

2019 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; however, grammatical and spelling errors were evident.

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 preparation. Examination reports can be used to check answers and 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* at the end of a word: *hij bedoeld* (*hij bedoelt*), *zij stapd* (*zij stap*), *ik vint* (*ik vind*), *ben je verdwaalt?* (*ben je verdwaald*), *verslaaft* (*verslaafd*), *gewent* (*gewend*), *ontzettent* (*ontzettend*), *ooid* (*ooit*)
- use of the English *-ed* instead of Dutch *-d* at the end of words: *gemiddled* (*gemiddeld*), *getrouwed* (*getrouwd*), *gebouwed* (*gebouwd*)
- incorrect use of *g/ch*: *egt* (*echt*), *dig* (*dicht*), *tog* (*toch*), *zagt* (*zacht*), *kagel* (*kachel*)
- incorrect use of double vowels in open syllables: *draaken* (*draken*), *slaapen* (*slapen*), *taafel* (*tafel*), *regelmatig* (*regelmatig*), *eeten* (*eten*), *inbreeker* (*inbreker*), *meening* (*mening*), *oogen* (*ogen*), *gebooren* (*geboren*), *goedkoope* (*goedkope*)
- incorrect doubling of *l*, often in words that are similar to English words: *zall* (*zal*), *trill* (*tril*), *normaall* (*normaal*), *will* (*wil*), *bestwell* (*bestwel*)
- incorrect use of double consonants instead of a single one: *pratten* (*praten*), *better* (*beter*), *ik ligg* (*ik lig*), *kammer* (*kamer*), *supper* (*super*)
- incorrect use of *ij/ei/ie*: *neit* (*niet*), *beid* (*bied*), *berijkbaar* (*bereikbaar*), *ik zij* (*ik zei*), *kreigen* (*krijgen*), *fotoleist* (*fotolijst*)
- confusion of initial *f/v*: *fallen* (*vallen*), *fijftig* (*vijftig*), *flakbij* (*vlakbij*), *vijn* (*fijn*)
- omission of *n* at the end of a word: *wij speelde* (*wij speelden*), *kunne* (*kunnen*), *late* (*laten*), *buite* (*buiten*), *soorte* (*soorten*)

Common grammatical errors included the following:

- confusing *en*, 'and', and *een*, (a, an)
- confusing the pronoun *u* and the possessive adjective *uw*

- confusing the pronoun *jou* and the possessive adjective *jouw*
- use of incorrect gender:
 - in definite articles and demonstrative adjectives, particularly *het/dit/dat* instead of *de/deze/die*: *het speeltijd (de speeltijd)*, *het rivier (de rivier)*, *het tafel (de tafel)*, *het universiteit (de universiteit)*, *dit gelegenheid (deze gelegenheid)*, *dat tijd (die tijd)*
 - in adjective inflection: *een kleine huis (een klein huis)*, *vorige weekend (vorig weekend)*
- use of incorrect verb inflection:
 - use of second/third person singular form for first person singular present tense: *ik hebt (ik heb)*, *ik leest (ik lees)*, *ik hoort (ik hoor)*, *ik kunt (ik kan)*
 - use of singular verb forms for plural: *we zou (we zouden)*, *we had (we hadden)*, *ze ging (ze gingen)*, *we kom (we komen)*
- 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: *Tijdens het weekend wij zouden ... (Tijdens het weekend zouden wij ...)*
- use of *niet (een)* instead of *geen*: *het was niet een lange reis (het was geen lange reis)*, *ik heb niet ervaring met ... (ik heb geen ervaring met ...)*

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 product on offer is dark/pure chocolate sprinkles from Luxe Hagel.

Question 1b.

The offer is only valid for today/for one day.

Text 2

Question 2

The five statements mentioned in the text are:

- Crows can be used to clean up cigarette butts from the street.
- Pigeons are not smart enough to clean up cigarette butts.
- A special street vacuum cleaner proved difficult to develop.
- Crows can solve difficult puzzles.
- The local council has been discussing the issue for years.

Text 3

Question 3a.

Paul did not expect to move back to the Netherlands yet because:

- His parents are both working at the university on permanent contracts.
- He and his brother thought that they would stay until they finished secondary school.

Question 3b.

Positive aspects	Negative aspects
He is looking forward to student life in the Netherlands.	He will miss the Australian beach life.
He will get to know his family better.	He will miss his drama lessons (at the youth theatre).
There is a lot of theatre in Amsterdam.	He loves (free) camping in nature.

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 in the first section of this report.

Text 4

Question 4

Dutch children are the happiest in the western world because:

- *Nederlandse kinderen krijgen meer slaap* (they get more sleep)
- *Ze krijgen minder huiswerk op de basisschool* (they have less homework in primary school)
- *Ze worden niet alleen gezien maar ook gehoord* (they are not only seen, but also heard)
- *Ze krijgen op jonge leeftijd zelfvertrouwen door zelf overal op de fiets naar toe te gaan* (they develop self-confidence at a young age by riding their bikes everywhere)

Text 5

Question 5a.

Everyone in the Netherlands has already heard of this film because:

- *Er zijn televisiereclames en advertenties in de krant* (there are television trailers and advertisements in the newspapers)
- *Ze duren al maanden voort* (they have been appearing for months)

Question 5b.

The main criticisms of the film were:

- *Te veel trage scènes verstoren het ritme van de film* (too many slow scenes interrupt the rhythm of the film)
- *De film is erg lang* (the film is very long)
- *De film is niet interessant genoeg* (the film is not interesting enough)
- *De film is een goede geschiedenisles, geen goede film* (the film is a good history lesson, not a good film)

- *Goede optredens van acteurs en actrissen* (good performances by some actors) [This point was accepted because the Dutch version of the question implies critique rather than criticisms]

Text 6

Question 6a.

When Clara says, 'zo vangen we twee vliegen in één klap' she means that:

- *ze bereikt twee doelen tegelijk* (she achieves two things with one action)
- *als ze de koeien binnenhoudt, produceren ze prima melk en kan zij haar stuk land voor andere gewassen gebruiken* (if she keeps the cows inside, they will produce good milk and she will be able to use her land for other crops)

Question 6b.

Reasons that motivate Mik to put his cows out to pasture include:

- *Hij wil dat de koeien blij zijn* (he likes to see his cows happy)
- *Buiten zijn zit in hun DNA* (grazing outside is in their DNA)
- *De melk smaakt lekkerder* (the milk tastes better)
- *Een imago van koeien en een Nederlandse molen op de achtergrond verkoopt de melk in het buitenland* (the image of cows with a Dutch mill in the background sells the milk for export)
- *Het is een oer Nederlands gezicht* (it is a typical Dutch scene)

Section 2 – Reading and responding

Part A – Answer in English

Text 7

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

Question 7a.

The irony of the fish preferences of the Dutch is that the Dutch prefer herring but herring is caught in British waters.

Question 7b.

The author suggests the British should learn to like herring because:

- Herring is plentiful in British waters.
- The EU may place higher tariffs on other fish.

Text 8

In general, students found it difficult to identify all the rights in the text. Students who scored highly were able to infer rights that were not explicitly stated.

Question 8

In order to use the internet responsibly and safely, young people should have:

- the right to remove posts
- the right to know what happens to their personal details
- the right to online spaces where they can interact without risk
- the right to guidance and advice about problems
- the right to make informed choices about online behaviour
- the right to digital literacy.

Part B – Answer in Dutch

Text 9

Question 9

Many students did not use the characteristics of the required text type of a formal letter such as an address and a date at the top of the page. Most students did include a greeting and farewell, however, these were often inappropriate for formal letters. For example, they used *Beste* or *Lieve* rather than *Geachte*, and *Groeten* or *Groetjes* rather than *Hoogachtend* or *Met vriendelijke groet*. Similarly, some students used the informal *jij/je* and *jou/jouw* instead of the formal *u* and *uw*. Students are reminded that the main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*.

Many 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 letter. The structure of the letter included a short, relevant introduction, a logical progression of points in the body indicating their ability to fulfil the requirements of the offer, and a brief summary in conclusion. High-scoring responses included persuasive language and techniques to meet the requirements of the task.

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 in the first section of this report.

Relevant points students could have included in their responses were:

- *is student* (is a student)
- *heft goedkope accommodatie nodig* (needs cheap accommodation)
- *kan zes uur per week besteden* (can volunteer six hours a week)
- *maakt graag schoon* (is willing to clean)
- *kan koken* (is good at cooking)
- *kan goed met bejaarden opschieten* (gets along well with elderly people)
- *wil graag tijd doorbrengen met de inwoners / erg sociaal* (is happy to spend time socialising with residents / is very social)
- *wil graag naar activiteiten gaan* (is happy to attend activities)
- *wil meer dan de minimale tijd met de inwoners doorbrengen* (will spend more than the minimum required time with the residents)
- *(eventueel) een of twee vragen over de bovenstaande punten* ((optional) a question or two about any of the above points).

Section 3 – Writing in Dutch

Students generally wrote good responses to their chosen question in this section. Question 10 was the more popular. The highest-scoring responses demonstrated excellent language skills and developed the chosen topic with interesting and creative ideas enhanced by a wide range of vocabulary and phrasing. Some responses lacked depth and presented only basic ideas and information.

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 included language and characteristics of the text type, for example, a brief introduction, several points in the body of the text, and a conclusion that evaluated the experience and that made a recommendation relevant to the intended audience (school students). Students who scored highly included a range of interesting activities and achieved a chatty tone suitable for an article in a school newsletter. Some students disregarded the text type and wrote narrative descriptions rather than an informative/evaluative article.

Relevant points students could have included in their responses were:

- reasons why they decided to do this
- the first evening was boring/great fun
- they didn't know what to do/had plenty to do
- they played board games/parlour games
- they cooked and ate together
- they got into some good conversations
- they went for long walks on the beach/in the bush
- some people cheated and brought their mobile phones
- at the end of the weekend they found they had/hadn't missed much on social media/in the news
- they would/wouldn't recommend doing it
- they do/don't plan to do it again.

Question 11

Imaginative stories can be difficult to craft satisfactorily in a short time. However, students who chose this question produced very imaginative stories, showed an appropriate awareness of the characteristics and requirements of this type of writing, and made a good attempt at creating a logical narrative, maintaining interest, building up to a climax and reaching a satisfactory resolution.

Responses by students who scored highly included the following characteristics:

- short-story format (e.g. title)
- imaginative
- logical narrative in the first person
- suitable for young adults/teenagers
- interesting development to hold attention and develop tension
- climax, twist, ending.