeert* (*gestudeerd*), *gehaalt* (*gehaald*), *verspilt* (*verspild*)
- correct genders: *de kampeertochtje* (*het kampeertochtje*), *het heel klas* (*de hele klas*), *het school* (*de school*), *deze plan* (*dit plan*)
- correct use of *jij/jou/jpuw/uw*: *jou weet* (*jij weet*), *met jij* (*met jou*), *jou bent boos* (*jij bent boos*), *jou idee* (*jouw idee*) and correct use of *u/uw*: *uw weet* (*u weet*), *u straf* (*uw straf*)
- correct use of auxiliary verbs: *u heeft van gedachten veranderd* (*u bent van gedachten veranderd*) *we hebben gegaan* (*we zijn gegaan*)

- word order: *Vorige week wij zouden...* (*Vorige week zouden wij...*)
- the difference between *bedoelen/betekenen*: both translate as 'to mean': *wat betekent u?* (*wat bedoelt u?*), *wat bedoelt dat woord?* (*wat betekent dat woord?*)
- regular and irregular verbs: *wachte* (*wachtte*), *gehelpte* (*geholpen*), *u denkte* (*u dacht*)

Students should pay particular attention to the spelling of Dutch long and short syllables as many errors were made, for example, *maaken* (*maken*), *hoopelijk* (*hopelijk*), *woordt* (*wordt*), *studeeren* (*studeren*), *stuukje* (*stukje*), *geleezen* (*gelezen*), *geeven* (*geven*), *weed* (*wed*)

Many other spelling errors were made, for example: *belangerijk* (*belangrijk*), *eidereen* (*iedereen*), *naar vijf uur* (*na vijf uur*), *na huis* (*naar huis*), *tog* (*toch*), *universitied* (*univeristeit*).

Question 10

Students were required to write an email to the principal of their school in which they tried to persuade them not to cancel the class camping trip.

Question 11

Students were required to write an imaginative story for teenagers, starting with the line: 'The house was very quiet without Bennie.'