



**2011**

**Languages: Dutch GA 3: Examination**

## Written component

### GENERAL COMMENTS

Students were familiar with the requirements of the written examination and wrote clear and concise Dutch or English responses. However, there were many grammatical and spelling errors and some answers to questions in both the listening and reading sections lacked detail and expansion.

Following is some general advice to students.

- It is beneficial to complete past examination papers in order to become acquainted with the expectations and demands of the examination. Assessment Reports can be read in conjunction with past examination papers to assist in examination preparation. Discuss any problems you may have with your teacher.
- Use the reading time wisely.
- Answers must address the question directly and not give irrelevant information.
- Responses must come **only** from the text.
- Read both reading passages carefully before attempting to answer questions. Use the reading time at the beginning of the examination for this.
- In Section 2, Part B, read the text and the task **carefully** a few times to absorb fully what is being asked. This is not an imaginative task. Only information from the text may be used.
- During the 10-minute reading time at the start of the examination, determine which writing task you are going to complete for Section 3. You may be able to pick up valuable vocabulary/phrases from other sections of the paper which you can incorporate in your response.
- You must adhere to the **text type** of the writing task; for example, a letter must have a place, a date, an introduction (for example, 'Dear ...') and an ending (for example, 'Love from ...'). Please refer to the *VCE Dutch Study Design* for more information on text types.
- Allow time to go over your answers before the end of the examination, and **proofread** your examination thoroughly, particularly the writing tasks. You may pick up mistakes (spelling included) 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)*
  - *mischien (misschien).*

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Generally, students were able to apply the relevant information from the six spoken texts. However, there were still students who included irrelevant information in their responses and some who failed to include relevant and vital information from the texts. There is space in the right-hand column of the examination paper to make notes and students should use this to make notes as the texts are playing.

Students should also take note of the number of points required; for example, in Question 4a. they were required to list six complaints from the spoken text, yet a large number only listed three or four of the complaints and consequently missed out on valuable points. For example, Question 6c. stated 'Explain why the professor lists several people by name at the end of the interview.' The answers were 'They are creative' and 'They are intelligent'.

Although grammatical assessment plays only a minor role in the listening section, students should still attempt to use correct grammar as there were a large number of grammatical errors in their answers.



**Text 1**

**Question 1**

Examples of noise pollution mentioned in the passage include:

- dog barking
- television too loud
- hammering
- loud trumpet playing.

**Text 2**

**Question 2**

According to the advertisement, the two most important attributes of a candidate for the job are:

- a positive mentality
- good character (traits).

**Text 3**

**Question 3a.**

- B: The whole surface of the painting is 1680 square metres.
- C: There are not many panoramic paintings left from that time.
- D: The work was painted by several artists.
- E: The painting covers the whole wall of the room.

**Question 3b.**

You (the viewer) feel surrounded by beach and waves.

**Question 3c.**

Because entry to the museum for the coming week is free.

**Text 4**

**Question 4a.**

- paid too much for the telephone contract
- cancelled the contract two months ago but is still receiving bills
- has been waiting 45 minutes
- the music played in the meantime was awful
- has to pay administration costs (€ 6) (for the company's mistakes when lodging a complaint)
- has to pay for the long telephone call (waiting on the phone)

**Question 4b.**

- For goodness *sake!*/*Ach, schei uit!*
- Really, this is driving me *crazy!*/*Echt, ik word hier gek van.*
- Do you call *that* client service?/*Noemt u dat klantenservice?*

**Part B – Listening and responding**

**Text 5**

**Question 5a.**

- knows which subjects students need for their careers so can help choose further studies for the student's chosen profession
- can link what the school has to offer to what the students want to do (in the future)
- can contact courses and businesses on behalf of the student(s)
- can give the students access to information (using films, websites and brochures)

**Text 6**

**Question 6a.**

- Because it is International Left-handers Day.
- Because she has written a book about left-handedness.



## Question 6b.

- They have to rely on inventiveness to cope with being left-handed.
- Left-handed children who learn to write are shown by the teacher writing with the right hand, so they have to work out themselves how to do it with the left.

## Question 6c.

- They are creative.
- They are intelligent.

## Section 2 – Reading and responding

### Part A – Answer in English

In Question 8b., four points were allocated to the four correct answers but a number of students failed to give all four. Another major problem was that students included too much irrelevant information that was not mentioned in the text and subsequently missed out on marks. A few students failed to understand Question 7a., ‘According to the text, which two main concepts constitute Dutch ‘gezelligheid’?’ The correct answer was ‘togetherness and homeliness/domesticity’.

## Text 7

### Question 7a.

- togetherness/doing things together
- domesticity/homeliness

### Question 7b.

- The home became the focal point (since the 17th century).
- The woman became the central figure in the family.
- In the 19th century, the interior design of the houses became homier/rooms are later dressed up with curtains and rugs/nice knick-knacks were added.
- The domestic living room became the room where the family sat together/domesticity.
- The heater brought change.

### Question 7c.

In reality, the houses:

- were dark
- were uncomfortable
- were cold
- did not always smell fresh.

## Text 8

### Question 8a.

Advantages

- cheap
- environmentally friendly
- space-saving
- practically maintenance free
- doesn't need/require much material

Disadvantages

- small stairs everywhere
- sloping walls can cause you to bump your head
- can develop leaks
- not strong/can collapse

### Question 8b.

- He has always rejected the claim that his design is not good.
- He believes that it is just a matter of time before his design is accepted.
- He has a rock-solid belief in his special design.



- He blamed the builders for mistakes.
- He did not give up after 26 years.

### Question 8c.

- He hoped that his design would be mass-produced, but it did not happen.
- Building permits were stopped/almost disappeared in the mid-nineties.
- He wants to build a unique, relocatable floating home in the future.

## Part B – Answer in Dutch

The text to be completed by students was a short letter to a friend who loves old Dutch houses, persuading the friend to visit this particular special house during Heritage Day in 2011. Students need to be aware of adhering to the correct text type of a letter; a number of students did not have a beginning or end to their letter and there was no place or date. The main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*.

Only information from the text may be used in the response to this section, and this is clearly stated in the instructions. The relevant reasons for persuading the friend to visit this house were:

- it is one of the most beautiful and famous dwellings in Amersfoort
- it is one of the oldest wall houses (*Muurhuizen*)
- it was built in the 15th century
- it was built against the old city wall
- it has an exceptional quality and atmosphere
- its oak beams and stone spiral staircase have not been restored since the 15th century
- it was restored after World War 2
- it will be open on September 24, on Heritage Day.

## Section 3 – Writing in Dutch

In this section students must produce a piece of writing in Dutch of 200–250 words. The section is designed to assess students' ability to express ideas in clear and concise Dutch and responses should include a number of more complex grammatical structures and idiomatic usage.

This year, of the four topics, the most popular were Questions 10 and 13. Competent students demonstrated outstanding grammatical skills and developed their topic creatively, using a wide range of relevant vocabulary. However, linguistic skills still need to be consolidated and there is an urgent need to revise and practise all grammatical rules, as many errors were made in this area. Writing as frequently as possible on a variety of topics throughout the year is crucial in the development and consolidation of more advanced written skills.

Below are some persistent errors, which seem to occur over and over again in written pieces in Dutch.

Common spelling errors included the following: *gehoort* (*gehoord*), *plafon* (*plafond*), *keeren* (*keren*), *praaten* (*praten*), *gister* (*gisteren*), *vandag* (*vandaag*), *warom* (*waarom*), *grootte* (*grote*), *zegd* (*zegt*), *genoemed* (*genoemd*), *geontmoet* (*ontmoet*), *kliene* (*kleine*), *vindt je* (*vind je*), *slaapen* (*slapen*), *het word* (*het wordt*), *de keuken tafel* (*de keukentafel*), *will* (*wil*), *gelacht* (*gelachen*), *centruum* (*centrum*), *kiesen* (*kiezen*), *gelukig* (*gelukkig*), *gemakelijk* (*gemakkelijk*).

Common grammatical errors included the following.

- word order; for example, *morgen wij gaan naar school* (*morgen gaan wij naar school*)
- adjective inflection; for example, *een groote doos* (*een grote doos*) and *het klein hondje* (*het kleine hondje*)
- correct verb auxiliaries; for example, *ik heb gebleven* (*ik ben gebleven*) and *hij is geslapen* (*hij heeft geslapen*)
- the difference between *na* ('after'; for example, *na de lunch*) and *naar* ('to'; for example, *ik ga naar de bioscoop*)
- incorrect genders; for example, *de land* (*het land*) and *het tafel* (*de tafel*)
- incorrect use of basic verbs and prepositions; for example, *ik wacht voor* (*op*) *jou* and *wij gaan thuis* (*naar huis*)
- the difference between *en* ('and') and *een* ('a', 'an'), which are constantly confused with each other.

# 2011 Assessment Report



## **Question 10**

Students were required to write a personal diary entry about their special relationship with their grandparents and their personal feelings.

## **Question 11**

Students were given the following scenario, 'During your stay in the Netherlands, members of a youth club told you that they were interested in coming to Australia to go backpacking for three weeks. They asked you to give them a talk about places to go and see.' They were required to write the text of this informative talk.

## **Question 12**

Students were required to write an evaluative review about the food and interior of a new restaurant as a reporter for the Dutch restaurant guide 'Lekker'.

## **Question 13**

Students were required to write a short story for their school website, starting with the words, 'When we came home from holidays, we saw that the front door was open ...'