

# 2018 VCE Dutch written examination report

## General comments

Most students were familiar with the requirements of all sections of the examination and were able to express themselves clearly in Dutch. Students showed a good command of vocabulary and were generally able to write fluently, but grammar and spelling skills were often lacking.

To improve their listening and reading skills, students are encouraged to listen to spoken Dutch (for example, Dutch podcasts, films, television programs, video clips on the internet, the Dutch news on SBS) and read Dutch newspapers, which are readily available online. Video clips on the internet can be very beneficial in providing ongoing exposure to authentic examples of the Dutch language. Students should complete past Dutch examinations as part of their examination preparation. Examination reports can be used to check answers and to refine students' understanding of what is expected when responding to questions.

Students need to allow sufficient time at the end of the examination to proofread their work, as errors can be picked up and corrected.

Listed below are the most common spelling and grammatical errors, which occurred across all sections of the examination. The correct form is given in brackets.

Common spelling errors included the following:

- incorrect use of *d/t/dt* at the end of a word: *heefd* (*heeft*), *zwembadt* (*zwembad*), *rondt* (*rond*), *bet* (*bed*)
- incorrect use of *g/ch*: *eght* (*echt*), *light* (*ligt*), *ligaam* (*lichaam*), *vegten* (*vechten*), *tog* (*toch*)
- incorrect use of double vowels in open syllables: *logeeren* (*logeren*), *jaartig* (*jarig*), *kooppen*, (*kopen*), *huuren* (*huren*), *parkeeren* (*parkeren*), *slaapen* (*slapen*), *heele* (*hele*), *rooken* (*roken*), *grootte* (*grote*)
- incorrect use of a single letter instead of double letters: *prate* (*praatte*), *julie* (*jullie*), *vertelen* (*vertellen*), *hop* (*hoop*), *zegen* (*zeggen*), *naturlijk* (*natuurlijk*), *mischien* (*misschien*)
- incorrect doubling of *l*, often in words that are similar to English words: *wandellen* (*wandelen*), *overall* (*overal*), *all* (*al*), *well* (*wel*), *snell* (*snel*), *will* (*wil*)
- incorrect use of double consonants instead of a single one: *wetten* (*weten*), *zekker* (*zeker*), *ik miss* (*ik mis*), *gelukkigg* (*gelukkig*), *regennen* (*regenen*), *merr* (*meer*), *begginnen* (*beginnen*)
- incorrect use of *ij/ei/ie* and *ier/(e)er*: *kliene* (*kleine*), *speren* (*spieren*), *berijkbaar* (*bereikbaar*)
- failing to change *s* to *z* and *f* to *v* when required in the inflected form of the adjective: *een viesse hond* (*een vieze hond*), *een liefe vrouw* (*een lieve vrouw*)

Common grammatical errors included the following:

- confusing *en* 'and', and *een*, 'a, an'
- confusing *na*, 'after' and *naar*, 'to, towards'
- confusing the pronoun *u* and the possessive adjective *uw*
- confusing the pronoun *jou* and the possessive adjective *jouw*
- use of incorrect gender:

- definite article: *de land (het land), de voorbeeld (het voorbeeld), de ziekenhuis (het ziekenhuis), de verschil (het verschil), de idee (het idee), het cultuur (de cultuur), de feest (het feest), de weer (het weer), het lucht (de lucht), de raam (het raam), de geld (het geld), de huisje (het huisje), het plek (de plek)*
- adjective inflection: *een mooie huis (een mooi huis), een oude dorp (een oud dorp,) geen witte brood (geen wit brood), een nieuwe museum (een nieuw museum)*
- possessive adjective *ons/onze*: *ons huis (ons huis), ons vriendjes (onze vriendjes), ons tuin (onze tuin)*
- use of incorrect verb inflection:
  - past participles: *geleest (gelezen), gekeeken (gekeken), gevraagd (gevraagd), gehaalt (gehaald), geeten (gegeten), gezocht (gezocht), gestuurt (gestuurd), opgebelt (opgebeld), gemotiveert (gemotiveerd), is verdwaalt (is verdwaald)*
  - imperfect tense of verbs: *ik vraagde (vroeg), ik loopte (liep), hij hadt (had), ik antwoorde (antwoordde), zij glimlachte (glimlachte)*
  - second and third person singular of present tense of verbs with a stem ending in *d*: *hij houd (hij houdt), hij word (hij wordt), hij antwoord (hij antwoordt), hij vint (hij vindt), hij rijt (hij rijdt), vindt je (vind je), dit betekend (dit betekent)*
- use of incorrect auxiliary verb in the past tense: *ik heb gegaan (ik ben gegaan), hij heeft aangekomen (hij is aangekomen), wij hebben gebleven (wij zijn gebleven), het heeft begonnen (het is begonnen)*
- incorrect word order: *Vorige week wij zouden ... (Vorige week zouden wij ...)*

## 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

Most students were able to select and apply the relevant information from the six spoken texts. However, some students did not include relevant information. Students must listen carefully to the texts and read the questions carefully.

#### Part A – Answer in English

##### Text 1

##### Question 1a.

The irony is that the animal comes from Australia and it was caught on the Australiëlaan.

##### Question 1b.

Two things that contributed to the kangaroo's capture were:

- herding and enclosing it
- using (the owner's) net.

##### Text 2

##### Question 2

The problems mentioned in the text are:

- Young people become addicted to their mobile phones.

- Radiation from mobile phone use may cause health problems.
- Using mobile phones may cause harm to young people's brains.
- Mobile phone use is a hazard on the road.

**Text 3**

**Question 3a.**

Mr Vaals also suggests eating Chocosmul:

- straight from the jar
- as a birthday treat.

**Question 3b.**

Positive views	Negative views
It improves brain function.	It is bad for your health.
It keeps the chocolate paste soft longer.	It is bad for the environment and animals.
It has been used in food for thousands of years. / Palm oil used in Chocosmul has been sustainably sourced.	It should not be used in Chocosmul. / More people would buy Chocosmul if it did not contain palm oil.

## Part B – Answer in Dutch

Students found Part B, in which they are required to respond in Dutch, more challenging than Part A. Many students made grammatical errors. Examples of common errors are given at the end of this report.

**Text 4**

**Question 4a.**

The world admires:

- the Dutch polders
- the Delta works.

**Question 4b.**

The rainy and miserable weather makes the Netherlands less attractive to tourists.

**Text 5**

**Question 5a.**

Blikkie was proud because (any two of):

- He has given many children great pleasure.
- It is a special experience being read aloud to.
- Over a period of three years, he has read aloud to many children (10 000).

**Question 5b.**

The benefits of reading aloud to children are:

- They learn more words.
- Their use of language improves.
- The children are happy and excited.

**Text 6**

**Question 6a.**

- Floor's immediate plan is to go travelling.
- Bas plans to start studying medicine.

### Question 6b.

Points suggesting Bas and Floor respect each other's decisions include:

- Bas is impressed that Floor is brave enough to go travelling (around the world).
- Floor congratulates Bas on having a well-thought-out plan.
- Bas praises Floor for already thinking ahead to her return.
- Bas understands why Floor wants to move out.
- Floor agrees that Bas does not have to make all sorts of changes at once.

Students found Question 6b. difficult to answer. Responses that did not score well gave only general statements rather than specific examples.

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 7

In general, students found this text and question quite difficult and their responses did not always answer the question. In particular, many students selected examples about friendship from the text that were not relevant to the quotation.

#### Question 7

Three examples from the text that support the quotation are:

- A friend goes through good and bad times with you.
- Friends discuss everything with each other/show honesty and trust.
- Friends always support and value you/are tolerant and sympathetic.

#### Text 8

In general, students were able to select and use the relevant information from this text.

#### Question 8a.

Ways in which drones are useful in emergency scenarios include:

- They can quickly identify the most intense part of a fire.
- They can find missing/lost people.
- They can detect toxic substances/leaking liquid or gas.
- They can give an overview faster/more safely at accidents.

#### Question 8b.

Current limitations of the use of drones by emergency services that are mentioned in the text include:

- They can only be flown during the day.
- They are not as good at detecting (missing) people in the summer.
- They have a short battery life/flying time.
- Special training is required to operate them.

## Part B – Answer in Dutch

#### Text 9

### Question 9

Many students did not use the characteristics of the required text type of an email such as 'To' and 'From' fields. Most students did include an appropriate greeting and ending. Students are reminded that the main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*.

Some students mentioned only one or two points of information from the text. Students who scored highly identified and used a majority of the relevant points from the text in their email.

Several students misread the question and wrote about their own suitability for the job. Students are reminded to read the question carefully to ensure they understand the task clearly before responding.

There were numerous grammatical and spelling errors and students should ensure that they proofread their work in order to pick up errors. Examples of common errors are given at the end of this report.

Relevant points students could have included in their responses were:

- wants to be an animal carer
- has an understanding/love of animals
- loves working with animals
- this job would be great experience
- does/does not like cleaning dirty cages or cat trays
- does/does not want to work with elderly people
- does/does not like being around sick people
- does/does not like the idea of taking animals to the vet
- is worried/not worried about having to keep an eye on the wellbeing of both owner and animal
- does/does not like the idea of walking a grumpy dog
- is/is not stable, patient, responsible
- would/would not be available for four hours a week
- is/is not able to commit to half a year (because of study)
- has/does not have good communication skills.

Students were expected to mention in their response that their friend did not fulfil some (more than one) of the above points.

## Section 3 – Writing in Dutch

Students generally wrote good responses to the questions in this section. Question 10 was the most popular but Question 11 was also chosen frequently. The most competent responses demonstrated excellent language skills and developed the chosen topic with interesting and creative ideas enhanced by a wide range of vocabulary. Some responses lacked depth and presented only basic ideas and information in the writing.

Students should concentrate on consolidating and revising grammar rules and expanding their vocabulary. Writing on a variety of topics should be practised on a regular basis. Students are encouraged to incorporate more complex grammatical structures into written tasks.

### Question 10

Students who chose this question generally wrote very interesting evaluations. Students who scored highly used the chatty informal style of a blog and included a variety of points in their writing.

Relevant points students could have included in their responses were:

- weather
- food
- people
- overcrowding
- cost
- accommodation
- public transport
- dog poo.

### **Question 11**

In most cases, students who chose this question produced very imaginative stories and showed an appropriate awareness of the characteristics and requirements of this type of writing.

Responses by students who scored highly included the following characteristics:

- short-story format (e.g. title)
- imaginative
- logical narrative in the third person
- suitable for a child
- interesting development to hold attention and develop tension
- climax, twist, ending.