

# 2015 VCE Dutch written examination report

## General comments

A number of students gained a high score in the 2015 Dutch written examination. Students were quite familiar with the requirements of the examination; however, some responses contained grammatical and spelling errors. Students should use the number of marks allocated to each question and the answer space provided as a guide to the length and depth of their response. Students must read the questions very carefully a number of times to absorb and use the information correctly.

## 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 Part A – Answer in English

Some responses in this part were excellent but there were others that did not include the relevant information. Students should make full use of the note-taking space provided on the examination paper.

### Text 1

#### Question 1a.

A beauty contest for snowmen

#### Question 1b.

- four children
- a photographer

#### Question 1c.

Thirty entries have already been received.

### Text 2

#### Question 2

- You have just listened to a (B) telephone conversation.
- Mia would like to (A) earn more.
- At Mr Groot's house, Mia has to (D) read to the children.
- Mr Groot thinks that (C) Mia is a competent babysitter.

### Text 3

#### Question 3a.

- people who like music/piano playing/singing
- people who like walking
- people who like craft
- people who like theatre/the arts
- people living in the town

#### Question 3b.

- enthusiasm (initially)
- disappointment (subsequently)

#### Question 3c.

- People need to cooperate to make it possible.
- People do not want to make their gardens/houses available for the festival.
- The word the mayor uses repeatedly to indicate his uncertainty is 'would'.

## Part B – Answer in Dutch

### Text 4

#### Question 4

- *De klant hoorde de ober aan een andere tafel zeggen dat er aspergesoep was.* (The client overheard the waiter telling another table that there was asparagus soup.)
- *Ze wil het bestellen.* (She wants to order it.)
- *De ober zegt dat ze fout begrepen heeft /dat het het wi-fi wachtwoord was.* (The waiter says she misunderstood/that it was the wi-fi password.)

### Text 5

#### Question 5a.

- *Zijn hobby is vogels kijken/hij houdt van vogels.* (His hobby is bird watching/he loves birds.)
- *Hij wil de vogelfamilie in de brievenbus beschermen.* (He wants to protect the bird family in the letterbox.)

#### Question 5b.

- *Iemand heeft een envelop in de doos boven het nest gelegd.* (Someone put an envelope in the box on top of the nest.)
- *De vogels konden niet blijven om hun familie te stichten.* (The birds could not stay to raise their family.)
- *De brief was van de dierenambulance dienst.* (The letter was from the animal ambulance service.)
- *Dit is een organisatie die dieren redt/ ze doen goed werk.* (This is an organisation that rescues animals/they do good work.)

### Text 6

#### Question 6a.

- *Leraren zouden geen computers gebruiken om tijdens de vroege jaren schrijven te leren.* (Teachers would not use computers for teaching writing in the early years.)
- *Meer gedeeltes van de hersenen worden geactiveerd als er met de hand geschreven wordt/ schrijven met de hand laat je de dingen beter onthouden.* (More brain sections are activated when writing by hand/writing by hand makes you remember things better.)

- *De slordigheid van het schrijven/ een klein verschil in brieven als je schrijft, verbetert je geheugen.* (The messiness of writing/a slight difference in letters when writing improves memory.)
- *Studenten verwerken informatie beter als ze aantekeningen met de hand maken.* (Students process information better when making notes by hand.)
- *Schrijven is verbonden aan een betere ontwikkeling van kinderen.* (Writing is connected to better development of children.)
- *Schrijven met de hand leert je je te concentreren op wat belangrijk is.* (Writing by hand teaches you to focus on what is important.)

#### **Question 6b.**

- *Aantekeningen met de hand maken en niet op computers.* (Take notes by hand and not on computers.)
- *De computer om aantekeningen te maken is veel sneller dan ze met de hand te schrijven.* (Using the computer for notes is much faster than writing them by hand.)
- *Want ze willen niet hun computers weggooien.* (Because they don't want to throw away their computers.)

## **Section 2 – Reading and Responding**

### **Part A – Answer in English**

Students needed to read two passages in Dutch and answer questions about the passages in English. However, some students included irrelevant information in their responses and others did not include enough information.

#### **Text 7**

##### **Question 7a.**

- They have difficulty/are ashamed asking for a doggy bag.
- They don't know that they can ask for a doggy bag.

##### **Question 7b.**

Dutch: a special event; smaller portions

American: cheap alternative to cooking at home; huge quantities, e.g. meat.

#### **Text 8**

##### **Question 8a.**

- He likes to feel he is part of the landscape.
- He chooses to go slowly so that he can notice the surroundings (this is inferred by the sentence: 'There are a lot of beautiful things if you take the time on two wheels').
- He can investigate nature and flora.

##### **Question 8b.**

- to give his life a new twist
- to break out of a rut

### **Part B – Answer in Dutch**

This part was answered well, with students adhering to the word limit and including relevant points drawn from the text. A few students did not adhere to the text type. The main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*. Students are

reminded that when answering this part of the examination, only information from the text may be used in responses.

### Question 9

Relevant points from the text included:

- young and tolerant community
- Rotterdam is a lively public space
- innovative architecture
- openness of the city
- not many inaccessible places
- excellent public transport
- the city has developed a positive culture of 'just/simply do it'
- included in the top 10 in '52 Places to Go' of *The New York Times*
- Rotterdam will continue to grow and flourish in the future
- the mayor is proud of his city and finds it attractive
- Rotterdam has changed/developed significantly in the last two decades.

## Section 3 – Writing in Dutch

Students wrote competently and in some cases used more complex grammar structures with a good command of idiomatic Dutch. The most popular question was Question 11.

Many grammatical errors were made and students need to practise and consolidate these writing skills on a wide variety of topics throughout the year. Students also need to make a note of spelling errors and correct them. Students should leave enough time to proofread their responses as many errors can easily be picked up in this way.

Common grammatical errors in students' responses included the following:

- Incorrect genders: *hetzelfde school* (*dezelfde school*), *de huis* (*het huis*)
- Adjective inflection: *een mooie tuintje* (*een mooi tuintje*)
- Agreement of subject and verb: *de gasten probeerde* (*de gasten probeerden*), *we zoude* (*we zouden*), *de honden stopte* (*de honden stopten*), *de vader vind* (*de vader vindt*), *wij deet* (*wij deden*)
- The difference between *een* (an, a) and *en* (and): *ik heb een poes en ik hou van hem*
- The correct use of *jouw* and *jou*: *ik ken jou maar ik ken jouw vrienden niet*
- The correct use of *na* and *naar*: *ik ga na het eten naar de stad*
- The correct use of verb auxiliaries: *ik ben gebleven*, *ik heb gegeten*
- Verb agreement with collective nouns: *de groep weet*, *de familie drinkt*
- Knowledge of regular and irregular verb stems in the past tense: *ik heb gekookt*, *hij heeft gebeld* (regular), *ik heb gegeten* (irregular).

Common spelling errors included the following. The correct versions are given in brackets.

*eigenlik* (*eigenlijk*), *geboekd* (*geboekt*), *makelijk* (*makkelijk*), *hij verteld* (*hij vertelt*), *in het midde* (*in het midden*), *appleflappen* (*appelflappen*), *grasveltje* (*grasveldje*), *gront* (*grond*), *gestoordt* (*gestoord*), *s'middags* (*'s middags*), *het is verkeert* (*verkeerd*), *wereldstadt* (*wereldstad*), *winkle* (*winkel*), *buuren* (*buren*), *uuren* (*uren*), *teid* (*tijd*), *success* (*succes*), *briefffenbus* (*brievenbus*), *dit betekend* (*dit betekent*), *dit is gebeurt* (*gebeurd*), *bootschappen* (*boodschappen*), *beroemt* (*beroemd*), *allebij* (*allebei*), *opgeruimt* (*opgeruimd*), *studeeren* (*studeren*), *waneer* (*wanneer*), *leidjes*, (*liedjes*), *leraress* (*lerares*)

**Question 10**

Students were required to write an article for a student newsletter in which they tried to persuade the reader of the advantages/disadvantages of school uniforms.

**Question 11**

Students were required to write a diary entry, reflecting on a friendship.

**Question 12**

Students were required to write an imaginative story describing what happened at a dog party.