



Written component

GENERAL COMMENTS

Most students were familiar with the requirements of all sections of the written paper and were able to express themselves in clear and concise Dutch. Some students produced relevant, creative and interesting responses; however, others did not expand sufficiently on their chosen topic in Section 3 and their responses lacked detail and depth. In all sections of the written examination there were many grammatical and spelling inaccuracies.

To improve their listening and reading skills, students should listen to spoken Dutch; for example, in Dutch films and the Dutch news on SBS, and to read Dutch newspapers such as *De Volkskrant*, *NRC Handelsblad* or *de Telegraaf*. Clips on the Internet can be most beneficial in providing more ongoing practice in both the spoken and written language. Students should complete previous Dutch examination papers as part of their examination preparation. Students need to allow sufficient time at the end of the examination to proofread their work, as careless errors can be picked up and corrected in this way.

General advice to students

- Read both reading texts at least twice before attempting to answer questions.
- Answers must address the question directly.
- Adhere to the text type of the written task; for example, a letter must have a place, a date and an introduction and an ending. Please refer to the *VCE Dutch Study Design* for more information on text types.
- Students may find it beneficial to complete past examination papers in order to acquaint themselves with the expectations and demands of the examination. Assessment Reports can be read in conjunction with past examination papers for examination preparation.
- Use the reading time wisely.
- Proofread your examination thoroughly. Allow time to go over your answers before the end of the examination.

SPECIFIC INFORMATION

Section 1 – Listening and Responding

Most students were able to select and apply the relevant information from the five spoken texts. However, some students failed to include relevant information. Students must listen carefully to the texts and to take as many notes as possible in the space provided. There were many grammatical errors, which included incorrect genders, adjective inflection, sentence construction, word order and incorrect tenses.

Part A – Answer in English

Text 1

Question 1a.

Changes in the renovated restaurant include (two of):

- a new menu
- changed opening hours (midday until midnight)
- new desserts.

Text 2

Question 2a.

Suggestions

1. book
2. chocolates
3. cinema tickets
4. plant

Reasons for or against

- she leaves books unread
she feeds them to the dog, who is too fat
she likes going to the cinema/a night out (so a possibility)
she does not look after plants

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Text 3

3a.

The news item is funny because:

- the car won't start without the chip
- the dog has eaten the chip
- the car won't start without the dog's presence (because the chip is inside the dog).

3b.

- The woman contacted roadside assistance.
- The woman was very grateful.
- The situation is a result of modern technology.
- This is the last item of the news.

Text 4

4a.

The class teacher is giving this speech in the classroom.

4b.

To avoid stage fright when giving a presentation to your class:

- don't learn your presentation by heart
- use drawings, keywords, colours and associations
- relax before you speak
- remember that it's not about you, but about your material and your audience
- prepare well on the day/leave plenty of time/make a list of materials you will need
- give yourself space
- believe that your content or what you have to say is interesting.

Part B – Answer in Dutch

Text 5

5a.

According to the knitting grandmas, young people are motivated to do the knitting course because:

- the theme is showing how people used to spend their time during winter in the old days and knitting is one such activity
- the young people experience a longing for things of the past
- they receive a certificate
- knitting is popular again.

Text 6

6a.

- Father was a judge and mother works in a law firm, so he grew up with the law
- There was legal talk during meals around the kitchen table and Thomas liked the family discussions/he grew up with these discussions.
- Thomas loved finding arguments (debating) during discussions.

6b.

The things Thomas likes about his study include:

- has nice discussions in his tutorial
- few contact hours, so can arrange his own time

Things Thomas likes less include:

- the material is sometimes a bit difficult
- some students are not motivated, they are interested only in having fun.



Section 2 – Reading and responding

Part A – Answer in English

In general, students were able to select and use the relevant information from the two texts. However, some students did not include sufficient information in their responses in order to be awarded full marks.

Text 7

7a.

Survivors of the flood had difficulty in telling their children and grandchildren that dry feet cannot be taken for granted because:

- they had tried to forget the flood of 1953/the flood happened a long time ago
- their memories were very painful
- there was no support for the survivors at the time
- they were overcome by emotions/they cried.

7b.

- Ben survived the flood by simply sitting it out, as communication was minimal.
- Jaap went into a small loft on his farm with his parents.
- Stoffel and his father sat by their attic window.
- Bart and his family spent the night (cramped and with little air) underneath the roof tiles.

7c.

- The weather was stormy and there were thundery days beforehand.
- The fire brigade announced that the banks were about to burst.
- The deafening rushing of the water could be heard in the distance.
- The church bell rang at 4.00 am.
- In the aftermath of the flood, only the tops of trees and farms could be distinguished/there was mass flooding.

7d.

The phrase that tells you that at first the flood did not seem to be a major threat is ‘the first big wave seemed not to be as bad as expected’ (*‘de eerste grote golf leek mee te vallen’*).

Text 8

8a.

- The writer missed the Netherlands.
- The writer appreciates the cold weather in the Netherlands.
- Mashed potato and cabbage (*stampot*) was not the same in hot weather/No food tastes like it does in the Netherlands.
- The writer did not like the (blazing) burning sun/The Spanish heat was claustrophobic.
- The writer missed the warm cafés (potbelly stoves/wet raincoats).

8b.

According to the text, the psychiatrist’s theory does not fit the writer because the writer does not become depressed in the rain and bleak weather.

Part B – Answer in Dutch

Students needed to write the text of an informative talk to give to their history class about why they found the village of Spakenburg in the Netherlands interesting historically. It is pleasing to note that the majority of students adhered to the word limit. However, some students did not adhere to the required text type of an informative talk and instead wrote an informative article. The main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*.

Some students included information that was not from the text. Students are reminded that only information from the text may be used in their response.

There were numerous grammatical and spelling errors and students should ensure that they proofread their work in order to pick up what may be careless errors.



Spakenburg was considered interesting historically because of its museums, national costume, antique shops, historical walks, demonstrations of old trades, farming and fishing culture and 'The Old Harbour'.

Section 3 – Writing in Dutch

This section assesses students' ability to express ideas in fluent and clear Dutch by producing a piece of writing of 200–250 words. There were four topics from which to choose and this year Question 1 (a diary entry about New Year's Eve being a disaster) and Question 2 (a letter to a Dutch friend persuading this friend to visit Australia) were the most popular. Some students did not adhere to the word limit. The most competent students were able to demonstrate excellent language skills and developed their chosen topic with interesting and creative ideas enhanced by a wide range of vocabulary. Some students' writing lacked depth and they presented only basic ideas and information in their writing.

Students should concentrate on consolidating and revising grammar rules and expanding their vocabulary. Writing on a variety of topics should be practised on a regular basis. Students are encouraged to incorporate more complex grammatical structures into written tasks. Planning and proofreading their work at all times is crucial as many errors can be corrected.

Listed below are the most common errors.

Common spelling errors included the following.

heefd (heeft), luek (leuk), eght (echt), light (ligt), logeeren (logeren), prate (praatte), jaarig (jarig), koopen, (kopen), wandellen (wandelen), overall (overal), all (al), well (wel), wetten (weten), success (succes), huuren (huren), viertien (veertien), zeker (zeker), snell (snel), s'nachts ('s nachts), julie (jullie), vertellen (vertellen), kliene (kleine), parkeeren (parkeren), doktor (dokter), hooft (hoeft), hop (hoop), zegen (zeggen), slaapen (slapen), ik miss (mis), ik hep (heb), je houd (houdt), het zow (zou), gooie (goeie), Australise (Australische), vindt je (vind je), staden (steden), het word (het wordt), opgebelt (opgebeld), noem (nam), glimlachde (glimlachte), ligaam (lichaam), gelukkig (gelukkig), vegten (vecthen), touristen (toeristen), verdwaalt (verdwaald), regennen (regenen), gemotiveert (gemotiveerd), gezat (gezeten), heele (hele), will (wil), speren (spieren), vlaak (vlak), zwembadt (zwembad), duren (deuren), merr (meer), rooken (roken,) natuurlijk (natuurlijk), begginnen (beginnen), groote (grote), tog (toch), berikbaar (bereikbaar), rondt (rond), dit betekend (dit betekent), mischien (misschien)

Common grammatical errors included the following.

- The difference between *en* (and) and *een* (a, an), which are constantly confused with each other.
- The difference between *zij* (she, they) and *zei* (imperfect of: to say).
- The difference between *na* (after e.g. *na het ontbijt*) and *naar* (to, towards e.g. *naar school*).
- The difference between *u* (pronoun e.g. *hij kent u*) and *uw* (possessive adjective e.g. *hij kent uw zoon*).
- The difference between *jou* (pronoun e.g. *hij ziet jou*) and *jouw* (possessive adjective e.g. *jouw hond bijt*).
- Incorrect genders ; for example, *de (het) land, de (het) voorbeeld, de (het) ziekenhuis, de (het) verschil, de (het) idee, het (de) cultuur, de (het) feest, de (het) weer, het (de) lucht, de (het) raam, de (het) geld, de (het) huisje, het (de) plek*.
- Correct past participle; for example, *geleest (gelezen), gekeken (gekeken), gevraagd (gevraagd), gehaalt (gehaald), geeten (gegeten), gezocht (gezocht), gestuurt (gestuurd)*.
- Correct imperfect tense of verbs; for example, *ik vraagde (ik vroeg), ik loopte (liep), hij hadt (had), ik antwoorde (antwoordde)*.
- Third-person singular of present tense verbs with 'd' in the stem; for example, *hij houdt, hij wordt, hij antwoordt, hij vindt, hij rijdt*.
- Word order; for example, *vandaag ik werk thuis (vandaag werk ik thuis)*.
- Adjective inflection; for example, *een mooie huis (een mooi huis), een oude dorp (een oud dorp,) geen witte brood (geen wit brood), een vies hond (een vieze hond), een lieve vrouw (een lieve vrouw), een nieuwe museum (een nieuw museum)*.
- Correct verb auxiliaries in the past tense; for example, *ik heb gegaan (ik ben gegaan), hij heeft aangekomen (hij is aangekomen), wij hebben gebleven (wij zijn gebleven), het heeft begonnen (het is begonnen)*.
- Consistency of register; for example, *jij/jullie* or *u* in one piece of writing.
- Correct use of basic verbs and prepositions; for example, *ik wacht voor (op) de trein, ik heb geen geld met (bij) me, zij is bij (op) school/kantoor, ik ga thuis (naar huis), zij is op (aan) de telefoon, we gaan bij (met) de trein*.
- *Ons/ onze: onze huis (ons huis), ons vriendjes (onze vriendjes), ons tuin (onze tuin)*.