

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**



Victorian Certificate of Education

# DUTCH

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

### Dutch

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Board of Studies, New South Wales  
Board of Studies, Victoria  
Curriculum Council of Western Australia  
Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is modern standard Dutch.

Texts provided will generally be based on the new spelling system. Students may use either the old or the new spelling system.

## RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Dutch develops students' ability to understand and use a language that is spoken not only by a significant number of people in Europe but also, as a result of migration, in Dutch communities world wide.

Knowledge of the Dutch language provides direct access to a culture rich in history and tradition, art, music, dance, literature and folk craft.

The ability to communicate in Dutch may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as commerce, trade and social services.

## AIMS

This study is designed to enable students to:

- use Dutch to communicate with others;
- understand and appreciate the cultural contexts in which Dutch is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Dutch and English, and/or other languages;
- apply Dutch to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

## ENTRY

Dutch is designed for students who will, typically, have studied Dutch for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

## MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Dutch to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

## SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

## USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The 'Advice for teachers' section provides specific examples of how information technology can be used in this study.

## COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

## VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 49–51.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Dutch the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4: Common areas of study

The areas of study for Dutch comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Dutch-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Dutch-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, personal profile, personal introspection, personal values and lifestyles.</i></li> <li>• <b>Relationships</b> <i>For example, family and friends, falling in love, community.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school life, further education, future plans, student exchange.</i></li> <li>• <b>Leisure and interests</b> <i>For example, hobbies, sport, entertainment, holidays and travel, health and fitness.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, urban and country life, cultural/regional diversity, food and cuisine, migration.</i></li> <li>• <b>History and culture</b> <i>For example, traditions and celebrations, historical events, places and people.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, literature, creative and performing arts, film and media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth issues</b> <i>For example, equality, peer group pressure, work opportunities.</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cultural diversity.</i></li> <li>• <b>Issues facing the world today</b> <i>For example, ethical issues, environmental issues, impact of technology.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Formal letter*	Personal profile*
Announcement	Informal letter*	Play
Article*	Instructions*	Poem
Brochure/pamphlet	Interview	Postcard*
Cartoon	Invitation	Report*
Chart	Journal/diary entry*	Review*
Conversation*	List*	Song
Discussion*	Map	Survey
Editorial	Menu	Table
Email	Narrative account/story*	Text of a speech/talk*
Film	News item	Timetable
Form	Note/message*	Webpage

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verbs	conjugation:	
	regular	<i>werken</i>
	irregular	<i>zijn, hebben, doen</i>
	mood:	
	indicative	
	present	<i>ik werk</i>
	imperfect	<i>ik werkte</i>
	perfect	<i>ik heb gewerkt</i>
	pluperfect	<i>ik had gewerkt</i>
	future	<i>ik <u>zal</u> het morgen <u>doen</u></i>
	future perfect	<i>als je morgen komt, <u>zal</u> ik het <u>gedaan hebben</u></i>
	conditional	
	present	<i>ik zou werken</i>
	perfect	<i>ik zou gewerkt hebben</i>
	imperative	
	second-person singular	<i>Kom binnen</i>
	first-person plural	<i>Laten we obschieten</i>
	second-person plural	<i>Komt binnen</i>
	impersonal form	<i>Niet roken</i>
	subjunctive	
	present	<i>Hij leve lang</i>
	voice:	
	present active	<i>De man wast de hond</i>
	past active	<i>De man waste de hond</i>
	passive	
	present passive	<i>De hond wordt door de man gewassen</i>
	past passive	<i>De hond werd door de man gewassen</i>
	infinitive	<i>Ik ga naar de stad <u>om</u> bloemen <u>te</u> kopen</i> <i>Ik <u>ben</u> <u>aan</u> het schrijven</i> <i>Ik <u>ga</u> vanavond vroeg <u>slapen</u></i>
	double infinitive	<i>Ik heb haar horen zingen</i>
	modal + infinitive	<i>kunnen, mogen, willen, moeten, zullen</i> <i>– ik moet hem opbellen</i>

	<ul style="list-style-type: none"> <li>reflexive</li> <li>verbs plus preposition <ul style="list-style-type: none"> <li>separable</li> <li>inseparable</li> </ul> </li> <li>impersonal use of verbs and expressions</li> <li>use of ‘er’</li> </ul>	<ul style="list-style-type: none"> <li><i>zich wassen – ik was me</i></li> <li><i>opbellen – ik bel jou op</i></li> <li><i>herhalen – ik herhaal mijn zin</i></li> <li>use of <i>men – men spreekt hier Nederlands</i></li> <li><i>er wordt hier Nederlands gesproken</i></li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>gender</li> <li>number</li> <li>diminutives</li> <li>infinitives used as nouns</li> </ul>	<ul style="list-style-type: none"> <li><i>het kind, de man</i></li> <li><i>de kinderen</i></li> <li><i>het kindje</i></li> <li><i>Het schrijven van een brief</i></li> </ul>
<b>Determiners</b>	<ul style="list-style-type: none"> <li>definite and indefinite article</li> <li>absence of determiner</li> </ul>	<ul style="list-style-type: none"> <li><i>de deur- een deur, het huis, een huis</i></li> <li><i>Bloemen zijn mooi</i></li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>basic, comparative and superlative forms</li> <li>agreement of adjectives with noun</li> <li>present and past participles used as adjectives</li> </ul>	<ul style="list-style-type: none"> <li><i>groot, groter, grootst</i></li> <li><i>een mooi boek – mooie boeken</i></li> <li><i>Een schreeuwend kind, gekookte eieren, gebakken aardappelen</i></li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>basic, comparative, and superlative</li> </ul>	<ul style="list-style-type: none"> <li><i>Hij leest goed</i></li> <li><i>Zij leest beter</i></li> <li><i>Hij leest het best</i></li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>personal, demonstrative</li> <li>reflexive, interrogative,</li> <li>relative, possessive</li> <li>indefinite</li> <li>pronoun-preposition compounds <ul style="list-style-type: none"> <li>formal and informal</li> <li>stressed and unstressed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>ik, die, me, welke</i></li> <li><i>wiens</i></li> <li><i>men, iemand, iets, alles</i></li> <li><i>waarmee, daardoor</i></li> <li><i>u, jij</i></li> <li><i>jij-je</i></li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>verbs with prepositions</li> <li>adjectives and nouns with preposition</li> </ul>	<ul style="list-style-type: none"> <li><i>lachen om</i></li> <li><i>angst voor, trots op</i></li> </ul>
<b>Conjunctions</b>		<ul style="list-style-type: none"> <li><i>en, maar, omdat, terwijl</i></li> </ul>
<b>Numerals</b>	<ul style="list-style-type: none"> <li>cardinals and ordinals, and their use in times and dates</li> </ul>	<ul style="list-style-type: none"> <li><i>twee, tweede</i></li> </ul>
<b>Sentences and phrase types</b>	<ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>position of negatives</li> <li>exclamatory</li> <li>verbs in main and subordinate clauses</li> <li>direct and indirect speech</li> <li>order of adverbs (time, manner, place)</li> </ul>	<ul style="list-style-type: none"> <li><i>Ik ben 17 jaar</i></li> <li><i>Ben jij 17 jaar?</i></li> <li><i>niet, nooit, geen</i></li> <li><i>Niet doen!</i></li> <li><i>Ik las een boek</i></li> <li><i>Het boek dak ik gelezen heb</i></li> <li><i>Schiet op!</i></li> <li><i>Hij zegt dat ik op moet schieten</i></li> <li><i>Ik ben gisteren vlug naar de stad gegaan</i></li> </ul>

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to initiate and maintain a spoken or written exchange related to personal areas of experience.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing experiences and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to turn taking;
- self-correct/rephrase or use strategies to maintain communication;
- communicate in a range of text types, for example letter, fax, email;
- communicate by telephone;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;

- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific interest;
- establish and confirm meaning through re-reading, using headings and sub-headings, and referring to dictionaries.

### Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, describe and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/evaluation on aspects of texts;
- respond appropriately to the context, purpose and audience described.

### ASSESSMENT

The criteria for satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Dutch are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Dutch or English.

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Dutch or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the majority of assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Dutch, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of the study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in spoken or written exchange related to making arrangements and completing transactions.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements and complete transactions;
- obtain and provide goods, services or public information;
- link and sequence ideas;
- initiate, maintain contact as appropriate, and close an exchange;
- use stance, gesture and facial expression to enhance meaning and persuade;
- use appropriate means of communication;
- use examples and reasons to support arguments, and to convince;
- respond appropriately to the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;

## UNIT 2

- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

### Outcome 3

On completion of this unit the student should be able to give a presentation to real or imaginary experience in written or spoken form.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types such as short stories and novels;
- use structures related to describing, recounting, narrating and reporting upon past, present or future events or experiences;
- use a range of appropriate vocabulary to express ideas and feelings;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, question and exclamations;
- vary language for audience, context and purpose.

### ASSESSMENT

The award of satisfactory achievement for a unit is based on a decision that the student has demonstrated achievement of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum will publish annually an assessment guide which will include advice on the scope and nature of assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and students are not necessarily or desirably assessed on each element. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Dutch are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, podcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story

It is expected that the student responds in Dutch to all assessment tasks selected.

# Units 3 and 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Dutch-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Dutch-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density

and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Dutch community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.

### Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future or hypothetical experience;
- link and sequence ideas and information at sentence and paragraph level.

#### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

#### Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

#### Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

#### *School-assessed coursework*

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

## UNIT 3

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of relevant text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Dutch-speaking communities.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Dutch-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

### **Contributions to final assessment**

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

### ***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Dutch-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review and	20
	A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

### *End-of-year examinations*

The end-of-year examinations are:

- an oral examination
- a written examination.

### **Oral examination (approximately 15 minutes)**

#### **Purpose**

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Dutch.

#### **Specifications**

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Dutch-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

**Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding****Purpose**

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Dutch in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

**Specifications**

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Dutch covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Dutch for responses in Dutch.

**Section 2: Reading and responding****Purpose**

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Dutch to information provided in a text.

**Specifications**

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

**Part A**

The student will be required to read two texts in Dutch of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read a short text in Dutch of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Dutch. The task will be phrased in English and Dutch for a response in Dutch.

**Section 3: Writing in Dutch****Purpose**

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Dutch.

**Specifications**

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Dutch. The tasks will be phrased in English and Dutch for a response in Dutch.

**UNIT 4**

**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

**Outcomes and assessment tasks for Units 1 and 2**

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	Participate in a spoken exchange related to making arrangements and completing transactions. or Write a personal letter, or fax, or email. or Role-play. or Interview.	
2 Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in English.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and extract and use information and ideas from spoken and written texts. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.	
3 Produce a personal response to a text focusing on real or imagined experience.	Oral presentation. or Interview. or Article.	3 Give expression to real or imaginary experience in written or spoken form. or Journal entry. or Personal account. or Short story.	

## Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Dutch-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

## Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Dutch	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Dutch	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

FOR USE IN 2024

# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.



## Unit 1

### Theme

The changing world

### Topic

Tourism

### Grammar

Present, future tenses, modal verbs, use of 'er', reflexive verbs, pronouns, descriptive adjectives

### Text types

Documentary, article, commentary, report

### Examples of learning activities

watch a documentary on visiting Amsterdam; note vocabulary and expressions

read an article on the growth of travel and tourism in the Netherlands

view photos and printouts of a Dutch city; in pairs, write a commentary accompanying them

read a report on the importance of cultural exchanges; extract

listen to a survey canvassed in a Dutch city about the positive aspects of tourism in the area; record responses in a table

take part in a discussion about the importance of tourism

### Example assessment task

**Outcome 2:** Listen to and obtain information from written and spoken texts.

Read a report on tourism in the Netherlands' main cities and use the information to complete a chart.

## Unit 1

### Theme

The Dutch-speaking communities

### Topic

History and culture

### Grammar

Tenses (imperfect, present perfect, future),  
adjectives, nouns, adverbs of time and  
place, numerals (dates)

### Text types

Pamphlet, talk, poem, conversation,  
interview, advertisement, summary

### Examples of learning activities

complete a calendar of celebrations and their  
preparations

give a talk about Dutch traditions in the society

role-play telephone conversation with a friend about organising a  
Dutch winter celebration

research origins of Dutch festival/tradition; use the information  
to write a summary

watch a documentary/interview about traditions in the Netherlands;  
list the main points

research the role of Zwarte Piet in the St Nicholas celebrations and  
use the information for a webpage on Dutch celebrations

in pairs, write a poem to give with a present in the tradition of St  
Nicholas

listen to an announcement about an upcoming Dutch celebration;  
use the information to produce an advertisement for the event

### Example assessment

How do you feel about...? Produce a personal response to a text  
focusing on... or in... experience.

Watch a video presenting an overview of traditions and their  
history and write a review explaining why in your view this is/is  
not a valuable source of information.

## Unit 1

Theme	Examples of learning activities
The individual	in small groups, discuss school environment (e.g. subjects, teacher-student relationships, curriculum priorities)
Topic	
Education and aspirations	read an article about a Dutch school and summarise the main points
Grammar	
Future, conditional tenses, adjectives (comparative, superlative), adverbs, relative pronouns, prepositions	listen to an interview about participating in a student exchange program, identify vocabulary and expressions
Text types	
Interview, journal entry, letter, article, talk	<p>write a journal entry about students describing their daily routine and summarise key points of difference</p> <p>prepare a conversation helping a new student familiarise himself/herself with the school layout</p> <p>write a letter to a Dutch penfriend describing school life, rules and regulations</p> <p>present a video segment about an aspect of your school for a Dutch exchange program</p>

### Example assessment task

**Outcome 1** Listen to an interview and obtain information from written text.

Listen to an interview and use the information to complete a table of the pros and cons of participating in a study program in the Netherlands.

## Unit 2

### Theme

The individual

### Topic

Leisure and interests

### Grammar

tenses (present, past and future), modal verbs, imperatives, negation, verbs and prepositions, verbs of motion, simple relative pronouns

### Text types

Announcement, report, brochure, book review, conversation, postcard, documentary, survey, summary

### Examples of learning activities

- write a postcard from a holiday destination
- read brochures on holiday destinations; extract vocabulary and expressions
- role-play a telephone conversation about arranging sports training or a holiday
- describe a holiday experience during your holidays
- write a report about popular Dutch holiday destinations; extract main points
- write a letter/email to a penfriend about your hobbies and interests
- watch a documentary about travel in the Netherlands
- describe a Dutch film genre that you like
- design a questionnaire about hobbies and interests and survey the class; collate results in table and report the results
- present an oral review of a book that interested you

### Example assessment task

**Outcome 1** Listen to and extract and use information from spoken and written texts.

Read a report about a cultural event and use the information to write an email to a friend telling him/her about it.

## Unit 2

### Theme

The changing world

### Topic

Youth issues

### Grammar

Adjectives, passive voice, double infinitives, verbs and prepositions conjunctions

### Text types

Summary, discussion, letter, personal account, quiz, questionnaire

### Examples of learning activities

in groups, discuss and identify issues that are important to youth today

write a personal account about an issue that you find challenging

design a questionnaire about the issues; survey the class and summarise the results in a report

read an article about peer group pressure; note vocabulary and express your opinion

participate in a panel discussion about peer group pressure

write a letter to the editor in response to an article criticising teenagers' lack of commitment

listen to a song by Paul van Vliet; note issues raised and discuss the writer's views about these issues

### Example assessment task

**Outcome 1:** Participate in spoken communication exchange related to making arrangements and negotiating transactions

Take part in a role-play involving making arrangements for a rally about an important youth issue.

## Unit 2

### Theme

The Dutch-speaking communities

### Topic

Arts and entertainment

### Grammar

Verbs and prepositions, adjectives and nouns and prepositions, adverbs, word order, interrogative and possessive pronouns

### Text types

Review, synopsis, short story, profile biography

### Examples of learning activities

read profiles/biographies of artists such as Piet Mondrian van Veen or Jaap Fisher; discuss vocabulary and expressions

watch a Dutch film, e.g. *Ammonia*, then do interviews with the main characters

watch a Dutch film, e.g. *Het Meisje met het Rode Haar*, discuss characters and language used

write a synopsis of a Dutch novel or short story

role-play accepting/rejecting an invitation to an event

write a review of a Dutch film or mini-series

read a short story from a magazine or newspaper; note the themes; discuss characters' motivation

### Example assessment task

**Outcome 3:** Give expression to real or imaginary experience in written or spoken form.

Write a journal entry as a character from a novel or film about a day that takes place after the story has ended.

## Unit 2

Theme	Examples of learning activities
The individual	discuss attributes important to individual relationships
<b>Topic</b> Relationships	read an article on the importance of relationships; summarise the advice in the form of a brochure
<b>Grammar</b> All tenses, subjunctive mood, adjectives (comparative and superlative), relative pronouns (all forms including 'waardoor' etc.), prepositions	in pairs, discuss the importance of relationships
<b>Text types</b> Lyrics, poem, short story, article, invitation, letter	<p>watch a video and listen to a song about falling in love; compare and discuss the poet's views on love and relationships</p> <p>write a short love story or poem with a twist</p> <p>respond to a letter seeking advice about a problematic relationship</p> <p>analyse some songs on friendship; complete comprehension activities</p> <p>discuss the importance of friendship to people of all ages</p>

### Example assessment task

**Outcome 1** Listen to, read and extract and use information from spoken and written texts.

Read a poem about a relationship and rewrite it as a personal letter.

## Unit 3

### Theme

The individual

### Topic

Education and aspirations

### Grammar

Tenses (past, present, future and conditional), modal verbs, use of 'er', double infinitives, diminutives, conjunctions

### Text types

Article, interview, letter, résumé

### Examples of learning activities

read job advertisements and résumés; note vocabulary and expressions

role-play a job interview

write a letter of application for a job

take part in a conversation about future aspirations



research an educational issue in the Netherlands using the Internet and any other resources; use the information to write an article

interview a Dutch exchange student or a Dutch person about their educational experiences

write a letter to a Dutch university asking about the possibilities of studying there

### Example assessment task

**Outcome 3:** Exchange information, opinions and experiences.

A three- to four-minute role-play focusing on the resolution of an issue.

Role-play a discussion in which you seek to persuade someone of the value of studying in the Netherlands for an extended period of time.

**Outcome 2:** Analyse and use information from spoken texts.

Respond to specific questions, messages or instructions, and extract and use information requested.

Listen to an interview and use the information to summarise the pros and cons of changes made in the Dutch education system.

## Unit 3

### Theme

The Dutch-speaking communities

### Topic

History and culture

### Grammar

All tenses, relative and demonstrative pronouns, subjunctive mood, infinitives as nouns, conjunctions

### Text types

Novel, webpage, debate, brochure, biography

### Examples of learning activities

watch a film such as *Het Achterhuis* and list the important historical events; note vocabulary and expressions

 search the Internet for information about a famous Dutch painter of the Dutch Golden Age; make a list of some of his/her achievements

 in pairs, search the Internet for information on the Dutch Royal family; use the information to write an informative article

read extracts from a novel such as *The Diary of Anne Frank* and discuss the key aspects of the historical context

watch a documentary about an historical event; use the information to write an informative article

research information about the Dutch in Indonesia; use the information to present a talk about the Dutch influence on Indonesian life

write a biography of an influential historical personality of your choice

### Example assessment task

**Outcome 3:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

As one of the historical figures you have studied, write a journal entry focusing on a significant day in your life.

## Unit 4

### Theme

The Dutch-speaking communities

### Topic

Lifestyles

### Grammar

passive voice, subjunctive mood, direct and indirect speech, particles, impersonal verbs, conjunctions

### Text types

Biography, autobiography, conversation, article, discussion

### Examples of learning activities

read extracts from biographical/autobiographical accounts of migrant experiences; discuss reasons for migration

listen to a discussion about the Dutch colonial influence in Asia and use the information to write a report

watch a documentary about Dutch migration; discuss the issues related to migration



research information about Dutch contribution to Australia; use the information to create a webpage

read a journal entry written in the last century and write the text of a speech to explain the context in which it was written

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts, which reflect aspects of the language and culture of the Dutch-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

'Migration has brought nothing but benefits to all involved. Discuss this issue in a brief interview.'

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Dutch-speaking communities.

A 250–300-word informative, persuasive and evaluative written response.

Write a report outlining two or more ways in which migration has impacted on lifestyle.

## Unit 4

### Theme

The changing world

### Topic

Issues facing the world today

### Grammar

All tenses, subjunctive mood, adverbs, word order, prepositional compounds, modal verbs

### Text types

Discussion, article, debate

### Examples of learning activities

read articles on the impact of technology on young people; note vocabulary and expressions

discuss and list the advantages and disadvantages of technological developments

read and analyse statistics about the type and frequency of technology use in the Netherlands; discuss and compare with the use of technology in Australia

write an article about the potential for technology to change our future lives

take part in a debate about the importance or otherwise of technological research

listen to an interview with a prominent business person about the importance of technology in the work place

### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Use articles and statistics as the basis for the script of a talk about the extent to which our lives have been influenced by technology for the better.

## SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

### Theme: The individual

Topic: Leisure and interests

Possible sub-topics for detailed study

- Keeping healthy and fit in the 21<sup>st</sup> century.
- The importance of competition in sport.
- The influence of Dutch sporting heroes.

### Theme: The Dutch-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study:

- The history of Dutch migration in the 20<sup>th</sup> century.
- The relevance and importance of a region in the Netherlands.
- The influence of Dutch migrants in Victoria.
- The advantages and disadvantages of immigration.
- Dutch settlement in Victoria.

Topic: History and culture

Possible sub-topics for detailed study:

- The Second World War and its effects on the Dutch population.
- Historical connections between Australia and the Netherlands.
- The legacy of Anne Frank.
- The importance of the Huis van Oranje in Dutch history.
- The Indonesian connection.
- The Eighty Years war.
- The survival of Dutch traditional celebrations.

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- A 17<sup>th</sup>-century Dutch painter and his/her influence on other painters.
- The life and influence of Van Gogh.
- A Dutch poet and his/her influence.
- The Dutch film and media industry.
- Dutch painting in the 17<sup>th</sup> century and its global influence.
- The Hague School and the Amsterdam impressionists.

**Theme: The changing world**

Topic: Youth issues

Possible sub-topics for detailed study:

- The Batavia project for the unemployed.
- Sport: a good or bad influence for the younger generation?

Topic: Issues facing the world today

Possible sub-topics for detailed study

- The impact of technology on Dutch society.
- The Delta works.
- The future – less work, more leisure.

### EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how both the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution.  Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in a Dutch-speaking community. Write a formal letter to the overseas education officer enquiring about the costs, length and entry into courses relevant to your area of interest. Enquire also about the types, costs and availability of accommodation on the campus.
VET Outcome 1: and VET Outcome 6:	Seek medical attention (hospital/surgery/chemist) (1.1, 1.2, 1.3)  Write a thank-you letter/thank someone over the phone (6.1, 6.2)
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Write a letter to the local doctor and describe the condition of the patient, the symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.
VET Outcome 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8) Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the message and side effects of the medicine prescribed by the doctor. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Dutch-speaking community. Write a short letter or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Dutch-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Dutch-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Dutch-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Dutch-speaking community.

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VET Outcome 2: and	Demonstrate basic knowledge of medical practices and sickness in a Dutch-speaking community.
VET Outcome 10:	Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from texts.
Assessment task:	Read the two articles related to health provision in a Dutch-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Dutch-speaking community, and provide key advice for potential tourists.

<b>Detailed description</b>	
VET Outcome 13: and	Demonstrate basic knowledge of politics and government in a Dutch-speaking community.
VET Outcomes 14, 15:	Develop the specialised language and cultural knowledge.
VCE Unit 4 Outcome 1: and	250–300 word informative piece.
VCE Unit 4 Outcome 2:	Participate in a four-minute interview on an issue related to texts studied.
Assessment task:	Write an informative article in which you outline the political figures currently prominent in a Dutch-speaking community, and one or two recent issues or events.  ‘There can only be real economic progress if the populace learns to look after itself, rather than relying on the state.’ Discuss this issue in a three- to four-minute interview.

## **SUMMARY OF OUTCOMES: MODULE 2 OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

## **MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### **Personal writing:**

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### **Imaginative writing:**

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information), register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

## ADVICE FOR TEACHERS

**SUITABLE RESOURCES**

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

**BOOKS****Grammar**

Donaldson, B, *Colloquial Dutch*, Routledge, London, 1996. (A basic course dealing with the main grammatical points.)

Donaldson, B, *Dutch, A Comprehensive Grammar*, Routledge, London, 1997. (A detailed Dutch grammar reference.)

A website grammar course:  
<http://tfdecl.fys.kuleuven.ac.be/dutchcourse.html>

**Dictionaries**

Any dictionary that has a Dutch gender specified, e.g.

Renier, F C, *Dutch-English, English-Dutch Dictionary*, Routledge, London.

Collins Dictionary – Dutch-English, English-Dutch 1999.

An online dictionary:  
<http://dictionaries.travlang.com/>  
English-Dutch, Dutch-English

**JOURNALS AND PERIODICALS**

The first four are newspapers and deal with issues in all the prescribed themes and topics, the next five deal with the theme of the Individual and its topics. *Techniek* deals mainly with technology.

*NRC Handelsblad*

*Het Parool*

*Elsevier*

*Trouw*

*Margriet*

*Libelle*

*Viva\**

*Opzij\**

*Kijk*

*Techniek*

\*Available from Medianet, Stationsplein 112–118, 2011 LN Haarlem, The Netherlands.

Online newspapers:  
[www.infohuis.nl/nieuws&weer/](http://www.infohuis.nl/nieuws&weer/)

News sources from all over Europe:  
[www.kidon.com/media-link/europe.shtml](http://www.kidon.com/media-link/europe.shtml)

Available in Australia

*Dutch Weekly* (published fortnightly)

*Dutch Courier* (published monthly)

**FILMS**

SBS regularly shows Dutch feature films and documentaries. The Dutch embassy in Canberra has a catalogue of feature films and documentaries which are available for loan.

[www.filmfestival.nl/filmclips.html](http://www.filmfestival.nl/filmclips.html)

**THE INDIVIDUAL****Personal Identity****BOOKS**

Bakker, H & van Dijk, T, *Year 12 Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

van Keulen, M, *De Ketting*, Arbeiderspers, Amsterdam, 1987. (short stories)

van der Meer, V, *Het Limonadegevoel en andere Verhalen*, De Bezige Bij, 1987. (short stories)

de Moor, M, *Op de Rug gezien*, Contact, Amsterdam, 1991. (short stories)

Höweler, M, *Mooi was Maria*, Arbeiderspers, Amsterdam, 1989. (short stories)

Houbein, L, *Vreemdeling in de Spiegel*, Balans, Amsterdam, 1988.

Duyker, E, *The Dutch in Australia*, Melb. A.E. Press, 1987.

Van Bedaf, Bert & Corjust, B, *About the Dutch*, Melb. A.E. Press, 1988.

**FILMS**

*De Poolse Bruid*

*Antonia's Line*

**SONGS**

Selected songs by, e.g. Paul van der Vliet, Jaap Fisher, Boudewijn de Groot, Robert Long.

## JOURNALS AND PERIODICALS

Geschiedenis van Nederland and Australië en Nederland – both publications of the ‘Voorlichtingsdienst Buitenland van het Ministerie van Buitenlandse Zaken’, 1988

## Relationships

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### BOOKS

Keuls, Y, *Mijn Moeder*.

Bakker, H & van Dijk, T, *Year 12 Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

Meinkema, H, *En dan is er Koffie*, De Bezige Bij, Amsterdam, 1987. (novel)

van Keulen, M, *De Ketting*, Arbeiderspers, Amsterdam, 1987. (short stories)

van der Meer, V, *Het Limonadegevoel en andere Verhalen*, De Bezige Bij, 1987. (short stories)

De Moor, M, *Op de Rug gezien*, Contact, Amsterdam, 1991. (short stories)

Höweler, M, *Mooi was Maria*, Arbeiderspers, Amsterdam, 1989. (short stories)

Duyker, E, *The Dutch in Australia*, Melb. A.E. Press, 1987.

van Bedaf, Bert & Corjuist, B, *About the Dutch*, Melb. A.E. Press, 1988.

### POEMS

Selected poems, e.g. Anon. ‘Egidius, waar bestu bleven’, from any collection.

### SONGS

Selected songs by, e.g. Paul van der Vliet, Jaap Fisher, Boudewijn de Groot, Robert Long.

## JOURNALS AND PERIODICALS

*Geschiedenis van Nederland and Australië en Nederland* – both publications of the ‘Voorlichtingsdienst Buitenland van het Ministerie van Buitenlandse Zaken’, 1988.

### FILMS

*De Poolse Bruid*

*Antonia's Line*

## Education and aspirations

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### BOOKS

Bakker, H & van Dijk, T, *Year 12 Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

Höweler, M, *Mooi was Maria*, Arbeiderspers, Amsterdam, 1989. (short stories)

Duyker, E, *The Dutch in Australia*, Melb. A.E. Press, 1987.

Van Bedaf, Bert & Corjust, B, *About the Dutch*, Melb. A.E. Press, 1988.

## Leisure and interests

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### BOOKS

Bakker, H & van Dijk, T, *Year 1, Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

Van Keulen, M, *De Ketting*, Arbeiderspers, Amsterdam, 1987. (short stories)

Höweler, M, *Mooi was Maria*, Arbeiderspers, Amsterdam, 1989. (short stories)

## THE DUTCH-SPEAKING COMMUNITIES

### Lifestyles

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### JOURNALS AND PERIODICALS

*Australië en Nederland and Geschiedenis van Nederland* – both publications of the ‘Voorlichtingsdienst Buitenland van het Ministerie van Buitenlandse Zaken’, 1988. The latter includes a good section on migration and migrants.

### History and culture

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### BOOKS

Bakker, H & van Dijk, T, *Year 12 Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

Publications of Stichting Verzetsmuseum Amsterdam, Lekstraat 63, 1079 EM Amsterdam, The Netherlands.

Frank, A, *Het Achterhuis*, Bakker, Amsterdam, 1987. (The Diary of Anne Frank)

Minco, M, *Verzamelde Verhalen 1951–1981*, Bakker, Amsterdam, 1986. (short stories)

Minco, M, *Het bittere Kruid*, Bakker, Amsterdam, 1985. (short novel in story form)

Minco, M, *Nagelaten Dagen*, Bakker, Amsterdam, 1998. (novel)

Mulisch, H, *De Aanslag*, De Bezige Bij, Amsterdam, 1987. (novel)

Donker, A, *V in Versvorm – Vrijheid, Verzet en Victorie 1940–1945*, Sijthoff, Amsterdam, 1988. (poems)

There are more than 80 different Project Packs (Projektpakketten) available from Het Rijksmuseum, Amsterdam, Educatieve Afdeling.

Ask for their list of these publications: Postbus 50673, Amsterdam. The Netherlands. These Projektpakketten are rich in interesting information and photographic material dealing with several topics across the themes.

**ADVICE FOR TEACHERS****JOURNALS AND PERIODICALS**

*Anne Frank Magazine* (A yearly publication by the Anne Frank Stichting: website: [www.annefrank.nl](http://www.annefrank.nl))

**POEMS**

Campert, J, 'Het Lied der achttien Doden', from any collection.

Gerhardt, I, 'Het Carillon', from any collection.

**FILMS**

*Het Meisje met het rode Haar*

*Pastorale*

*De Aanval*

*Het Achterhuis*

**Arts and entertainment**

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Eighty different Projektpakketten available from Het Rijksmuseum, Amsterdam, Educatieve Afdeling (see previous page under 'Books' in the 'History and culture' category).

**THE CHANGING WORLD****Youth Issues**

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**BOOK**

Bakker, H & van Dijk, T, *Year 12 Dutch Anthology of Poems*, Adelaide, SSABSA, 1988.

**JOURNALS AND PERIODICALS**

*Anne Frank Magazine* (A yearly publication by the Anne Frank Stichting: Website: [www.annefrank.nl](http://www.annefrank.nl))

**Tourism**

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*Australië en Nederland* and *Geschiedenis van Nederland* – both publications of the 'Voorlichtingsdienst Buitenland van het Ministerie van Buitenlandse Zaken', 1988.

Internet website, mainly for travel and tourism:

[www.search-beat.com/netherlands.htm](http://www.search-beat.com/netherlands.htm)

**Issues facing the world today**

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Brunt, M, *Milieusparend Huishouden, Stichting Natuur en Milieu*, Utrecht, 1995. (Book with hints on how to run an environmentally friendly household.)

Other useful Dutch Internet sites for any themes and topics:

<http://lycos.nl.netscape.com/>

[www.nl-menu.nl/nlmenu.eng/nlmenu.shtml](http://www.nl-menu.nl/nlmenu.eng/nlmenu.shtml)

[www.internetcollege.nl.vakken/nederlands](http://www.internetcollege.nl.vakken/nederlands)

[www.internetcollege.nl/verslagen/nederlands](http://www.internetcollege.nl/verslagen/nederlands)