2024 VCE Dutch written examination report

General comments

Students were generally familiar with the specifications for the written examination. Students who achieved high scores were able to identify relevant information from the aural and written texts and to give well-structured and detailed responses that addressed the questions effectively. They demonstrated an excellent command of the language and used a broad range of vocabulary, grammar and sentence structures.

Students could strengthen their ability to fully meet the task requirements when writing in Dutch. It is important to recognise that fluency in speaking does not always translate directly to strong writing skills. To enhance the precision and effectiveness of their writing, students should focus on refining their spelling, grammar, vocabulary and expression, which will help them to convey their points more clearly and accurately.

Some common errors included:

* syntax errors, with sentences structured in ungrammatical or confusing ways, particularly the position of verbs in complex sentences
* insufficient grasp of tenses, evident in overuse of present tense or errors in conjugation and word order when using future and past tenses
* spelling mistakes, including:
* writing Dutch words with English-influenced spellings: for example, *formen* instead of *vormen* (form)*,* *gemaked* instead of *gemaakt* (made), *out* instead of *uit* (out), and *groun* instead of *groen* (green)
* confusion between *ij* and *ei*: for example, *kwalitijd* instead of *kwaliteit* (quality), and *keiken* instead of *kijken* (look)
* confusion between *g* and *ch*: for example, *berigt* instead of *bericht* (notice), and *aardich* instead of *aardig* (nice)
* incorrect use of double and single letters: for example, *ok* instead of *ook* (also), *mijn heele familie* instead of *mijn hele familie* (my entire family), *heben* instead of *hebben* (have), and *haar haart kloppde snel* instead of *haar hart klopte snel* (her heart beat fast)
* incorrect use of *t*/*d* at the end of words: for example, *gebruikd* instead of *gebruikt* (used), *spannent* instead of *spannend* (exciting), and *vont* instead of *vond* (found).

Students are advised to engage consistently with Dutch outside of everyday interactions to improve fluency, vocabulary and their ability to write consistently in the correct register. Where possible, they should listen to Dutch radio and podcasts, watch films and ensure they read and write in Dutch on a regular basis, paying close attention to spelling and sentence structure.

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

In this section of the examination, students were assessed on how well they understood general and specific aspects of texts by identifying and analysing information, and how accurately and appropriately they conveyed the information.

High-scoring responses focused on the key details requested in the question and did not include unrelated information from the texts. Where students overlooked key parts of the questions, they tended to include incorrect points in their responses. Students should ensure that their writing is legible so that assessors can identify and credit all correct responses.

Part A

Text 1

Question 1

Reasons a person who cares for the environment would go to the Vintage Clothing Sale:

* sick of negative impact of the fast fashion industry on the environment
* sustainable way to update your wardrobe
* meet other eco-friendly people
* keep clothing out of landfill.

Some students had difficulty with this question, providing reasons that did not reflect a care for the environment, such as:

* clothes are cheap
* uniqueness of vintage clothing.

Text 2

Question 2

Things Tillie and Frans liked and disliked about playing cricket in the Netherlands were:

|  |  |
| --- | --- |
| Like | Dislike |
| playing with and against international players | the weather is often bad |
| learning from club players who also play in the Dutch team | you often have to travel to matches |
| everyone knows each other |  |

Text 3

Question 3

Evidence that Scamp and Snuf are loved and spoiled like children was that they:

* celebrate their birthdays by having a party (with presents and food)
* sit on the couch while watching TV
* sleep on the couple’s bed
* are taken on holiday with the couple
* wear special clothes made just for them
* go on bike rides in a custom trailer.

Part B

Students performed well in this part of the examination. Most responses demonstrated that students understood the texts, despite some spelling errors and grammatical mistakes in their writing.

Students should write their responses in full sentences in Dutch and avoid writing their answers in bullet point format unless it is specifically indicated.

Text 4

Question 4

Many students included only one or two points in their answer to this question or referenced a single word or phrase that did not show relevance to the question.

Specific historical facts revealed in the tour included:

* *Een storm heeft een gedeelte van de kerk (in 1674) omver geblazen.* (A storm caused part of the church to collapse (in 1674).)
* *Utrecht was een belangrijke handelsplaats voor de Romeinen*. (Utrecht was an important trading place for the Romans.)
* *Utrecht was de noordelijke grens van het Romeinse Rijk*. (Utrecht was the northern border of the Roman Empire.)
* *Over 2000 jaar aan de geschiedenis (van het Domplein) leren*. (Learn the 2000 years of history (of the Cathedral Square).)

Text 5

Question 5

Students generally scored well on this question. However, some students repeated points or wrote jumbled responses that did not demonstrate they had identified the separate points required by the question.

The benefits of the Ketelbroek Food Forest were:

* *leefgebied voor wilde dieren* (habitat for wildlife)
* *geen meststoffen of pesticiden gebruikt* (no use of fertilisers or pesticides) / *eetbare bomen, struiken en planten bootsen een natuurlijk bosecosysteem na* (edible trees, bushes and plants mimic a natural woodland ecosystem)
* *planten zorgen voor een constante aanvoer van voedsel, medicijnen en andere hulpbronnen* (plants provide a constant supply of food, medicine and other resources)
* *verbeterde waterkwaliteit* (improved water quality)
* *minder bodemerosie* (reduced soil erosion).

Text 6

Question 6

Students generally scored well on this question. It was important that they indicated which points were advantages and which were disadvantages.

The advantages and disadvantages of sending a card by post were:

**Advantages**

* *Een kaartje is persoonlijker dan een Facebook bericht.* (A card is more personal than a Facebook message.)
* *Ansichtkaarten zijn perfecte souvenirs.* (Postcards make perfect souvenirs.)
* *Ansichtkaarten zijn een kunstwerk / Je steunt kunstenaars door het kopen van een kaartje.* (Postcards can be a work of art / You can support an artist by buying a card.)

**Disadvantages**

* *Postzegels en kaarten worden duurder*. (Stamps and cards are getting more expensive.)
* *Het duurt langer om een ​​kaart per post te versturen.* (It is slower to send a card by post.)
* *Papieren kaarten zijn milieubelastend / Kaarten zijn gemaakt van papier van bomen* (Paper cards are an environmental burden / Cards are made from paper from trees.)

Section 2: Reading and responding

In this section of the examination, students were assessed on how well they understood general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating), and how appropriately they conveyed the information.

Students are reminded to read the questions carefully and include only relevant information in their responses.

Part A

Text 7

Question 7a.

The functions of neurons were to:

* receive electrical signals (from all over the body)
* send (chemical) signals to parts of the brain / each other.

Question 7b.

The connection was that:

* the amygdala sends fear signals to the hippocampus
* the hippocampus stores memories of the reason you were afraid so that you aren’t scared next time.

Text 8

Question 8

The facility made people from farming backgrounds feel at home by:

* having a huge garden with raised beds where they can grow veggies and herbs / where residents can work, sowing and harvesting
* having a chicken-run where they collect eggs
* hosting a monthly farmers’ market where locals, residents and staff mingle
* offering a menu based on country flavours and produce / using produce from their own garden
* decorating with farming implements and photos of rural history on the walls / embracing the spirit of the countryside
* having seating that looks out over fields and woods, enabling a feeling of connection with nature.

Part B

Students were asked to use information and ideas from the text to write a persuasive email to a friend. Students were assessed on how well they:

* demonstrated an understanding of the stimulus text
* wrote text that was appropriate and relevant to context, purpose and audience
* structured and sequenced information and ideas
* manipulated language structures and vocabulary in Dutch.

Text 9

Question 9

Responses may have included the following points about the New Year’s Dive:

* It can wash away the old year.
* It provides a symbolic fresh start.
* It provides a way to feel connected to other Dutch people.
* It happens all around the world.
* Its festive atmosphere is contagious.
* Because everyone wears orange clothing, the dive can help people to feel festive and connected.
* It will be more successful with more people attending.

The highest-scoring responses demonstrated the students’ ability to choose relevant information from the text and incorporate it thoughtfully, showing a clear understanding of the context. For example, these responses included details about the friend’s recent experiences that might make a fresh start appealing, explained why the New Year’s Dive was particularly appropriate for both the writer and their friend, and identified specific ways this activity would strengthen their bond. These responses also effectively used complex sentences and idiomatic phrases, demonstrating the students’ ability to write in authentic Dutch, using varied vocabulary and grammar.

Section 3: Writing in Dutch

In this section of the examination, students chose one of two questions, each requiring a different text type and a different style of writing: an informative blog (Question 10) or an imaginative story (Question 11). Both questions were attempted by students, with an even spread between the questions.

Students were assessed on how well they:

* demonstrated depth of treatment of information, ideas and/or opinions
* wrote text appropriate and relevant to context, purpose and audience
* structured and sequenced information and ideas
* manipulated language structures and vocabulary in Dutch.

Generally, students demonstrated a good understanding of the task requirements and correctly used the required kind of writing and text type for their chosen question.

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 idiomatic phrasing.

Students are advised to practise writing extended responses within a specified timeframe. Students also need to ensure that they address the specific audience, purpose and text type required.

Question 10

Students were asked to write an informative blog for Dutch people about Australian culture and lifestyle.

High-scoring responses addressed several aspects of Australian culture and discussed them in an interesting and engaging way. Some responses lacked depth, repeating only one or two points and showing a limited ability to organise ideas coherently. Limited vocabulary and sentence structure impacted on some students’ ability to express and elaborate on their chosen points about Australian culture.

Responses by students who scored highly included the following characteristics:

* began with a blog title and date
* addressed the audience appropriately
* were written in a friendly and personal style (in the first person with reference to the student’s own experience/context)
* touched on aspects of Australian culture and lifestyle including:
* a spirit of friendship
* quirky sense of humour / ‘taking the mickey’
* a ‘no-worries’ attitude
* use of slang (particularly the shortening of words)
* a love of being outdoors
* beach culture
* sporting culture
* First Nations culture and history.

Question 11

Students were asked to write an imaginative story for a competition about something strange they saw while hiking.

Most students who chose this question made a good attempt at the task, showing an appropriate awareness of the characteristics and requirements of this type of writing. Similar to Question 10, limited vocabulary and sentence structure hindered some students’ ability to craft and shape an interesting story.

Responses by students who scored highly included the following characteristics:

* short-story format (title, structure, content and style)
* use of creativity and imagination to entertain the readers
* a strong sense of context (physical surroundings and atmosphere)
* appropriate language (adjectives and adverbs)
* varied sentence lengths to add to overall effect, desired atmosphere or emotion
* a clear narrative arc (beginning, climax and resolution).