



Oral component

GENERAL COMMENTS

The oral examination was divided into two parts: a seven-minute conversation and a one-minute presentation of a student chosen Detailed Study sub-topic, followed by a seven-minute discussion related to the chosen topic. In 2008, students were well prepared for the format of the examination.

Section 1 – Conversation

In the Conversation section of the oral examination, students and assessors discuss the students' personal world, including school and home life, family and friends, interests, hobbies and future aspirations. Most students handled this part of the examination quite well and were able to advance the conversation. They appeared to be well prepared and there was little evidence of rote-learning. Strong students displayed confidence and a willingness to extend the conversation, displaying their linguistic prowess. Weaker students sometimes had difficulty responding to questions and demonstrated a more limited understanding of the language. It was clear that students who have lived in Sweden have an advantage over those learning Swedish as a second language in Australia, but it was very pleasing to see how well prepared the second group of students was for the examination.

Section 2 – Discussion

Generally, students' performance in the Discussion section was of a good standard. They were able to advance the discussion, give reasons for their opinions and use the language effectively. It was evident that some students had prepared a similar topic, but touched on slightly different aspects during the discussion, thereby demonstrating that they had not used exactly the same sources.

Written component

GENERAL COMMENTS

A small group of students presented for the 2008 Swedish examination. There were no particular problems with students' preparation or their understanding of the requirements inherent in the structure and format of the examination. It was pleasing to note that in Section 3 – Writing in Swedish there was a good spread in the optional questions chosen by the students.

SPECIFIC INFORMATION

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1a.

Both of:

- many students in her class are thinking of studying Chinese next year
- she believes it to be a useful language.

Question 1b.

Both of:

- the Chinese department's telephone line was engaged when she tried telephoning it (them)
- she is uncertain of her motivation for studying Chinese.

Text 2

Question 2a.

They were (suddenly) able to read.

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Question 2b.

Six of:

- they read packets
- they read signs
- they read advertising on billboard pillars
- Vilhelm Moberg was so keen to read more of a series that he ripped the newspaper down off the kitchen walls
- Haldor Laxness read in the moonlight
- Maxim Gorkij read in the light reflected by a pot
- they read until their eyes filled with tears
- they are 'hungry' to read.

Question 2c.

They too had that same experience (of being able to read).

Text 3

Question 3a.

Both of:

- through membership fees
- through donations.

Question 3b.

Three of:

- an end to dredging of wetlands
- protect (the sea) from over-fertilisation
- maintain the diversity of flora and fauna.

Question 3c.

Outlaw dredging of previously unforested wetlands

Question 3d.

Two of:

- by participating in activities
- by helping to fund further activities (through membership fees).

Part B – Answer in Swedish

Text 4

Question 4a.

Receiving and inaugurating the ship (*den svenska Måsen* – the Swedish seagull)

Question 4b.

Both of:

- in the 1700s: sailed in Öresund and Kattegatt, providing shelter to trading ships from pirates and thieves
- provided refuge and accommodation for those who were made homeless by the Fire of Copenhagen.

Question 4c.

Be a symbol for the role the community plays for its members – shelter against the storms of life, plus one of:

- through the restoration/donations/generosity
- through the completion of 1000 hours of work.

Question 5

Target Readership

Both of:

- Swedes living away from Sweden/recently left/occasionally feeling lonely and homesick
- Swedes with children and responsibility for cooking/enjoying crosswords.



Persuasive Devices

Any three of:

- appeals to the reader's emotional ties to Sweden, with terms such as *bryta upp, hemma, en god vän, hjärtligast, glatt besök, trygghet*
- appeals to the reader's sense of value for money, with terms such as *minst 120 sidor, räcker länge, många kulinariska upplevelser, mycket nöje, erbjudanden, endast*
- suggests that it understands exactly how they feel, using terms such as *du vet, naturligtvis, ibland kan du emellertid känna dig...*
- suggests that the magazine is Sweden's most read and loved magazine
- offers flexible subscription options.

Section 2 – Reading and responding

Part A – Answer in English

Text 6

Question 6a.

Initially decided to pursue it

Question 6b.

Both of:

- that she purchased a one-room flat that was for sale in his building
- decided then and there to buy it.

Question 6c.

Six of:

Restrictions that go with buying a place of accommodation

- need approval from the bank
- need a deposit
- the burden of having a loan
- unforeseen costs/problems/worries

Conveniences offered by renting

- no deposit required
- all imaginable costs/services are covered by monthly rent
- ability to move when you wish
- well-managed flats

Question 6d.

The bank's refusal resulted in her considering renting instead of buying (and she now rents a bigger place than she would have bought).

Text 7

Question 7a.

The listener creates the visual images himself/herself.

Question 7b.

Three of:

- they are stimulated to converse with others about the programs
- they are stimulated to discuss the contents of the programs
- their creative thought processes are stimulated
- their investigative thought processes are stimulated.

Question 7c.

Four of:

- can treat topics in depth
- can treat topics at length
- commentators will often be more candid on radio
- without a distracting accompanying visual image, listeners can develop a sense of knowing the speaker



- voices, intonations and pauses stand out better as communication devices.

Question 7d.

Two of:

- not locked in to a particular physical location; you can move around as you listen
- you can pursue other activities as well as listen to the radio
- you can make your own visual images (better than in TV).

Part B – Answer in Swedish

Text 8

Question 8

Following are some dot points for suggested answers.

Points from the text

- mention made of the text by Mona and the context in which the text was encountered
- mention made of feelings stirred up by reading the text
- acknowledgement of similarities between international, familial and classroom scenarios
- extension of stated reasons for conflict to own observations/examples
- extension of stated suggested solutions to own ideas/examples

Personal writing

- creates a sense of person/personality for the writer in the reader’s mind
- subjective; informal, familiar style/register
- includes emotive expressions and contracted language, such as is used in speech
- emphasises the personal response to the information in the text, rather than the facts
- uses the act of writing to help the author understand and unravel his/her own feelings or ideas

Key elements of the text type: journal entry

- date/place/time (as appropriate)
- structure (related to sequence of thought, events or importance), opening (often an evaluative comment), content information/reflection/evaluation), conclusion.

The following criteria were used to mark responses to this question.

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (include points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6



Criteria	Marks
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–2

Section 3 – Writing in Swedish

Question 9

Following are some dot points for suggested answers.

Details to include

- acknowledgement of context: senior school handbook
- direct address (*du/ni*) or indirect reference (*de som ...*) to next year's cohort
- details of careers fair or session: administrative details (when, how much, will the same be offered again next year, etc.)
- details of presentation and contents of service attended
- details of why such services are offered/important, etc.
- some specific examples from the session
- tips for next year's cohort concerning such sessions

Kind of writing: informative writing

- aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible
- usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader
- normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh up two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct)
- generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence
- chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable
- probably uses few adjectives, adverbs and images, except as examples or analogies in explanation

Key elements of text type: review/critique

Topic, structure, content, author (fictional name), register, style, layout

Question 10

Following are some dot points for suggested answers.

Details to include

- name of program (Swedish or otherwise)
- name and description of character
- explanation as to why the fan was drawn to this character
- details about how the character came to life
- details about how the fan reacted
- details about how others reacted
- details about how the character reacted (to the fan, to the surroundings, etc.)
- particular incidents that occurred (that is, something needs to happen, it cannot just be the plot setup)
- details about how the character returned, or did not return, to the fictional world
- details about how the fan found the experience – new insights, life-changing results, disappointment



Kind of writing: imaginative writing

- manipulates the reader's response to the piece to create the desired impression or response – visual and/or emotional appeal
- usually creates a strong sense of context (physical surroundings and atmosphere) and situation
- normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) is important
- uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, and careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion
- may break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation on preceding passages

Key elements of text type: story, short story

Title/topic, structure, content, author (fictional name), register, style, layout

Question 11

Following are some dot points for suggested answers.

Details to include

- appropriate greeting to audience members
- optional reference to the occasion
- explanation of the dilemma for the writer's particular generation (tendency to do the opposite)
- discussion of dangers/weaknesses of a globalised culture
- discussion of what makes Sweden and Swedish culture unique (approximately three points)
- explanation/justification for choice of aspects (for example, why mid-summer?)
- reasons why young people would benefit from such inclusions
- a reason why they must change (optional acknowledgement of challenges entailed)
- (easy) steps that they should take to get started

Kind of writing: persuasive writing

- manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer
- persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind
- requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice, etc.), so range of vocabulary and dictionary technique are important
- aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques – confidential, intimate, collaborative style and register
- sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader
- often uses the second person for direct address and appeal
- sometimes employs direct speech and questions to intensify the relationship with the audience
- may use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content

Key elements of text type: script for a speech

Title/topic, structure, content, register, style, layout

Question 12

Following are some dot points for suggested answers.

Details to include

- acknowledgement of context (closed/exclusive readership, so local/known references are suitable)
- direct or indirect address (can be exclusively to students, parents or a mixture of both)
- case studies or reference to known examples
- reference to possible projects

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- discussion of benefits – for example, putting studies in context, involvement in the greater community, gaining practical experience, able to switch off from studies, counteract the general perception of Generation Y
- discussion of disadvantages – for example, wasting time on activities that do not directly contribute to university entrance score, exploitation of free labour, time management issues, a feeling of hopelessness that not everything can be solved, safety concerns, clashes with other duties, still does not alter the general perception of Generation Y, too tired afterwards to get any study done

Kind of writing: evaluative writing

- aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas
- presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives
- uses objective style, appeals to reason not emotion, creation of an impression of balance and impartiality is essential
- often includes expressions of cause, consequence, opposition and concession

Key elements of text type: report (factual)

Topic, structure (introduction, body, conclusion), content, author (fictional name), register, style, layout

The following criteria were used to mark responses to Section 3.

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade • Sequences and structures ideas and information coherently and effectively 	13–15
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade • Sequences and structures ideas and information effectively 	10–12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1–3