2020 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, view and read authentic Dutch texts/films. 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 so 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: verkeert (verkeerd), wij hebben belooft (wij hebben beloofd), zij hebben minder benzine gebruikt en verspilt (verspild), ik vondt (ik vond)
* incorrect use of g/ch: zigt (zicht), zagte (zachte), ik zach (ik zag), lugt (lucht), digter (dichter)
* incorrect use of double vowels in open syllables: meening (mening), oogen (ogen), gebooren (geboren), goedkoope (goedkope) het eeten (het eten), maaken (maken), traanen (tranen)
* incorrect use of double consonants instead of a single one: straatten (straten), leppel (lepel), ik ligg (ik lig), aanmoediggen (aanmoedigen), vriendellijk (vriendelijk), ik will (ik wil)
* incorrect use of a single consonant instead of a double consonant: aleen (alleen), betreking (betrekking), zeten (zetten)
* confusion of initial f/v/w: fallen (vallen), flakbij (vlakbij), vijn (fijn), ik wond (ik vond), ik vou (ik wou).

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 wind (de wind), dit verandering (deze verandering), de gastgezin (het gastgezin), het taal (de taal), de ding (het ding), de meisje (het meisje)
* in adjective inflection: een kleine klaslokaal (een klein klaslokaal), vorige weekend (vorig weekend)
* inconsistent use of indefinite article and demonstrative adjective: ik fietste langs de park … er was niemand in dit vreemde park (de park … deze vreemde park), de energie … dat energie (de energie … die energie)
* use of incorrect verb inflection:
* use of second/third person singular form for first person singular present tense: ik verdient (ik verdien), ik kijkt (ik kijk), ik zoekt (ik zoek)
* incorrect inflection of strong verbs as weak in past tenses: ik loopte (ik liep), hij steekte (hij stak)
* incorrectly mixing present and past tenses: ik kijk naar de schommel en zag hem bewegen (ik keek naar de schommel en zag hem bewegen), het was te veel en zij loopt snel weg (het was to veel en zij liep snel weg)
* incorrect word order: Toen ik zag mijn leraar … (Toen ik mijn leraar zag ...).

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 or provide enough points from the aural texts in their responses. Students must listen carefully to the texts and read the questions carefully.

Part A – Answer in English

Text 1

Question 1

Three reasons to join the club are:

* to try something new / interest in woodcarving / Annalies and Joop are starting the club
* materials/tools are supplied
* advice is given (Mr Kuijper can offer advice).

Text 2

Question 2

The correct statements are:

* Thousands of pets are traumatised for hours on end.
* His aunt’s house was damaged when children put fireworks through the letterbox.
* Sellers of fireworks are required to provide free safety glasses.
* It takes a long time to change behaviour.

Text 3

Question 3a.

Three ways in which the modified bus stops aid biodiversity, the environment and sustainability in Utrecht, and the favourable outcome for each of these are:

* Bus stops attract bees; bees play an important role in pollinating plants.
* Plants on the roofs suck up dust; this improves air quality in the city.
* The roofs catch water; this can be saved for other uses.

Question 3b.

Two positive effects of the wider roofs are:

* They offer people shade in summer.
* They offer shelter from the rain (during the rest of the year).

Part B – Answer in Dutch

Students found Part B, in which they are required to respond in Dutch, more challenging than Part A. Text 4, which requires students to infer information and use it to explain their conclusion, was generally poorly answered, with many students providing insufficient points of explanation. Many students made grammatical errors. Examples of common errors are given in the first section of this report.

Text 4

Question 4

The last portrait tells us the following about the artist (the first three points explain the conclusion in point four):

* Het laatste portret verschilt van het vorige portret/de vorige portretten. (The last portrait is different from the previous portrait(s).)
* Het laat twee gezichten van dezelfde vrouw zien: het ene glimlacht vol vertrouwen, en het andere droevig en wanhopig. (It shows two faces of the same woman: one smiling and self-confident and the other sad and desperate.)
* De titel is Zelfportret. (The title is Self-portrait.)
* Dit geeft aan dat van buiten de schilderes vol zelfvertrouwen is, maar van binnen worstelt ze met droevigheid en wanhoop. (This suggests that outwardly the painter is self-confident, but that inwardly she is battling with sadness and despair.)

Text 5

Question 5

Maria’s exchange experience was more positive. We know this from her comments on:

* het weer/klimaat (the weather/climate) [negative]
* de taal (the language) [initially negative, later positive]
* de ervaring met het gastgezin (the experience with the host family) [positive]
* het eten (the food) [positive]

Text 6

Question 6

|  |  |
| --- | --- |
| Voor (For) | Tegen (Against) |
| Bevordert onafhankelijkheid. (Fosters independence.) | Het is wreed aan kinderen/kinderen kunnen bang in het donker zijn zonder volwassenen. (It is cruel to children / Children may be afraid of the dark without adults.) |
| Moedigt samenwerking aan. (Encourages teamwork.) | Er is risico van letsel door te struikelen of vallen. (There is a risk of tripping or falling/hurting themselves.) |
| Goed voor de kinderen om tijd buiten door te brengen. (Good for the children to spend time outside/outdoors.) | Sommige begeleiders zijn onverantwoordelijk. (Some supervisors are irresponsible.) |
| Beproeft het doorzettingsvermogen. (Builds perseverance.) |  |

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 7

The desired effects of the Menselijke Markt’s new initiative are:

* to fight loneliness (by having a chat)/encourage face-to-face interaction
* to strengthen a sense of community/coming together of people from different parts of society
* provide the opportunity (for older people) to ask for help
* provide a chance (for young people) to volunteer.

Question 8

The text provides the following evidence for why the term ‘Golden Age’ is contested:

* It was originally termed 'Golden Age' because:
* the Netherlands became wealthy through trade
* the Netherlands became famous for its art.
* The term is now considered problematic because:
* there was widespread use of slavery
* the Netherlands caused violence and destruction in Indonesia
* only/particularly merchants and shipping companies profited
* women's rights were unheard of
* most of the population didn't notice any benefit.

Part B – Answer in Dutch

Text 9

Question 9

Some students did not use the characteristics of the required text type of an email, such as a header with to/from/subject. Most students did include a greeting and farewell. Students are reminded to maintain the appropriate register throughout the email: that is, be consistent in the use of informal jij/jou/jouw and formal u/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 email. The structure of the email included a short, relevant introduction, a logical progression of points in the body indicating their reason for requesting the tickets and a description of their involvement/interest in the performing arts, and a brief 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 leerling op het school (is a student at the school)
* wil graag naar Arnhem (keen to go to Arnhem)
* grootste festival (biggest festival)
* grote fan van Eurofest (big fan of Eurofest)
* wil graag alle nieuwe acts zien omdat ... (keen to see all the new acts because ...)
* Lichtshow zal interessant zijn omdat ... (Light show will be interesting because ...)
* heeft al geprobeerd om kaarten te kopen maar het is uitgekoopt/kost te veel (already tried to get tickets but it is sold out/costs too much)
* doet veel aan muziek/dans/drama op school/in vrije tijd (involvement in music/dance/theatre at school/in own time)
* passie voor de uitvoerende kunsten (passionate about the performing arts)
* heeft plannen om een carriere in theatre/musiek/dans te volgen (planning a career in theatre/music/dance).

Section 3 – Writing in Dutch

Students generally wrote good responses to their chosen question in this section. Question 10 was slightly more popular than the others. 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 with a lot of repetition.

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 speeches. Students who scored highly included language and characteristics of the text type: for example, appropriate introductory comments, several points in the body of the text, and a conclusion that encourages actions relevant to the intended audience (school students). Students who scored highly included a range of interesting initiatives and achieved an engaging tone suitable for the script of a speech/presentation.

Relevant points students could have included in their responses were:

* introducing themselves
* thanking organisers for inviting them to speak
* their role/involvement at school/outside school in climate change
* actions their school has taken in the areas of
* food waste
* collaborating with local environmental groups
* fundraising for environmental cause
* tree planting
* refusing, reducing, reusing, recycling packaging
* reducing electricity and water use/sourcing green power
* motivating and informing students to take individual action at school/family action at home.

Question 11

Imaginative stories can be difficult to craft satisfactorily in a short time. However, most students who chose this question produced very imaginative stories, showing 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 first sentence/paragraph
* interesting development to hold attention and develop tension
* climax, resolution.