



2012

Languages: Dutch GA 3: Examination

Written component

GENERAL COMMENTS

Students were familiar with the requirements of the 2012 Dutch written examination and wrote clear and concise Dutch or English responses as required. However, there were many grammatical and spelling errors in their work. Some answers to questions in both the listening and writing sections also lacked detail and expansion.

To prepare for Section 1 – Listening and responding, students should try to listen to and read as much spoken Dutch as possible. Clips on the internet, social networking sites and Dutch news on television can give students the opportunity to listen to authentic language and can provide excellent practice for both the spoken and the written language. When preparing for the examination, it can also be very helpful for students to complete previous Dutch examination papers, which are available on the VCAA website.

Students should allow time at the end of the examination to proofread their work. This will enable students to have the opportunity to identify any careless errors they may have made. Numerous basic errors such as spelling and adjectives, and verb and noun agreements, can be avoided if identified in this way. For example

- *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)*

Advice to students

- Do not include information that is not in the text.
- Responses must address the key words in the question directly.
- Write according to the text type of a written task. A letter, for instance, must have a place, a date, an introduction and an ending. (Refer to page 55 of the *VCE Dutch Study Design*.)
- 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.
- During the reading time at the beginning of the examination, students are advised to decide which Section 3 question they will respond to.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Generally, students were able to provide the relevant information from the six listening texts. However, there were some students who included irrelevant information in their responses, while others missed vital points. Some students did not give all of the information required in Questions 4b. and 4c.

Part A – Answer in English

Text 1

Question 1

The event mentioned in the announcement was a presentation of Christmas with the House of Orange/Royal Family. It was historic because it showed 300 years of Christmas celebrations with the Royal Family.

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Text 2

Question 2a.

- (B) It is easily accessible by public transport.
(E) One film is about an air-race adventure.
(F) The theatre is not permanent.

Question 2b.

The venue was unique because it was a world-first and it was the only airport theatre showing 3-D films.

Text 3

Question 3a.

The Dutch farmer profited from his methods because his cows produced five litres more milk than other cows.

Question 3b.

The Dutch farmer gave his cows a shower before milking, he played soft popular songs to the cows to relax them and the cows could lie on water beds to relax.

Text 4

Question 4a.

When he first wrote about the project, the journalist intended this to be a joke.

Question 4b.

Project: a mountain
Building material: durable synthetic
Height: two kilometres
Technical input: from engineers
Financial support: investors in the Netherlands and abroad

Question 4c.

This project was expected to be environmentally friendly because there would be a gigantic waterfall. The waterfall would generate electricity and the electricity would eventually account for 10 per cent of the total electricity in the Netherlands.

Part B – Answer in Dutch

In this section of the paper, students were assessed on their ability to understand general and specific aspects of texts by identifying and analysing information, as well as conveying the information accurately and appropriately.

Text 5

Question 5

Jeroen's concerns about Mieke were that

- he wanted her to spend less time at her computer
- he said that she would cry if her computer was taken away
- she had no time for anything else or for being sociable
- she was in love with her computer.

Text 6

Question 6a.

Four reasons for the popularity in the Netherlands of the fashion item discussed in the report were that

- the boots were hip/casual or chic/fashionable
- UGG Australia advertised everywhere in the Netherlands
- the boots were good for cycling
- the boots were very comfortable.



Question 6b.

Two negative aspects of the fashion item mentioned in the report were that

- they are ugly
- they get soggy and heavy in the rain in the Netherlands or they are not suitable for the Dutch climate.

Section 2 – Reading and responding

In this section students were required to understand general and/or specific aspects of texts by, for example, comparing, contrasting, summarising or evaluating. They were also required to convey the information accurately and appropriately.

While there were some excellent answers to the questions in this section, some students did not read the texts thoroughly enough in order to produce the correct answers. In Questions 8a. and 8c. both questions demanded an in-depth understanding of the texts, as Question 8c. in particular was a comparative and more demanding question.

Part A – Answer in English

Text 7

Question 7a.

Rijnhout's physical condition affected his life because

- he was more than two metres tall
- he was shy
- he was ridiculed or teased as an outsider
- he could do jobs that others could not
- he was often unhappy
- he was given an extra-large bike (or could not use a normal bike).

Question 7b.

Rijnhout was honoured after his death because he was

- symbolic of tolerance
- a symbol of the enormous growth of post-war Rotterdam.

Text 8

Question 8a.

The table below indicates acceptable responses for the comparison between Marc's and Barbara's approaches to their work.

	Marc Verhaegen	Barbara Stok
Representation of Van Gogh	True to life	Autobiographical
Basis of their approach to their work	Reliant on self-portraits	Personal ideas
Style	Realist style	Caricature style – greater freedom to interpret his life

Question 8b.

The negative aspects of Van Gogh's relationship with Gauguin were Gauguin's criticism of Van Gogh's paintings, their relationship deteriorated and Gauguin claimed that Van Gogh's work would never be remembered.

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Question 8c.

The shared characteristics in the lives of Van Gogh and Rijnhout that contributed to their unhappiness are summarised in the table below. Students had to select three complete answers from the list below in order to obtain full marks.

Van Gogh	Rijnhout
a loner	lonely
depressed	unhappy
introverted	shy
did not get on with people	afraid of people
often laughed at	often mocked

Part B – Answer in Dutch

In this section, students were required to understand general and specific aspects of a text by identifying, analysing and responding to information. They were also required to convey information coherently (i.e. structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (i.e. relevance, use of conventions of the text type). The text type to be completed by students was a short note to a grandmother to persuade her to take a four-year-old girl to a Dutch festival. Nearly all students adhered to the guidelines in their note. However, students still need to use the correct text type of a note. This needs to include a date and a place. The main characteristics of common text types can be found on page 55 of the *VCE Dutch Study Design*. Some students became confused with some of the unsuitable activities for a four-year-old.

Students are reminded that only information from the text may be used to answer the question. This was clearly stated in the instructions. This was not an imaginative or creative task.

Students generally were able to complete this question satisfactorily, despite a number of basic grammatical and vocabulary errors. Students need to pay further attention when copying words from the text as some students copied them incorrectly; for example, *spelertjes* instead of *spelletjes*.

Text 9

Question 9

Reasons why Elsje would enjoy the festival and activities that were suitable for her included

- old-fashioned fun for children of all ages
- *koekhappen* (bite-the-cake)
- *hinkelen* (hopping on one leg/hopscotch)
- *hoelahoep* (hula hoop)
- decorating your bicycle
- pin the tail on the donkey (great for very young children)
- there was a special package offer of five games for €50, which included a snack and time on a jumping castle.

The following were not suitable responses.

- *sjoelen* (shuffleboard) – not advised for the little ones
- *steltlopen* (stilt walking) – too dangerous if you don't know how
- *knikkeren* (playing marbles) – can be fairly difficult
- *lepelkoers* (spoon race) – need to be able to run fast without spilling the sand on the spoon
- *zaklopen* (sack race) – must be able to run a long distance

Excellent responses demonstrated depth in the treatment of the question through the development of relevant information, ideas and/or opinions relating to the text. They demonstrated extensive knowledge and understanding of vocabulary and sentence structures, as well as manipulated Dutch authentically and creatively to meet the requirements of the question.

Conversely, a weak response used only some of the information, ideas and/or opinions of the text. This kind of response demonstrated basic knowledge and understanding of vocabulary and sentence structures, and showed limited evidence of the ability to organise information and ideas based on information from the text.



Section 3 – Writing in Dutch

Students who had studied the topic of water in their Detailed Study should not have chosen to write about water in the Netherlands in Question 11.

This section required students to produce a piece of writing that demonstrated the students' ability to express ideas in clear and concise Dutch. This piece of writing should have included a number of more complex grammatical structures and Dutch idioms. Competent students were able to demonstrate outstanding grammatical skills and idiomatic usage, and develop their topic creatively using an extensive range of relevant and interesting vocabulary. However, some students far exceeded the word limit and others wrote well short of the length suggested. A few students did not adhere sufficiently to their chosen topic.

Responses to this section, suggested that students' linguistic skills still need improvement. There is also a need for students to revise and practise all grammatical rules, as many careless errors were made in this area. Writing on a variety of topics throughout the year is a very helpful way to develop and consolidate more advanced writing skills.

The most popular question in this section was Question 10. This question resulted in a number of interesting and perceptive observations in Dutch. The ability to take advantage of what the rest of the world has to offer, a language being useful for one's résumé, speaking with other people and intercultural understanding when dealing with other people's cultures were some examples.

The following are some persistent errors, which seem to occur repeatedly in written pieces in Dutch.

Common spelling errors included: *gestudeert* (*gestudeerd*), *gedenken* (*gedacht*), *gekrijgen* (*gekregen*), *uitgevraagt* (*uitgevraagd*), *makelijk* (*makkelijk*), *vandag* (*vandaag*), *warom* (*waarom*), *groote* (*grote*), *zegd* (*zegt*), *belangerijk* (*belangrijk*), *geontmoet* (*ontmoet*), *je leerd* (*je leert*) *interessert* (*interesseert*), *biezeg* (*bezig*), *will* (*wil*), *besteeden* (*besteden*), *group* (*groep*), *bevoorbeld* (*bijvoorbeeld*), *speelen* (*spelen*), *meschien* (*misschien*), *deet* (*deed*), *eaten* (*eten*), *stol* (*stoel*), *melkmann* (*melkman*), *verlieft* (*verliefd*), *pragtig* (*prachtig*).

Common grammatical errors included the following.

- Word order: for example, *morgen wij vliegen naar Sydney* (*morgen vliegen wij naar Sydney*).
- Adjective inflection; for example, *een gooie boek* (*een goed boek*), *het klein hondje* (*het kleine hondje*).
- Correct verb auxiliaries; for example, *gebleven* (*ik ben gebleven*), *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 ding* (*het ding*), *de milieu* (*het milieu*), *de punt* (*het punt*), *het rest* (*de rest*).
- Correct use of basic verbs and prepositions; for example, *ik wacht voor (op) jou*, *wij gaan thuis (naar huis)*.
- The difference between *en* (and) and *een* (a, an), which are regularly confused with each other; for example, *ik heb een hond en een poes*.
- The difference between *wonen/leven*, *bedoelen/beteken*, *verstaan/begrijpen*.
- Verb endings; for example, *hij vind* (*hij vindt*), *je verhuisd* (*je verhuist*), *jij ben* (*jij bent*), *jullie ga* (*jullie gaan*), *de kinderen lacht* (*de kinderen lachen*), *zij will* (*zij wil*), *de taal kunnen* (*de taal kan*).
- The difference between *jou* and *jouw*; for example, *wij bezoeken jou vandaag*, *wij bezoeken jouw vader vandaag*.
- Comparative of adjectives; for example, *meer gezellig* (*gezelliger*), *meer koud* (*kouder*).