2024 VCE Dutch oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world: for example, school and home life, family and friends, interests and aspirations
* provided a range of relevant information, ideas and opinions with an appropriate depth
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparation for the examination, students could:

* practise using more complex sentence structures and syntax
* revise grammar, for example:
* verb position (second) in main clauses: instead of *Volgend jaar ik wil reizen*. use *Volgend jaar wil ik reizen*. (Next year I want to travel.)
* verb position in subordinate clauses: instead of *Ik voel me helemaal Australisch, omdat ik ga niet vaak terug naar Nederland* use *Ik voel me helemaal Australisch, omdat ik niet vaak terug naar Nederland ga* (I feel totally Australian, because I don’t go back to the Netherlands often)
* use of *hebben* instead of *zijn* in the perfect tense with verbs of motion: instead of *Ik heb naar Sydney gereisd use*  *Ik ben naar Sydney gereisd* (I have travelled to Sydney)
* build vocabulary specific to their personal world and their interactions with the language and culture as learners, to ensure they feel confident discussing these without using English vocabulary.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced, in less than one minute, the focus of the subtopic chosen for their detailed study, alerting assessors to any object brought to support the discussion of the subtopic
* engaged in a discussion using relevant information, ideas and opinions. For example, higher-scoring students were able to respond to questions and alternative points of view, elaborating on the subtopic and defending their own opinions
* used appropriate vocabulary.

Areas for improvement

In preparation for the examination, students could:

* prepare with an appropriate number of quality sources – including a combination of aural, visual and written texts – to explore the subtopic in sufficient depth. Students should regularly refer to the sources during the discussion and must be able to talk about them when specifically asked by the assessors. An interest in the subtopic, or a quick browse of sources, is not sufficient to demonstrate depth and breadth of knowledge
* make reference to the sources or texts studied for the detailed study. Students should be able to explain the main points in each source and discuss how it contributed to their understanding of the subtopic
* avoid listing facts without expressing a point of view, or presenting general knowledge as research
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* revise grammar, including:
* word order, especially the position of the verb, as in Section 1
* gender of nouns: for example, use *het begrip* (the concept) instead of *de begrip*; *hetzelfde meisje* (the same girl) instead of *dezelfde meisje*; and *de datum* (the date) instead of *het datum*
* agreement of the indefinite adjective before neuter nouns: for example, use *een interessant samenspel* (an interesting combination) instead of *een interessante samenspel*; and *geen groot verschil* (not a big difference) instead of *geen grote verschil*.