



Oral Component

GENERAL COMMENTS

The 2005 students appeared to be somewhat better prepared for their oral examination than the previous year's students. They were generally able to speak without major difficulties and exhibited a range of proficiency. As could be expected, students who had lived in Sweden for an extended period or who had at least one parent of Swedish background (which was often discovered during the Conversation section) tended to perform better than other students.

The criteria used to assess the oral examination include:

- the capacity to maintain and advance the interaction with the assessors appropriately and effectively
- the relevance, breadth and depth of the given information, opinions and ideas
- the range, appropriateness and accuracy of both vocabulary and grammar
- the clarity of expression; that is, the pronunciation, intonation, stress and tempo of the delivery
- evidence of research and preparation as regards the chosen topic in the Discussion section.

As the Discussion section requires students to prepare a presentation of a particular topic, the assessment criterion emphasised in this section is the student's capacity to present the information, ideas and opinions in a clear, concise and reasoned manner. This criterion is relatively less important in the Conversation section, where the student's ability to respond to and link to the assessors is paramount.

SPECIFIC INFORMATION

Section 1 – Conversation

As detailed in the *Swedish VCE Study Design*, this task consisted of a conversation about the student's personal world, including school and home life, family and friends, interests and aspirations, including their interest in Sweden and its language.

The Conversation, which is an informal interaction about known topics with the assessors, often proved to be a good introduction to put the students at ease. They were often able to partly steer the conversation in a particular direction, and, for some particularly tense students, a few minutes seemed to be all that was required for them to relax and improve their performance.

Generally, the students handled this section well, having anticipated and prepared for the topics they knew were likely to be raised. However, some students relied too much on the assessors to carry the conversation forward. Others seemed to be less prepared and remained rather passive even when their language proficiency appeared to be high.

A noticeable aspect of some students' repair strategies, particularly when searching for words and expressions, was to use English filler words, such as 'like', 'well' and 'you know'. There are many equivalent Swedish filler words and, given the prevalence of these types of words in conversations, students should be taught to use these, where appropriate, in place of the English words.

In general, students should be encouraged to practise their conversation skills more with teachers, perhaps through role playing, and teachers should insist that students do not mix any English in with their Swedish.

Section 2 – Discussion

Students were required to provide a short, one-minute introduction of their chosen sub-topic. The assessors then asked questions that were designed to fuel a discussion focussed on aspects of the language and culture of Swedish-speaking communities.

Given that students should be well aware of the requirements in this section and that they have, to some extent, control of the direction of the discussion, the assessors were somewhat disappointed with the general level of preparation. Some students appeared to believe that it was sufficient to show their level of competency in simply speaking in the language, rather than demonstrating their ability to clearly, succinctly and logically present information. Certainly, some students had prepared well, but in general there was evidence of a lack of background research or critical thinking about the



topic. Although the assessors endeavoured to pursue a discussion aimed at drawing out evidence of the students' analytical ability in regard to aspects of their chosen topic, often they were not particularly well rewarded. When specifically asked about texts and other sources that they had reviewed in preparation for this section, students' answers often revealed rather superficial preparation.

Amongst the more well-prepared students there were occasions when students seemed to believe that this section allowed them to present information without interruption from the assessors. The ability of these students to maintain and advance the interaction is certainly commendable, but evidence is also needed of the student's capacity to absorb and react to interjections and questions from the assessors.

As was the case in 2004 the most popular topic was 'Arts and Entertainment', with almost all the students choosing to speak about the famous writer Astrid Lindgren. Students should be encouraged to pick from a range of topics, particularly those in which they may have an interest. This would allow students with differing levels of ability to choose topics that are more suitable to their expertise, and would make the Discussion section more interesting for both students and assessors.

Written Component

GENERAL COMMENTS

The written examination is designed to assess the students' ability to understand general aspects of both spoken and written Swedish texts, and their ability to respond accurately and appropriately, both in English and in Swedish.

Different skills are assessed in the paper: understanding spoken Swedish in Section 1; and understanding written Swedish in Sections 2 and 3. To show true comprehension, students need to be able to analyse the information provided and use their analysis to formulate appropriate responses.

Overall, the performance of the students was quite satisfactory. The questions appeared to be successful in eliciting a range of skill levels, hopefully corresponding to the true level of proficiency of the students.

As is often the case in any examination context, some students did not appear to read all of the questions properly and thus did not maximise their potential to score marks. Students should be reminded to take the time to really ensure that they have understood each question fully and to jot down notes to guide their preparation of the full response.

For Section 3, students were required to respond to one question related to one of the several prescribed themes, using one of a choice of several text types. It was pleasing to see that all of the options attracted at least one student response. Generally, the written work met expectations.

Teachers and students must be familiar with the examination requirements as prescribed in the *Swedish VCE Study Design*. Teachers should also encourage students to:

- keep practising their Swedish regularly, using a variety of themes and topics
- familiarise themselves with common text types and styles of writing
- read and speak as much Swedish as possible
- understand the key elements of the grammatical concepts listed in the Study Design
- practise the proper structuring of different text types, and how to properly utilise the blank spaces provided on the examination papers for planning purposes
- use language appropriate for the specific tasks (for example, colloquial phrases may be used in a letter to a friend, but not in a formal speech or letter to the editor).

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Question 1a.

Information about the various available options.

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Question 1b.

Any two of:

- background to the Nobel Prize
- a short presentation of various Prize winners
- a film screening of the award ceremony itself.

Question 1c.

On Mondays, as the museum is closed to the general public then.

Question 2a.

Either of:

- she wants the following week off
- she wants to change her shifts for the following week.

Question 2b.

She is honest/hardworking/polite and keen to do her studies.

Question 2c.

Any two of:

- it was made clear to Annika when she started that she would need to be available every evening (Monday to Friday)
- s/he wants to think about it
- s/he wants to talk to the other staff about it.

Question 3a.

Either of:

- Mats' father pays SEK 200 a month; Mats pays the rest himself
- Mats and his father.

Question 3b.

Any three of:

- for when she's in a crisis
- to ring home from the station for a lift
- to ring her friends
- because you are almost forced to have a mobile due to a lack of landline phones.

Question 4a.

Any two of:

- he tried writing in Swedish, but it didn't work
- nearly all the music he hears was recorded in English
- he can't express his feelings in Swedish in song
- ideas come to him automatically in English when he writes songs
- he is used to listening to songs in English; he just copies them.

Question 4b.

Ture compares himself to a newborn child.

Question 4c.

He will have to write the song in English first and then he would translate it into Swedish.

Part B

Question 5a.

Ett nytt gym erbjuder ett gratis träningsstillfälle för alla som undergår en konditionsbedömning, som ett led i att skaffa nya medlemmar.

A new gym is offering a free session to all people who complete a fitness assessment, as a way of attracting new members.



Question 5b.

Either of:

- *Nisse är godtrogen eftersom han bara hade tänkt på att läsa det storstilta i annonsbladet*
- *Nisse är godtrogen eftersom han inte hade tänkt sig att vissa villkor skulle gälla.*
- Nisse is gullible because he'd only thought to read the large print on the leaflet
- Nisse is gullible because he hadn't thought that there would be conditions attached.

Either of:

- *Eva är ängslig eftersom hon oroar sig för det tryck som gymmets anställda kanske utsätter henne för, för att få henne att bli medlem*
- *Eva är ängslig eftersom hon oroar sig för de villkor som gäller för att utnyttja gratiserbjudandet, så hon har annonsbladet med sig.*
- Eva is anxious because she's worried about the pressure that the staff at the new gym might put on her to sign up
- Eva is anxious because she worries about the conditions attached to the 'free' offer, and carries the documentation with her.

Text 6

Question 6a.

Han vill uppleva (eller se) norrskenet, men han:

- *har begränsad tid på grund av jobbet*
- *vill resa med tåg och inte med flyg*
- *behöver en stjärnklar kväll (natt) och därför bör avsätta flera dagar om vädret inte är gynnsamt.*

He wants to experience (or see) the northern lights, but he:

- has limited time due to work
- wants to travel by train and not by air
- needs a clear evening (night) and therefore should set aside several days in case the weather is not favourable.

Question 6b.

Han sade 'tack i alla fall, då'. Tvekan i rösten, speciellt i sista meningen.

He said 'thanks anyway'. Hesitation in the tone of his voice, particularly in the last sentence.

Section 2 – Reading and responding

Part A

Question 7a.

When he was little he saw art as being his definite career: he wanted to become an artist. Later, when he had had some success with his art, he realised that he wanted to keep it as a hobby and not make it into a career. When growing up he was encouraged by Grandma to pursue his interest in art.

Question 7b.

'to fumble in the dark'

Either of:

- he didn't really know what he was aiming for
- he felt very unsure of the direction he was heading in.

Question 7c.

He was under pressure to make a decision as to what to do after school, after he realised that he no longer wanted to be an artist. His friend had it easy, just to follow the same career as his parents. The school expected him to know what he wanted to do after school. He himself had no idea, only that he did not want to go on studying. He felt totally lost and initially felt that he should only go on with his weekend job after finishing school; that is, he was unable to decide what to do.



Question 7d.

His friend asked him not just to stand still, but to make a decisive move in regard to what to do after school. His dad encouraged him to go straight to university because if he did not do so straight away he would not get there. Grandma said that he should go abroad and work for the benefit of those less fortunate.

The friend and the father wanted him to make a career decision straight away, whereas Grandma offered him a way out that enabled him to defer making a definite career decision.

Text 8

Question 8a.

The slogan appeals to the people's need for safety/protection and wholesomeness, whereas the survey results indicate that the opposite is true. The community is being deceived because in reality the products contain substances that are dangerous to humans and to the environment.

Question 8b.

The advertising campaign has been very effective because there has been a significant increase in the sale of hygiene products. The advertising campaign targeted parents who want to protect their children from harm and consequently has led them to believe in the integrity of the products and that the products are safe. People who are environmentally conscious were led to believe that the products are natural and pure and will not harm the environment.

Question 8c.

The author uses language and expressions/phrases/words that elicit a sense of danger; for example, 'hazardous', 'allergenic', 'deceptive marketing', 'hormonal imbalances', 'toxins', 'unable to breathe' and 'unable to release toxins'.

Question 8d.

Manufacturers should be more responsible and honest about their products and should adopt eco-labelling.

Part B

Question 9

Students were required to:

- respond to the information, opinions and ideas of the text, addressing the main points
- develop relevant ideas and/or responses in a format appropriate to the task
- use appropriate language and correct syntax and grammar, as well as demonstrate extensive use of a wide range of vocabulary
- structure their responses in a manner relevant to the task.

Section 3 – Writing in Swedish

Questions 10–13

Students were required to:

- demonstrate depth and breadth in their treatment of the task by presenting ideas and opinions in addition to any relevant information
- respond to the task using a relevant format and an appropriate style of language
- use correct grammar and syntax and display an extensive use of a wide range of vocabulary
- structure their responses in a manner appropriate to the task.