



## Oral component

### GENERAL COMMENTS

It was most pleasing to note in 2006 that students were well acquainted with the assessment criteria in both sections of the oral examination and, accordingly, performed very well in almost all cases. The general standard of the oral examination this year was very high.

'Dutch migration to Australia from 1945 to the present' proved to be a stimulating and engaging topic and students were able to expand readily and easily, although their language was marred from time to time by some grammatical inaccuracies.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Students demonstrated a very high level of linguistic fluency and accuracy in this section and were able to expand on their answers to questions based on home life, family and friends, and interests and future aspirations. Many students were able to go well beyond the required responses and interacted enthusiastically and keenly with the assessors on a broad range of topics. All students this year were willing and able to go beyond minimal responses and were very well prepared in this section.

Grammatical errors included incorrect word order, incorrect use of tenses, incorrect past participles and some anglicisms if a Dutch word was not known. There were also quite a number of errors in pronunciation.

#### Section 2 – Discussion

The Discussion was enthusiastically carried out by all students, who had prepared and researched their topic thoroughly and spoke fluently and confidently. 'Dutch migration to Australia from 1945 to the present' was an outstanding choice of sub-topic, as nearly all students were able to identify with the topic. All students responded fluently and confidently to a range of questions and were often surprised and even disappointed that the oral examination had come to an end!

Good eye contact, body language and more subtle voice variations all contributed to some outstanding performances in this section. Communicative competence and linguistic fluency were high, despite a number of grammatical errors and, in some cases, a lack of more complex grammatical structures.

It was pleasing to note that students had used a wide variety of resources such as interesting and relevant articles, the Internet and interviews, both live and written, to prepare for the topic. Many students were able to aid their preparation by interviewing elderly Dutch citizens.

## Written component

### GENERAL COMMENTS

Students were quite familiar with the requirements of the three sections of the paper, generally expressing themselves in clear and concise Dutch. There were, however, some students whose written Dutch lacked sufficient detail, depth and accuracy.

Many students failed to adhere to the set word limit in Part B of Section 2 – Reading and responding or in Section 3 – Writing in Dutch. Also in Section 3, some students did not expand on their chosen topic sufficiently or their writing did not accurately reflect the topic.



## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A

Nearly all students were able to comprehend, select and apply the relevant information from the texts correctly and coherently in their responses.

Some students had trouble with Question 2e. The example of Mr. Daam's humour was that first he was afraid of the wasps and now they were afraid of him.

In Question 3b. many students did not write the required five reasons as to why the queen can be described as an approachable monarch. In Question 3c. a few students were not able to find the humorous play on words used by one of the stallholders when he remarked that the queen had visited the king.

#### Part B

Students generally performed well in this part and understood the texts well. However, there were a large number of grammatical errors in the Dutch responses.

Some students encountered difficulty with Question 4b.; a pet owner might doubt the company's slogan as the company is selective about the pets they care for.

In Question 5a. not all students included five positive things in Marijke's life.

### Section 2 – Reading and responding

#### Part A

In this section students were generally able to select and use the correct information from the two reading texts, although some students did not expand on their answers or gave irrelevant information in their responses.

In Question 6c. the authorities wanted to create a better environmental solution by creating bicycle and walking paths and reducing the effect of cars.

In Question 7b. a number of students were not able to answer how Bruna's personal life and philosophy have influenced his work. The correct answer was that he had a happy and fantasy-filled childhood and has a dislike of guns, which never appear in his work. In Question 7c. students did not always write four responses for four marks.

#### Part B

This year there were some excellent responses to this part. These students had carefully read and absorbed the content of the letter and incorporated all the relevant positive and negative aspects of the Netherlands and the Dutch people in the required text type of a talk. However, too many students ignored the word limit of 150–200 words, writing either over or under the limit and therefore losing marks. Students must adhere strictly to the word limit. Some students did not mention important points such as taxes, population density and waiting lists in hospitals. Others gave irrelevant information that was not included in the text.

There were numerous careless spelling and grammatical errors such as word order after subordinating conjunctions, adjective endings, incorrect genders, plurals and verb and subject agreement. Students need to revise these carefully.

### Section 3 – Writing in Dutch

All four topics were chosen by students, but Questions 10 (an imaginative short story) and 11 (a letter to a teacher about a six-month stay in the Netherlands) were the most popular. Some students produced engaging, original and interesting writing which provided excellent reading.

Again, in this section not every student adhered to the correct word limit of 200–250 words. Text types need to be adhered to very carefully and the topic must be developed logically with a beginning, middle and conclusion.

A large number of students this year maintained good control of language and sentence structure, drew on a wide range of original and interesting vocabulary and applied more complex language structures and idiomatic usage to their

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writing. Many students still need to consolidate and revise spelling and grammatical rules and practise writing in Dutch on a regular basis if they wish to improve their written style. Careless errors could be eliminated if students proofread their work at the end of the examination.

Some common spelling mistakes included: *noit (nooit), jamer (jammer), vorbei (voorbij), simple (simpel), kammer (kamer), vor (voor), misschien (misschien), plotselling (plotseling), well (wel), will (wil), natuurlijk (natuurlijk), volksleid (volkslied), gevraagd (gevraagd), herinering (herinnering), s'ochtends ('s ochtends), eidereen (iedereen), borstellen (borstelen), antwoord (antwoord), dar (daar), heele (hele), gezelligheid (gezelligheid), speekulaas (speculaas), groote (grote), tog (toch), geklaagt (geklaagd), zomige (sommige), kleeren (kleren), schoolen (scholen) and begginen (beginnen).*

Some common gender errors were: *de (het) raam, de (het) dak, de (het) touw, het (de) cultuur, de (het) feest, het (de) temperatuur, de (het) weer, het (de) wind, het (de) lucht and de (het) land.*

Common grammatical mistakes included: *de zon brand (brandt), er word (wordt), er gebeurd (gebeurt), ik neemde (nam), de familie vieren (viert), hij stapte (stapte), ik loopde (liep), ik gaat (ga), ik zij teggen (ik zei tegen) and verbaast (verbaasd).*

*En (and) and een (one, a, an)* also need to be thoroughly revised and understood as they frequently presented problems.

When preparing for the examination, it is particularly important for students to learn spelling, revise grammatical structures and learn some new idiomatic expressions.