

2016 VCE Dutch written examination report

General comments

Most students performed well in the 2016 Dutch written examination. Students were familiar with the examination requirements and had a sound knowledge of the structure of the examination.

Some students missed important pieces of information in Section 1, and so their responses lacked accuracy and they were not able to discriminate between relevant and irrelevant information.

Students need to take sufficient notes to be able to comprehend the texts accurately, and they should read the questions a few times to absorb and process the information correctly. Students should allow sufficient time to proofread their answers at the end 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 Part A – Answer in English

Text 1

Question 1a.

Event: National School Breakfast

Date: 9–13 November

Contents of boxes: sandwiches, milk, cucumber and fruit

Question 1b.

The mayor invites the children for breakfast on one of the days.

Question 1c.

Because the breakfast packet includes a sandwich with chocolate sprinkles/the breakfast packet is unhealthy because it includes a sandwich with chocolate.

The response needed to mention specifically that it included a sandwich with chocolate. The criteria require students to understand general and specific aspects of texts.

Text 2

Question 2

- This text is (A) an advertisement.
- The train passengers are complaining because (C) there are too many delays.
- The railway company promises to (B) improve the situation.
- The taxi company promises to (D) make sure you catch your flight.

Text 3

Question 3a.

The professor is correct. This is a new phenomenon and has not been passed from one generation to another.

Question 3b.

- They have helped her on social media to try to find the lost toy.
- They have sent her other stuffed toys, but understand they can't replace it.
- They empathise with her by telling their own stories/they tell their own stories about their love for their cuddly animals.
- They have instigated an action to proclaim a 'cuddly animal day'.

Part B – Answer in Dutch

Text 4

Question 4a.

- *Ze wil elke dag met Joris joggen.* (She wants to go jogging with Joris every day.)
- *Ze is in de kerstvakantie te veel aangekomen.* (She has put on too much weight over Christmas/the Christmas holidays.)

Responses needed to include 'Christmas' and 'holidays'.

Question 4b.

- *Ze hebben echt een gebrek aan motivatie.* (They really lack motivation.)
- *Ze vinden excuses voor bijna elke dag.* (They find excuses for almost every day.)

Text 5

Question 5

- *Het houdt de fietsenrekken tegen om overvol te zijn.* (It prevents/stops the bicycle racks from being too full.)
- *Onderdelen van fietsen kunnen weer gebruikt worden wat goed is voor het milieu/recycling is goed voor het milieu.* (Bicycle parts can be reused/used again, which is good for the environment/recycling is good for the environment.)
- *Het geeft training voor de werklozen.* (It provides training for the unemployed.)
- *Het geeft fietsen voor mensen die het zich niet kunnen veroorloven om er eentje te kopen.* (It provides bikes for people who can't afford to buy one.)

Text 6

Question 6a.

- *Het is een student protestbijeenkomst.* (It is a student protest meeting.)
- *De studenten willen dat er een einde aan de overheersing van de Engelse taal in het hoger onderwijs. Komt.* (The students want the domination of the English language in tertiary education to end.)

Question 6b.

- *Ze willen hun eigen taal gebruiken/ zij zijn er trots op.* (They want to use their own language/are proud of it.)
- *Het is tegen de wet om Engels in het hoger onderwijs te gebruiken zonder goede redenen, waarvan ze denken dat er geen zijn.* (It is against the law to use English in teaching tertiary courses without valid reasons, of which they think there aren't any.)

- *Dat gaat ten koste van de kwaliteit van de opleiding, die wordt verzorgd in gebrekkig Engels.* (The quality of the courses is diminished, because they are delivered in imperfect English.)
- *Het Engels mist de helderheid en de nuances van hun moedertaal.* (English lacks the clarity and the nuances of their mother tongue.)
- *Ze moeten werk produceren in een taal die niet hun eigen taal is.* (They have to produce work in a language not their own.)

Section 2 – Reading and responding

Part A – Answer in English

Students had to read two passages in Dutch and answer questions about the passages in English. Some responses included irrelevant information and others did not include enough information. It is good practice to read the two passages at least twice to become fully familiar with the texts before attempting to answer the questions.

Text 7

Question 7

- He gets up with words and goes to bed with words/he is obsessed with words.
- Words form an ant hill in his head.
- He sits on a bench and is deluged/bombarded by words.
- He becomes dizzy from the words on the T-shirts and shopping bags of passers-by.
- Scrabble enables him to make new words out of old words.

Text 8

Question 8a.

- Pijbes believes that by drawing we learn to look more carefully at the beauty of art and history.
- Frouke Jorna believes that we need to look at art for longer than a few seconds to see more in it.

Question 8b.

- The Essaoui family has come to Amsterdam especially for the drawing campaign.
- Naoufal and Zohra have completed all seven tasks.
- It is busy in the 'Nachtwach' room.

Part B – Answer in Dutch

This section was particularly well answered, with students including relevant points drawn from the text in their responses; however, some students did not adhere to the text type, which was an email.

Students are reminded that when answering this question only information from the text may be used.

Text 9

Question 9

Relevant points from the text included:

- city trips to Rotterdam, Utrecht and the Hague are extremely attractive
- distances between cities are tiny/city-hopping is becoming more popular with foreign tourists
- tourists can see a great deal in a short time
- typical Dutch conviviality is popular/good atmosphere in the cities
- exhibitions with international appeal contribute to the attraction of the main cities

- cycling
- the beach is attractive.

Section 3 – Writing in Dutch

Generally students managed their time well and there were some outstanding responses in this section. Question 10 was the most popular question.

Students need to write a plan for their written piece before they start to write. It is important to write key grammatical structures as well as thematically based vocabulary and more complicated expressions before commencing writing.

Some responses lacked depth or were not on the topic; it is a good idea to adhere to the word limit, so as not to repeat or incorporate irrelevant elements in responses.

Students need to leave enough time at the end of the examination to carefully proofread their written piece, as many careless errors can be corrected this way. Also, students must practise and consolidate their writing skills throughout the year on a wide variety of topics.

Both topics were generally handled well but there were many careless grammar and spelling mistakes. The topics that also scored highly were those which included a number of more complex grammatical structures; for example, a double infinitive: *Ik heb al het eten zelf moeten kopen* and *hoe ... hoe: hoe meer je studeert hoe slimmer je wordt*. Simple Dutch idiomatic usage is also important; for example, *aldoende leert men, alles is koek en ei, achter de rug en voor de boeg hebben*.

Those who scored well also used more difficult vocabulary; for example, adjective boosters such as *smoorverliefdepeperduur, spotgoedkoop, kerngezond*.

Common grammatical errors in student responses related to the following:

- adjective inflection: *Een oude huisje (een oud huisje), de nieuw tuin (de nieuwe tuin)*
- agreement of subject and verb: *de kinderen probeerde (de kinderen probeerden), jullie doet (jullie deden)*
- incorrect genders: *het school (de school), het taal (de taal), de nadeel (het nadeel), de strand (het strand), de examen (het examen), de dak (het dak), de weer (het weer)*
- the difference between *een (a/an)* and *en (and)*: *ik heb een broer en hij is sterk*
- the correct use of *jou* and *jouw*: *Ik zie jou maar ik zie jouw vriend niet*
- the correct use of *na* and *naar*: *Wij gaan na de lunch naar school*
- agreement of verbs after a collective noun: *de familie gaat, het personeel vindt*
- correct use of verb auxiliaries with *zijn*: *Wij zijn gekomen, hij is verdwenen*
- regular and irregular verbs in the past imperfect and perfect tenses: *hij heeft gespeeld, hij woonde, zij heeft gedronken, zij wachtte*
- word order: *Ik kom morgen met de fiets naar het zwembad or morgen kom ik ... (not morgen ik kom)*.

Students should pay particular attention to the spelling of Dutch long and short syllables, as there were many errors. For example:

- *speel, spelen woon, wonen vuur, vuren, boot, boten bot botten man, mannen maan, manen zak, zakken zaak, zaken pot, potten poot, poten*
- *het regend (het regent), tweed (tweede), popular (populair), de fiets word (de fiets wordt), leeren (leren), family (familie), tijdens (tijdens), qualiteit (kwaliteit), gemakelijker (gemakkelijker), voetball (voetbal), plotselling (plotseling), misschien (misschien), praat (praten), gevraagd (gevraagd), dit betekend (dit betekent), gemotiveert (gemotiveerd), heelemaal (helemaal), niws (nieuws), knufelbeer (knuffelbeer), repareeren (repareren), rijs (reis), waneer (wanneer), een betje (een beetje), klijn (klein), probeeren (proberen), heele*

(hele), ales (alles), Engles (Engels), hableslag (hagelslag), spannent (spannend), verbaast (verbaasd), success (succes), het is gebeurt (het is gebeurd), (woonen (wonen), buuren (buren), beroemt (beroemd), allebij (allebei), studeeren (studeren), gebofft (geboft), gemisst (gemist).

Question 10

Students were required to write a letter to their favourite teacher regarding the teacher's opinion about moving to an international school in the Netherlands or attending a local Dutch school.

Question 11

Students were required to write an imaginative story for a 10-year-old child that started with a computer saying the words: 'I'm bored to death.'