



Written component

GENERAL COMMENTS

In the 2013 Dutch written examination, Section 1 – Listening and Responding caused problems for some students, as it was evident that they had not practised their listening skills sufficiently. To assist their listening skills, students could watch the Dutch news on SBS, and clips in Dutch on YouTube and other online sites.

Some students failed to adhere to the word limits in Section 2 – Reading and Responding and Section 3 – Writing in Dutch.

Advice for students

- Proofread your examination thoroughly, particularly the writing tasks. You will pick up and be able to correct mistakes such as
 - *een oude huis (een oud huis)*
 - *de kinderen heeft (de kinderen hebben)*
 - *wij heb (wij hebben)*
 - *ik heb gebleven (ik ben gebleven)*
 - *onze land (ons land)*
 - *de familie gaan (de familie gaat)*
 - *luek (leuk), misschien (misschien)*
 - *ik heb en vriend (een vriend)*
 - *hij ziet jou en jouw ouders*
 - *ik heb een boot en hij heeft twee boten.*
- Read texts through at least twice before attempting to answer questions. The reading time at the beginning of the examination is the best time to do this.
- Responses must address the key words in the question directly.
- Write according to the text type of a written task – that is, a letter must have a place, a date, an introduction and an ending.
- In Section 2 – Reading and responding, students should read the text and the question carefully several times to fully absorb and understand the task. When responding, they should use only information from the text.
- Students should attempt past examination papers to acquaint themselves thoroughly with the demands of the examination.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding

Most students were able to understand the spoken Dutch in the texts and answer the questions correctly. However, some students did not include relevant and important information from the texts and missed out on some marks. This was particularly evident in Texts 3, 4, 5 and 6.

Students should make full use of the note-taking space on the examination paper.

Part A – Answer in English

Assessment criterion

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately

Text 1

Question 1

Possible answers

- The passage is about (B) the experience of one of the program's listeners.

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- The technician (C) fixed the computer in a very short time.
- Mr Jansen (B) asked for a more detailed bill.
- The closing remark of the reporter (B) is humorous because of what it implies.

Text 2

Question 2a.

Possible answers

- Six Dutchmen sailed to England (during the Second World War) and on arrival presented Queen Wilhelmina with a bunch of tulips.
- Queen Wilhelmina had escaped to England.

Question 2bi.

They contributed from England to the resistance against the German occupation.

Question 2bii.

- research
- interviews

Text 3

Question 3a.

Three of the following were required for full marks.

- Her research is concerned with the business/financial side of events.
- The best marketing strategy for American films in Europe.
- The best decisions that need to be taken for music tours to be financially successful.
- Whether a film has to have an expensive lead actor to make the film a financial success. The business side of hip-hop.

Question 3b.

- She is a professor in Business Studies in America.
- The student's title is because of her interest in hip-hop music.

Part B – Answer in Dutch

Assessment criteria

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately

Text 4

Question 4

- *De Pannenkoekenboot* (The Pancake Boat)
- *De Klassiekclub* (The Classic Club)
- *Zij houdt niet van groente, is dol op vlees (dat op de groente is).* (She dislikes vegetables but loves meat [which is on the pancakes].)
- *Zij vindt het idee van een culturele avond leuk/zij houdt van toneel.* (She finds the idea of a cultural evening fun/She loves the theatre.)

Text 5

Question 5

- *De film is door de kleindochter van Max Euwe gemaakt.* (The film is made by the granddaughter of Max Euwe.)
- *De hoofdfiguur is een jong meisje die schaken leert.* (The main character is a young girl who learns to play chess.)
- *Zij wint een schaakwedstrijd met een truc uit het boek van de schaakcursus meegeschreven door Max Euwe.* (She wins a chess match with a trick from the chess course book co-written by Max Euwe.)
- *Het jonge meisje wordt de koningin van het schaakbord genoemd en Max Euwe was bekend als de schaakkoning.* (The young girl is called the queen of the chessboard, and Max Euwe was known as the chess king.)



Text 6

Question 6

- *Een hele goeie sfeer/gezellig en vriendelijk.* (a very good atmosphere/sociable and friendly)
- *Een leerlingenraad leerlingen helpen mee beslissingen te maken.* (a student council/students contribute to decision-making)
- *Keuzevakken/'Grote Denkers' vak/debatteren/discussiëren* (options/'big thinkers' subject/debating/discussion)
- *Discussiegroep over mensenrechten* (discussion group on human rights)
- *Alles is online.* (Everything is online.)
- *De school werkt samen met het hoger onderwijs.* (the school cooperates with higher education)

Section 2 – Reading and Responding

Part A – Answer in English

Assessment criterion

- understand general and/or specific aspects of texts by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately

Some students gave irrelevant information, particularly in Text 7. Text 8 was done well by students who gave concise answers to the text.

Text 7

Question 7a.

- They are only interested in their contemporaries.
- They don't listen to advice.
- They are irresponsible.

Question 7b.

He is able to

- make choices
- plan
- foresee consequences of actions
- take others into account.

Text 8

Question 8

Miep: excitement

Tom: fear

Guus: despair/deprivation (because of hunger)

Part B – Answer in Dutch

Assessment criteria

- understand general and specific aspects of a text by identifying, analysing and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type)

Students needed to write an email to their parents convincing them to view a house in Dordrecht, with the intention of moving there as the parents become older.

Students needed to use only information from the text, as this was not an imaginative task. In general, this question was completed well, despite a number of basic grammatical and vocabulary errors. Students need to be aware of transferring information correctly from the text.

Text 9

Question 9

Possible answers



Advantages

- green neighbourhood
- trees, beautiful garden
- big garden shed
- sunny garden terrace
- well-maintained and renovated kitchen
- small
- within walking distance to the shops and the station
- affordable
- big lounge and dining room
- quiet neighbourhood
- floor heating

Disadvantages

- private house for sale (they want to rent)
- has a first floor and an attic (hard for older people)
- has spiral stairs (hard for older people)
- house is too old (1940)
- they don't need a parking space
- the laundry is tiny and old
- there is no shower

Some students did not include sufficient disadvantages of the house.

Section 3 – Writing in Dutch

Assessment criteria

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type

Competent students were easily able to express ideas in clear and concise Dutch and included a number of more complex grammatical structures and the use of some relevant Dutch idioms. There was some entertaining and interesting writing using an extensive range of relevant vocabulary. Students must ensure they adhere to their chosen topic.

There were some disappointing errors in grammar and vocabulary. Language skills need to be practised consistently and developed by using more complicated structures and a wider range of vocabulary in various writing tasks.

The most popular question was Question 13, and students who chose this topic wrote some lively and humorous stories. Question 12 about the asylum-seeker issue was also popular.

Common spelling errors included the following.

kueze (keuze), gezelig (gezellig), jaaren (jaren), maaklijk (makkelijk), kliendochter (kleindochter), geleest (gelezen), gebouwed (gebouwd), behoort (gehoord), laater (later), panacoeken (pannenkoeken), groetens (groetjes), vriendt (vriend), spellen (spelen), zij houd (zij houdt), goedkopper (goedkoper), eerdig (aardig), kommen (komen), booten (boten), oogen (ogen), uuren (uren), groote (grote), huuren (huren), schaaken (schaken), loopen (lopen), wauw (wou), tog (toch), jaarige (jarige), pragtig (prachtig), benneden (beneden), wandellen (wandelen), grooien (groeien), schiterende (schitterende), mogenlijk (mogelijk), klasieke (klassieke), genoempt (genoemd), omgekeert (omgekeerd), Duitzeland (Duitsland), hooge (hoge), avontuuren (avonturen), hetzelve (hetzelfde), vor (voor), nieuwe (nieuwe), hoeft (hoofd), er waaren (er waren), riskeeren (riskeren), misbriek (misbruik), des de meer (des te meer)

Common grammatical errors included.

- adjective inflection: *een mooie huis (een mooi huis), het groen bos (het groene bos), de meesten mensen (de meeste mensen)*
- correct verb auxiliaries: *hij heeft gekomen (hij is gekomen), ik ben geslapen (ik heb geslapen)*
- incorrect genders: *de probleem (het probleem), de kind (het kind), de huis (het huis), de meisje (het meisje)*
- the difference between *na*: after (*na het avondeten*) and *naar*: to (*naar huis*)
- correct use of verbs and prepositions: *ik ben bij de supermarkt, wij wachten op hem, ik zoek naar zijn adres, zij kijkt naar de dieren, wij antwoorden op de vragen*



- the difference between *bedoelen/betekenen*, *wonen/leven*, *verstaan/begrijpen*, *weten/kennen*, *vrij/gratis*, *de glazen/de bril*.
- verb endings: *wij zag (wij zagen)*, *veel mensen vindt (veel mensen vinden)*, *wij moet (wij moeten)*, *hij antwoord (hij antwoordt)*, *u ben (u bent)*, *de hond ga (de hond gaat)*, *iedereen waren (iedereen was)*
- the difference between *jou* and *jouw*: *ik zie jou volgende week*, *ik heb jouw boeken*
- the difference between *en* and *een*: *ik heb een hond*, *ik heb een hond en een poes*
- word order: *wij zijn vandaag niet thuis (vandaag zijn wij niet thuis)*
- long and short vowel sounds: *bom/bommen*, *boom/bomen*, *zak/zaken*, *tak/takken*, *uur/uren*, *loop/lopen*, *buur/buren*, *peer/peren*, *boot/boten*, *schaap/schape*, *pot/poot*, *potten/poten*

Question 10

Students needed to write a letter to their grandfather and try to persuade him to move to a retirement home that has a resident dog, pointing out the benefits of having the company of a dog, without having to care for it.

- Text type: informal letter

Suggested content

- refer to article read
- reference to an animal in a retirement home
- the benefits of a dog
- lack of problems associated with having a dog in retirement home

Question 11

Students needed to write a report for their employer about a programmed bus tour around their city, describing the venues that they visited, including where they stopped for refreshments.

- Text type: formal report
- Audience: the company
- Evaluative writing: pros and cons

Suggested content

- introduction, body, conclusion
- evaluative content and language referring back to reactions of tourists in relation to the programmed tour

Question 12

Students were required to write a diary entry where they reflected on the asylum-seeker issue.

- Text type: diary entry – informal language, interjections, suspension points
- Personal, reflective writing that is not too descriptive

Suggested content

- mention of the debating club to contextualise
- discussion of the asylum-seeker issue
- mention of what the student regards as being the three or four main issues and how they would solve them.

Question 13

Students were required to write an imaginative story using the cartoon.

- Text type: short story
- Audience: any age group
- Imaginative writing: can be humorous

Suggested content

- situation, complication, resolution/conclusion
- reference to the proverb 'Where there's a will, there's a way'