



Oral Component

GENERAL COMMENTS

It appeared that the 2006 students had prepared more to demonstrate their proficiency in speaking Swedish in a general sense, rather than following what was more specifically required of them in terms of the guidelines in the *Swedish VCE Study Design*. Students and teachers should pay careful attention to the study design's requirements and read past Assessment Reports, both for Swedish and other LOTE studies, for ideas about how to treat the discussion on the Detailed Study and how best to prepare for it.

Nevertheless, students were generally able to speak without major difficulties and exhibited a range of abilities. As might be expected, students who had lived in Sweden, particularly 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 few students who had not spent at least some time in Sweden, for example as exchange students, obviously had difficulty 'competing' with the majority who had had such experiences.

The criteria used to assess the oral examination included:

- 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 on the chosen topic in the Discussion section.

As the Discussion section required students to prepare 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.

SPECIFIC INFORMATION

Section 1 – Conversation

As outlined 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, and also their interest in Sweden and its language.

The Conversation, which is an informal interaction with the assessors about known topics, often proved to be a good introduction to put the students at ease. They had the capacity to at least 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.

While many students handled this section well, a number were too passive, or used 'simple' vocabulary that came to them naturally without much thought, perhaps because they had prepared poorly for this section. More preparation, perhaps in the form of 'mock orals', would help all students and improve their ability to demonstrate a greater range and use of vocabulary.

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 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 of 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 the ability to clearly, succinctly and logically present information. Certainly, some students had prepared well, but in general there was 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 this was not possible. 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. The format, which allows only a one-minute introduction, appeared not to have been understood by some students, whose presentation had to be interrupted so that the format for the Discussion section as set out in the study design could be followed.

As has been the case in recent years, virtually all students chose to speak about the famous writer Astrid Lindgren, although they emphasised different texts and somewhat different aspects of her works. Although it may be practical from a teaching point of view for students to study the same topic, they 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 demonstrate more original input by choosing topics that are possibly more suitable to their interests or expertise.

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 in both English and in Swedish. 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 and the questions appeared to be successful in eliciting a range of skill levels.

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

For Section 2, Part B in particular, the better students used the information provided in the text as the basis for their response, but the responses of some students suggested that they had developed more independent ideas rather than responding only to the issues raised in the text.

For Section 3, students were required to respond to one question (out of a choice of four) related to one of the several prescribed themes. It was pleasing to see that all of the options attracted at least one response. The majority chose to write the imaginative story and often used the freedom provided in quite an imaginative manner. Although the responses generally met expectations, some shortcomings were evident in format and structuring, with students demonstrating a wide range of abilities.

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 use 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

Text 1

Question 1a.

A bank account for people between the ages of 13 and 17.

Question 1b.

- addresses the listener directly by using the second-person personal pronoun 'du'
- poses questions to the listener

Question 1c.

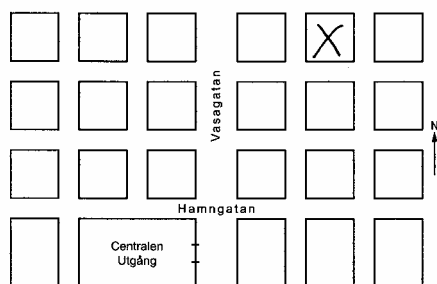
- repetition of the use of the word *själv* (yourself)
- repetition of the use of the word *egen/ eget* (own – as an adjective)

Question 1d.

- You need a parent/guardian authorisation to open the account.
- You need a signed consent form to make withdrawals.

Text 2

Question 2a.



Question 2b.

A surprise party to farewell Arne.

Question 2c.

Enter the correct code plus hash (or U40417 #).

Text 3

Question 3a.

Four of:

- the game is divided into two halves
- players/teams score goals
- the outcome of the game is decided on the number of goals scored
- the game is played with a ball
- players are able to touch/hold the ball with their hands
- there are two teams/sides.

That the game attracts a lot of attention and the players are highly paid was not acceptable.

Question 3b.

Because the athletes are highly paid.

Question 3c.

He is trying to find a way of both looking after his children and going to the summer house to paint it.



Part B

Text 4

Question 4a.

- to encourage tertiary institutions to enter into agreements on joint ventures and exchanges
- to recognise one another's courses and examinations

Question 4b.

They need to:

- have already completed a year of their tertiary course
- be Swedish citizens, citizens of other European Union countries, or hold a Swedish residency permit
- be able to cope in the language of instruction at the foreign university.

Question 4c.

They can gain credits at their local university for study completed at the foreign university.

Text 5

Question 5

Any four of:

- flexible in terms of where to exchange books
- flexible in terms of when and in which order to read books
- 52 books during the whole year
- the cost (it sounds cheap)
- the latest and most exciting books are selected for them
- they get to keep one book of their own choice.

Section 2 – Reading and responding

Part A

Text 6

Question 6a.

At regular monthly video conferences, sellers can obtain and share their own tips with other sellers.

Question 6b.

- introduce yourself
- wear the t-shirt
- use the pen and pad

Question 6c.

Three of:

- by introducing themselves, and therefore personalising the interaction
- by saying that they want to help a threatened animal, like the gorilla
- by mentioning that they like/need to earn pocket money
- by saying that they want to support the VNF.

Question 6d.

Two of:

- finding presents for everyone in the catalogue
- no stress at Christmas
- useful products
- doing a good deed.

Text 7

Question 7a.

Internet/an online newspaper

'A newspaper' alone was not sufficient.



Question 7b.

Answers varied, but should have covered two of the following points:

- it might appear like extreme skateboarding, but without the skateboard
- it is a fairly new, movement-based activity which is developing a following in some cities in Sweden
- some of its practitioners liken it more to an art form or a philosophy for life than a sport
- practitioners aim to perform a series of elegant and daring moves by climbing and jumping off ordinary objects in the urban environment
- it is considered by some to be a challenge to typical ways of moving and using the surrounding landscape
- developing skills in *parkour* is as much about mental as physical training
- it could be likened to an urban western martial art, such as tai chi.

Question 7c.

- They are like artists in that they question 'typical' and 'normal' ways of doing things and seeing the world.
- They are like artists in that for them it is the overall sequence of movements which is important.
- For an athlete, the emphasis is on the execution of particular moves through which they gain points.
- An athlete competes against others.

Question 7d.

Three of:

- you can expand your horizons by learning different ways of viewing the world
- you can challenge yourself by gaining mastery of a skill, and thereby moving outside your comfort zone
- it can help you develop resilience in difficult situations
- it is about interacting with your environment, rather than against it
- it is about overcoming mental blocks
- it involves problem-solving: working out the best way to get ahead.

Part B

Text 8

Question 8

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 9–12

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 use a wide range of vocabulary
- structure their responses in a manner appropriate to the task.

Both teachers and students are encouraged to study the outlines of the various text types offered in the *Swedish VCE Study Design* so that students can use the structures and conventions of each text type in their written responses.