



# **Dutch Continuers**

## **Stage 6**

## **Syllabus**

**PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Introduction to Dutch in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard version of Dutch.

Students should be aware of different levels of language, for example, formal, informal, some colloquialisms and slang. Students are expected to know that dialects do exist. Versions of the Dutch language, such as Flemish, can be encountered in countries other than the Netherlands. However, students are not required to study these.

The new Dutch spelling system will be used in the external examination from 2006. Until that time both new and old forms will be accepted.

### **2.2 Description of Target Group**

The *Dutch Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Dutch for 400 to 500 hours by the time they have completed Year 12. Some students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

### **2.3 Rationale**

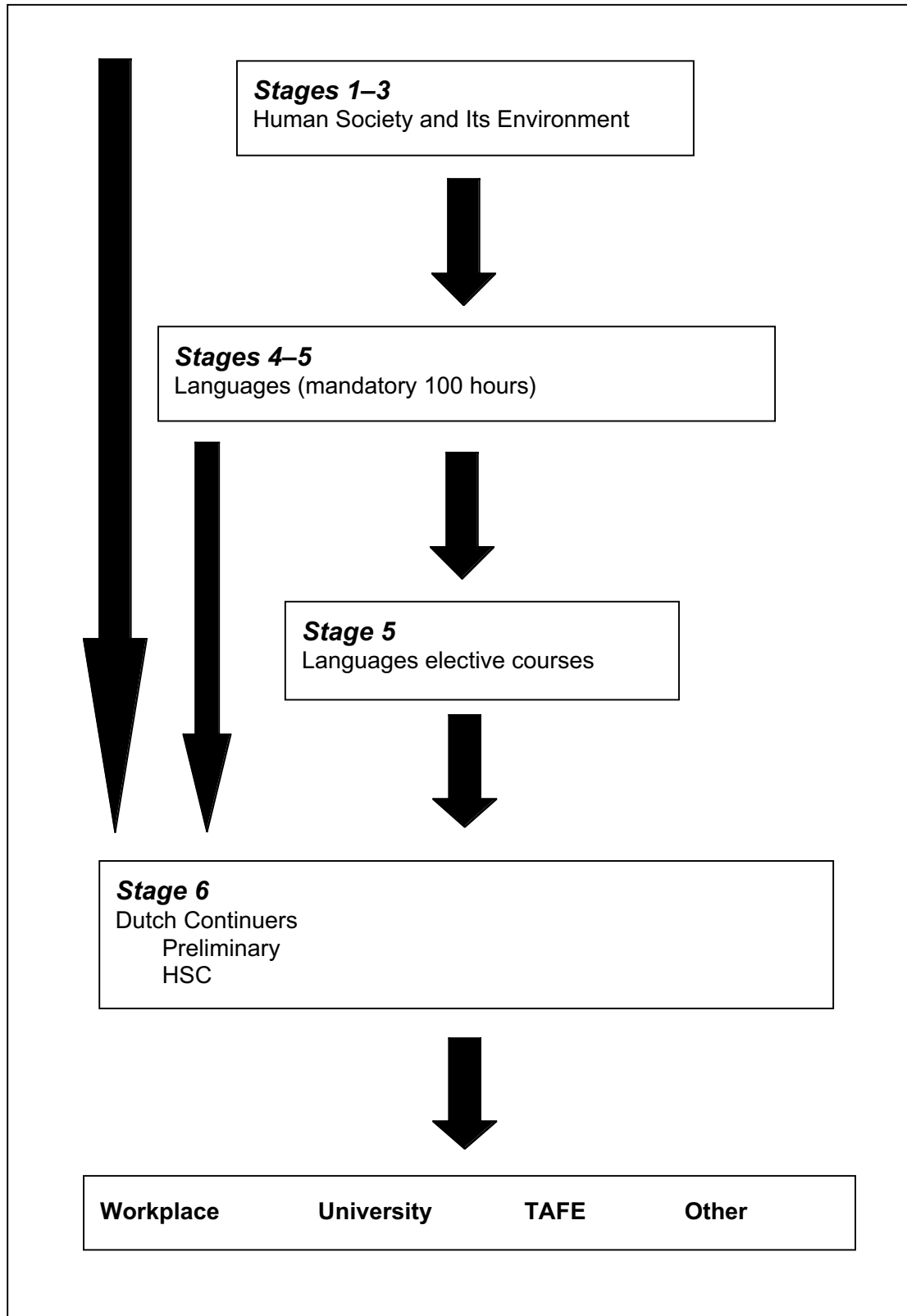
The study of Dutch contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Dutch-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond. It is the basis of Afrikaans, which has developed differently over the centuries. It is also the language students of Indonesian need to know to do research into the history of Indonesia.

Dutch is spoken, not only by a significant number of people in Europe, but also as a result of migration. It is also spoken in Dutch communities worldwide.

Associated with the Dutch language is a culture rich in history and tradition, art, music, dance, literature and folk craft. The Dutch contribution to the history of our region is another reason for studying the language. These are contexts that can profitably be explored in language learning.

The ability to communicate in Dutch may, in conjunction with other skills, provide students with enhanced vocational opportunities.

### 3 Continuum of Learning for Dutch Stage 6 Students



## Dutch Continuers Stage 6 Syllabus

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The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

## 4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Dutch to communicate with others;
- understanding and appreciation of the cultural contexts in which Dutch is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Dutch and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Dutch to work, further study, training, or leisure.

## 5 Objectives

The student should be able to achieve the following objectives:

Objective 1 – exchange information, opinions, and experiences in Dutch

Objective 2 – express ideas through the production of original texts in Dutch

Objective 3 – analyse, process, and respond to texts that are in Dutch

Objective 4 – understand aspects of the language and culture of Dutch-speaking communities

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Dutch and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Dutch will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Dutch-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Dutch and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Dutch-speaking communities will develop further.

## 7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

### 7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions, and experiences in Dutch</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas on known topics</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Dutch</p>	<p>2.1 applies knowledge of language structures to create original text</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future</p> <p>2.3 organises and sequences ideas and information</p>
<p>3. analyse, process, and respond to texts that are in Dutch</p>	<p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information</p> <p>3.2 infers point of view, attitudes or emotions from language and context</p> <p>3.3 summarises, interprets and evaluates information</p> <p>3.4 compares and contrasts aspects of texts</p>
<p>4. understand aspects of the language and culture of Dutch-speaking communities</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

## 7.2 Key Competencies

The Dutch Stage 6 Continuers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Dutch Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

## 8 Content of Dutch Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Dutch-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Dutch-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, youth issues, tourism and issues facing the world today.

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**8.1.1 Table of Themes and Topics**

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Dutch-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal identity, eg:               <ul style="list-style-type: none"> <li>– personal profile</li> <li>– personal introspection</li> <li>– personal values and life styles</li> </ul> </li> <li>• relationships, eg:               <ul style="list-style-type: none"> <li>– family and friends</li> <li>– falling in love</li> <li>– community</li> </ul> </li> <li>• education and aspirations, eg:               <ul style="list-style-type: none"> <li>– school life</li> <li>– further education</li> <li>– future plans</li> <li>– student exchange</li> </ul> </li> <li>• leisure and interests, eg:               <ul style="list-style-type: none"> <li>– hobbies</li> <li>– sport</li> <li>– entertainment</li> <li>– holidays and travel</li> <li>– health and fitness</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• lifestyles, eg:               <ul style="list-style-type: none"> <li>– urban and country life</li> <li>– cultural/regional diversity</li> <li>– food and cuisine</li> <li>– migration</li> </ul> </li> <li>• history and culture, eg:               <ul style="list-style-type: none"> <li>– traditions and celebrations</li> <li>– historical events, places and people</li> </ul> </li> <li>• arts and entertainment, eg:               <ul style="list-style-type: none"> <li>– literature</li> <li>– creative and performing arts</li> <li>– film and media</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• youth issues, eg:               <ul style="list-style-type: none"> <li>– equality</li> <li>– peer group pressure</li> <li>– work opportunities</li> </ul> </li> <li>• world of work, eg:               <ul style="list-style-type: none"> <li>– career opportunities</li> <li>– technology</li> <li>– equity in the workplace</li> </ul> </li> <li>• tourism, eg:               <ul style="list-style-type: none"> <li>– travel at home and abroad</li> <li>– cultural diversity</li> </ul> </li> <li>• issues facing the world today, eg:               <ul style="list-style-type: none"> <li>– ethical issues</li> <li>– environmental issues</li> <li>– impact of technology</li> </ul> </li> </ul>

## 8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Dutch resources list published on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Dutch. Refer to the HSC External Examination Specifications for further information.

## 8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

## 8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement	formal letter	personal profile*
announcement	informal letter*	play
article*	instructions	poem
brochure/pamphlet	interview	postcard*
cartoon	invitation	report*
chart	journal entry*	review*
conversation*	list	song
discussion*	map	speech/talk (script)*
editorial	menu	survey
email	narrative account/story*	table
film	news item	timetable
form	note/message*	web page

## 8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

## 8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information on the use of dictionaries in examinations is provided in the Assessment section of this syllabus under External Examination.

## 8.7 Grammar

Grammar can be described as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

The student will already have a reasonable understanding of the function of grammar in Dutch through prior knowledge or study of Dutch. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures underlying the language, as well as his or her ability to apply and adapt this knowledge.

The student studying Dutch in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Verbs	conjugation: regular irregular mood: indicative: present imperfect perfect pluperfect future future perfect conditional: present perfect imperative: 2nd person singular 1st person plural 2nd person plural impersonal form 'u' form	werken zijn, hebben, doen  ik werk ik werkte ik heb gewerkt ik had gewerkt ik <u>zal</u> het morgen <u>doen</u> als je morgen komt, <u>zal</u> ik het <u>gedaan hebben</u>  ik zou werken ik zou gewerkt hebben  Kom binnen Laten we opschieten Komt binnen Niet roken Komt u binnen

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Grammatical item	Sub-elements	Example(s)
Verbs (cont)	subjunctive: present voice: active: present past passive: present past use of 'er' other: infinitive  double infinitive modal + infinitive reflexive verbs plus preposition: separable inseparable impersonal use of verbs and expressions: use of 'men'	Hij leve lang  De man wast de hond De man waste de hond  De hond wordt door de man gewassen De hond werd door de man gewassen Er wordt hier Nederlands gesproken  Ik ga naar de stad <u>om</u> bloemen <u>te</u> kopen Ik <u>ben</u> <u>aan</u> <u>het</u> schrijven Ik <u>ga</u> vanavond vroeg <u>slapen</u> Ik heb haar horen zingen kunnen, mogen, willen, moeten, zullen  zich wassen - ik was me  opbellen - ik bel jou op herhalen - ik herhaal mijn zin  men spreekt hier Nederlands

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<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Nouns	gender number diminutives infinitives used as nouns	het kind - de vrouw de kinderen het kindje het schrijven van een brief
Determiners	definite and indefinite article  absence of determiner	de deur- een deur, het huis- een huis Bloemen zijn mooi
Adjectives	basic, comparative and superlative forms  agreement of adjectives with nouns  present and past participles used as adjectives	groot, groter, grootst  een mooi boek - mooie boeken Een schreeuwend kind, gekookte eieren, gebakken aardappelen
Adverbs	basic comparative superlative	Hij leest goed Zij leest beter Hij leest het best(e)
Pronouns	use of personal, indefinite, demonstrative, relative, reflexive, interrogative, possessive  stressed and unstressed indefinite  pronoun-preposition compounds:  formal and informal	ik, men, die, me, welke, mijn  u, jij, jij-je iemand, iets, alles  waarmee, daardoor
Prepositions	verbs with prepositions adjectives and nouns with preposition	lachen om trots op, angst voor

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<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Conjunctions		en, omdat
Numerals	cardinals and ordinals, and their use in times and dates	
Sentences and phrase types	statements questions position of negatives exclamatory verbs in main clauses subordinate clauses direct and indirect speech  order of adverbs (time, manner, place)	Ik ben 17 jaar. Ben jij 17 jaar? niet, nooit, geen Niet doen! Ik las een boek. Het boek dat ik gelezen heb. Schiet op! Hij zegt dat ik op moet schieten. Ik ben gisteren vlug naar de stad gegaan.

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

## **10 Post-school Opportunities**

The study of Dutch provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

**PLEASE NOTE**  
The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

#### **Standards Referencing and the HSC Examination**

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of the student and relative differences between students' achievements.

Internal assessment provides a measure of the student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 25. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give the student the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examinations**

In Dutch Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in Dutch Stage 6 begin on page 26.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling the student to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 25.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC Course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analysis, observations, questionnaires, discussions, letters, diary entries, notes and reports
Listening and responding (Objective 3)	30	
Reading and responding (Objectives 1 and 3)	40	
Writing in Dutch (Objective 2)	10	
<b>Marks</b>	<b>100</b>	

### HSC Course

The internal assessment mark for Dutch Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	conversations, discussions role-plays, interviews, oral presentations
Listening and responding (Objective 3)	25	listening comprehensions, letter, video, song, film analysis, discussions, interviews
Reading and responding (Objectives 1 and 3)	40	reading comprehensions, questionnaires
Writing in Dutch (Objective 2)	15	diary entries, notes, monologues, written observations, questionnaires, written reports
<b>Marks</b>	<b>100</b>	

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

### **Oral Examination (approximately 15 minutes)**

#### ***Purpose***

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Dutch. It relates to Objectives 1 and 4.

#### ***Specifications***

The oral examination has two sections.

#### **Section I: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the examiner(s). It will consist of a general conversation about the student's personal world, for example, life, family and friends, interests, and aspirations.

#### **Section II: Discussion (approximately 8 minutes)**

After the conversation, the student will indicate to the examiner(s) the subject of the in-depth study chosen for the discussion. In the discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied. The student may also wish to refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

### **Written Examination (3 hours, including 10 minutes reading time)**

The student is allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

The written examination has three sections.

#### ***Section I: Listening and responding***

#### ***Purpose***

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and Dutch in Part B, to questions on this information. The questions may require the student to identify information related to:

- the context, purpose, and audience of the text
- aspects of the language of the text (eg tone, register, knowledge of language structures).

## **Specifications**

Section I of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student will hear five to seven texts in Dutch covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7 to 8 minutes.

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90 to 120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

### **Part A**

There will be two to four short texts followed by one longer text.

Questions on the texts will be phrased in English for responses in English.

### **Part B**

There will be one short text followed by one longer text.

Questions on the texts will be phrased in English and Dutch for responses in Dutch.

## ***Section II: Reading and responding***

### **Purpose**

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts, and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from two texts. The student may be required to respond critically to the texts and to compare and/or contrast aspects of both texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text and the ability to exchange information, by responding in Dutch to information provided in the text.

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### **Specifications**

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### **Part A**

The student will be required to read two texts in Dutch of 400 to 500 words in total. The texts will be different in style and purpose but may be related in subject-matter or context.

Questions on the texts will be phrased in English for responses in English.

#### **Part B**

The student will be required to read a short text (150 words) in Dutch, for example, a letter, message, advertisement, or notice. The student will be required to exchange information in response to questions, statements, comments, and/or other specific items in the written text. The question will specify a purpose, a context, and an audience. The student will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 150 to 200 words in Dutch.

The task will be phrased in English and Dutch for a response in Dutch.

### ***Section III: Writing in Dutch***

#### **Purpose**

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original text in Dutch. It relates to Objective 2.

#### **Specifications**

The student will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will be set to ensure that the student is given opportunities to produce different kinds of writing (eg informative, imaginative, persuasive, or descriptive) by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the list of text types for productive use).

The student will be expected to write a response of 200 to 250 words in Dutch.

The tasks will be phrased in English and Dutch for a response in Dutch.

## 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking (Objectives 1 and 4)	20	<ul style="list-style-type: none"> <li>• An oral examination consisting of:                             <ul style="list-style-type: none"> <li>– Conversation</li> <li>– Discussion</li> </ul> </li> <li>• A written examination consisting of:                             <ul style="list-style-type: none"> <li>– Listening and responding                                     <ul style="list-style-type: none"> <li>Part A</li> <li>Part B</li> </ul> </li> <li>– Reading and responding                                     <ul style="list-style-type: none"> <li>Part A</li> <li>Part B</li> </ul> </li> <li>– Writing in Dutch</li> </ul> </li> </ul>	15
Listening and responding (Objective 3)	25		10
Reading and responding (Objectives 1 and 3)	40		
Writing in Dutch (Objective 2)	15		
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

## 11.8 Summary of Examination Specifications

<b>Oral Examination</b>	<b>Time allocation – 15 minutes</b>
Section I: Conversation Section II: Discussion	Objectives 1 and 4 Weighting – 25%
<b>Written Examination</b>	<b>Time allocation – 3 hours (including 10 minutes reading time)</b>
Section I: Listening and responding	Objective 3 Part A Weighting – 20% <ul style="list-style-type: none"> <li>• three to five texts in Dutch with responses in English</li> </ul> Part B Weighting – 10% <ul style="list-style-type: none"> <li>• two texts in Dutch with responses in Dutch</li> </ul>
Section II: Reading and responding	Objectives 1 and 3 Part A Weighting – 20% <ul style="list-style-type: none"> <li>• two texts in Dutch with responses in English</li> </ul> Part B Weighting – 10% <ul style="list-style-type: none"> <li>• one text in Dutch with response in Dutch</li> </ul>
Section III: Writing in Dutch	Objective 2 Weighting – 15% <ul style="list-style-type: none"> <li>• original text to be written in Dutch</li> </ul>

## 11.9 Criteria for Judging Performance

### Oral Examination

#### ***Section I: Conversation and Section II: Discussion***

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- the capacity to maintain a conversation and discussion (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- range and appropriateness of vocabulary and sentence structures.

### Written Examination

#### ***Section I: Listening and responding***

##### **Part A**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately.

##### **Part B**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

#### ***Section II: Reading and Responding***

##### **Part A**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating and conveying the information accurately and appropriately.

##### **Part B**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

### ***Section III: Writing in Dutch***

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and use conventions of text types.

## **11.10 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

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### Notes

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