



Oral Component

GENERAL COMMENTS

The Dutch oral examination is divided into two parts: a seven-minute Conversation and an eight-minute Discussion of a Detailed Study. All students in 2007 were quite familiar with the assessment criteria in both sections. They were able to develop their responses, maintain and develop the conversation and provide opinions and additional information. The topic chosen for this year's discussion was 'Dutch migration to Australia from 1945 to the present'. Generally, students had researched their topic thoroughly and were able to speak about it confidently. Capable students demonstrated very good linguistic skills and possessed a sound knowledge of the content of the topic. A few performances deteriorated in the Discussion section due to a lack of preparation and grammatical inaccuracies. Students need to be careful not to recite pre-learned material and to move the Conversation and Discussion forward in a spontaneous manner.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation consists of a seven-minute discussion of the student's personal world, including school and home life, family and friends, interests and future aspirations. Capable students clearly reflected sound preparation and possessed a good working knowledge of all tenses and more complex grammatical structures, maintaining a consistent pace throughout the assessment without any lengthy pauses. They were able to go well beyond the required response in Dutch and expanded on a range of topics.

Some weaker students struggled with even the simplest questions and grammatical structures. Their responses were minimal or rote-learned and they were not able to develop the conversation. Other areas of weakness were the incorrect use of tenses, incorrect word order and genders and anglicisms where a Dutch word was not known. There were also a few pronunciation errors.

Section 2 – Discussion

'Dutch migration to Australia from 1945 to the present' was again an excellent choice, as students could identify personally with this topic. The topic allowed students to express their opinions and most students were enthusiastic about and inspired by the topic.

The resources chosen to support the Detailed Study are also crucial and students must be able to understand the links between the texts studied and the theme of the topic. Students had generally used a wide variety of resources, such as interesting and relevant articles as well as interviews. Some students found it difficult to relate relevant information from the texts studied to their topic, resulting in them not being able to expand on their comments or provide opinions.

Generally, students' communicative competence was high in spite of a number of grammatical errors and a lack of, in some cases, more complex linguistic structures. Good eye contact, voice and intonation variation, skill in presentation and the use of more complex grammatical structures all contributed to some fine performances.

Written Component

GENERAL COMMENTS

All students completed all sections of the written examination, were familiar with the requirements of the listening, reading and writing sections of the paper and generally expressed themselves in clear and concise Dutch. Some responses to questions in Dutch lacked depth and sufficient detail and, in Section 3, a number of students were not able to expand their chosen topic and their writing lacked grammatical accuracy. A number of students did not adhere to the set word limits, resulting in loss of marks for them.



SPECIFIC INFORMATION

Section 1 – Listening and responding

Students were generally able to select and use relevant information from the five spoken texts, but some students included too much irrelevant information in their answers. Some students demonstrated excellent linguistic competence, applying complex grammatical structures and a broad range of vocabulary to their written answers. However, there was a large number of basic grammatical errors.

To improve their listening skills, students should try to listen to spoken Dutch in films, the news on SBS or programs on the Internet.

Part A – Answer in English

Text 1

Question 1a.

Sport and Health

Almost all students incorrectly thought that the program was Radio Nederland.

Question 1b.

Popular diets to lose weight

Question 1c.

Both of:

- you know a dog needs to be walked and that way you get more exercise yourself
- a dog is good company.

Text 2

Question 2a.

Both of:

- Herma department store
- on the computer screen.

Question 2b.

Two months

Question 2c.

Category	Example
1. Language courses	a. French b. <i>Italian</i> c. English
2. Courses for children	<i>Improve reading skills</i>
3. <i>Hobby courses</i>	a. Recognise your wines b. <i>Digital photography</i>
4. Computer courses	<i>Use of the Internet</i>

Students did not always give all five pieces of information required to complete the table.

Text 3

Question 3a.

Any two of:

- Henk and Annelies are on the same tram
- they have both changed to a different hairstyle
- their parents have similar attitudes.

Question 3b.

All of:

- the crowded tram

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- Henk's mobile is not very good/Henk needs a new phone
- lots of people on the tram are talking on the phone.

Question 3c.

Both of:

- Henk has dyed his hair because his classmates did so
- Annelies has had her hair cut because her classmates did so.

Question 3d.

'What am I saying? Call me and we can talk about it.'

Part B – Answer in Dutch

Text 4

Question 4a.

The drummer and the singer

Question 4b.

Both of:

- people who are coughing
- people on their mobile phones.

Question 4c.

Buy the CD

Text 5

Question 5a.

A new purple tulip is being named in honour of the ties between the Netherlands and Australia.

Question 5b.

Both of:

- it is a youthful, trendy name
- the word makes everybody think of Australia.

Question 5c.

Both of:

- the first tulip was planted in the Netherlands in 1593
- there was tulip mania in the 17th century.

Some students did not understand the historical significance of the tulip.

Section 2 – Reading and responding

Part A – Answer in English

In this section students were generally able to select and use the correct information from the two reading texts. A number of students gave irrelevant information in their responses and others did not expand on their answers. Where, for example, two marks were allocated, students needed to provide two answers to the question. Some students simply ignored this.

Text 6

Question 6a.

It has always been unclear why he came from Spain.

Question 6b.

Either of:

- he has become more friendly and approachable
- he is less distant/detached.

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Question 6c.

All of:

- he is a fairytale and appeals to both children and adults
- he keeps the child in us alive
- he represents goodness and happiness.

Question 6d.

Any five of:

- the tone of his voice inspires confidence
- he is a happy and fatherly man
- he is credible
- he has an imposing manner
- he has a natural charisma
- his speech is impeccable/faultless.

Not all students gave all five aspects of Bram van der Vlugt's ability to portray Sinterklaas so effectively.

Question 6e.

It means that Sinterklaas won't disappear.

Text 7

Question 7a.

Because people steal bicycles, so you need a double lock on your bicycle.

Question 7b.

Both of:

- the Amsterdam thief can saw his way through most bicycle locks
- the number of bicycle thefts is increasing rather than decreasing.

Question 7c.

The greengrocer told him.

Question 7d.

Both of:

- the thief couldn't ride a bicycle properly
- the police arrived.

Question 7e.

He attached his bicycle to theirs as protection from bicycle theft and crime.

Question 7f.

Both of:

- the writer was only wearing his underpants in the street
- the children called him a dill (*oliebol*).

Not all students saw the humour of the situation.

Part B – Answer in Dutch

Text 8

Question 8

Most students responded well to the information in the text and were able to manipulate language authentically and creatively to meet the requirements of the task, which was an informal letter. A few students struggled to keep to the word limit again this year, being either well under or well over the limit of 150–200 words and thereby losing valuable marks. Students must strictly adhere to this word limit. Students also need to adhere to the requirements of the text type – a letter must have a date and a place as well as a suitable introduction and ending, otherwise marks will be deducted. Students must be aware of not including irrelevant information in their written response. All points for the written tasks must be taken from the texts provided.



There were numerous spelling and grammatical errors in responses to this question, such as adjective inflection, word order after subordinating conjunctions, incorrect genders, plurals, verb and subject agreement and generally weak sentence structure. Greater care needs to be taken when looking up words in the dictionary. Greater care also needs to be taken when reading the question, as students need to know exactly what is being asked of them.

Section 3 – Writing in Dutch

This section of the examination is designed to assess students' ability to express ideas by creating an original piece of writing in Dutch of 200–250 words. Students chose from four topics, with Question 10 (a short story about a dream) and Question 11 (an article to a school magazine about a weekend without electricity) the most popular. A few students produced some original and engaging writing which was a pleasure to read.

Again, not all students adhered to the correct word limit and lost marks because of this. Some students did not adhere to the text type – the topic must be developed logically with a beginning, middle and conclusion.

The most competent students had excellent control of language and incorporated more complex linguistic structures and drew on a wide range of interesting vocabulary and authentic Dutch idioms. The majority of students still need to concentrate on consolidating and revising spelling and grammar rules.

Students should practise writing in Dutch on a variety of themes and topics on a regular basis if they wish to improve their writing style in the future. They should write a plan in Dutch before attempting their response and allow time to proofread their writing at the end of the examination.

Some grammatical errors included:

- the difference between *en* (and) and *een* (a, an), which were frequently confused with each other
- the difference between *na* (after) and *naar* (to)
- correct auxiliary of the verb in the past tense; for example, *het examen heeft (is) al begonnen, de mensen heb (hebben) gepraat, ik heef (heb) gezien*
- correct past participle; for example, *geleeste (gelezen), geleert (geleerd), geeten (gegeten), gehoesten (gehoest), verbaast (verbaasd)*
- adjective inflection; for example, *een goede (goed) idee, een lieve (lief) kindje, een grote (groot) huis*
- personal pronouns and possessive adjectives; for example, *hij kent jouw (jou), jou (jouw) vrienden*
- gender errors; for example, *de (het) idee, het (de) regen, de (het) land*
- word order; for example, *nu ik moet gaan (nu moet ik gaan).*
- common spelling errors; for example, *sprongde (sprong), luek (leuk), zinger (zangeres), pratten (praten), maaken (maken), mee (me), meschien (misschien), groote (grote), ik werdt (werd), beslissed (beslist), gekluerde (gekleurde), klass (klas), zie (zei), weeken (weken), zonneg (zonnig), gelukig (gelukkig), drukker (drukker), eidereen (iedereen), success (succes), waneer (wanneer), kommen (komen), vootbal (voetbal), Australie (Australië), alemaal (allemaal), heir (hier), koeken (koken) and ideaale (ideale).*