



Oral Component

GENERAL COMMENTS

All students approached the oral examination with a positive attitude. In general, students spoke without major difficulties, and could continue the conversation and discussion.

The 'conversation' and 'discussion' sections of the oral examination are the same; however, they assess different aspects of the students' ability to understand and speak Swedish.

The conversation section focused on familiar matters. The discussion section required preparation and specific knowledge of a particular topic chosen by the student. Students were expected to provide an introduction to their topic and then to discuss the topic selected for detailed study. Teachers should stress that the following criteria are assessed:

- the capacity of the student to maintain their side of the interaction appropriately and effectively
- the relevance, breadth and depth of the information, particularly in the discussion of the chosen topic
- the range, appropriateness and accuracy of both vocabulary and grammar
- clarity of expression
- depth of knowledge and preparation of the chosen topic.

SPECIFIC INFORMATION

Section 1 – General Conversation

This task involved a conversation about the student's personal world: school and home life, family and friends, interests and aspirations, and their interest in Sweden and its language.

The time allotted promoted a natural and relaxed interaction between the students and assessors. This allowed the students to be put at ease and to speak about known topics, which gave them some freedom to steer the conversation in a particular direction if they wished, or were able, to.

Students were usually able to elaborate on responses. However, a few students encountered difficulties and could only speak when continuously prompted with questions and cues, sometimes requiring further clarification of specific questions. Students should be encouraged to think of ways in which they can expand on their answers and of techniques for carrying the conversation forward.

All students had some problems with grammar, which ranged from the occasional mistake to major problems with word order, verb tenses, word endings for definite and indefinite forms, possessive pronouns, and the use of colloquial language (which was inappropriate for the setting).

Section 2 – Discussion

Students were asked to provide a short summary or introduction of their chosen topic, which was meant to last for approximately one minute. The introduction was then followed by questions from the assessors to fuel a discussion of the topic.

Very few students were able to provide a satisfactory introduction, and usually they did little more than state their topic in very general terms, not filling the allotted time. These students usually had great difficulty in the discussion which followed, displaying poor preparation and only a superficial knowledge of their topic. Most had to be continuously prompted with questions and were unable to independently carry the discussion forwards.

The students who performed well in this section were more specific in their choice of topic and had clearly performed their own research outside the classroom. They were able to provide an introduction of appropriate length and breadth, and were able to not only respond to the questions but also elaborate on their answers and provide further detailed information.

The most popular topic was 'Arts and Entertainment', the sixth option on page 46 of the Swedish Victorian Certificate of Education Study Design. Students should be strongly encouraged to extend their research beyond what is discussed



in class (by using resources such as books, magazines and the Internet), and to prepare an introduction which clearly states and summarises the specific topic that is to be discussed.

Written Component

GENERAL COMMENTS

The tasks were designed to assess the students' ability to understand general and specific aspects of the texts, and to respond accurately and appropriately.

Some students were able to perform these tasks very well, and handled the questions and tasks skillfully. However, students must take more care when reading the questions in order to ensure they answer **all parts** of every question, and provide their answers in a legible manner, using only the allocated space. Most students had problems with grammar and spelling, ranging from occasional mistakes to widespread difficulties. These problems included mistakes with word order, verb tenses, word endings for definite and indefinite forms, and possessive pronouns. Some students used a great deal of colloquial language, which was inappropriate for most (but not all) tasks.

Responses to the essay tasks were in some cases very good, while others displayed poor use of language and a distinct lack of planning. Some students failed to adequately discuss the topic, and focused on only one aspect of the subject. Students should read the questions very carefully and make sure that they answer every aspect.

Students who performed well had clearly planned their responses well, and were able to use language to address the target audience in an appropriate manner. They also used novel ideas, and showed that they had really thought about the different aspects of the topic.

There was an even spread in students' choice of tasks.

Teachers should encourage students to:

- keep practising their Swedish writing 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 Swedish Victorian Certificate of Education Study Design
- practise the proper structuring of the text type, and how to properly utilise the blank spaces provided on the exam papers for plans
- use language appropriate for the specific tasks (for example, colloquial language 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

To file a lost item report to the railway office.

Question 1b

- brand name 'Hagman'
- in a tartan leather case with green clasps.

Question 1c

She provides contact details (name, address, phone number).

Text 2

Question 2a

At the hairdresser.

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Question 2b

Kajsa wanted a new hairstyle (outrageous, short back and sides, with fringe, dark red highlights) for summer, as she was tired of her old hairstyle.

Question 2c

Because it was such a big change.

Text 3

Question 3

- Berits' Café = K
- Tures' Guitars = M
- petrol station = X

Text 4

Question 4a

Two of:

- the use of a young person as presenter
- the youth style language and choice of colloquial terms
- lots of detail
- feedback from past camps
- the element of surprise in activities.

Question 4b

It is located on an island and it is for children.

Question 4c

Two of:

- cooking
- washing up
- making beds
- looking after own belongings.

Part B

Text 5

Question 5a

Black walking shoes, size 44.

Question 5b

Two of:

- checks out the back/warehouse for shoes
- searches the computer for availability in other shops
- orders shoes from other shop.

Question 5c

- has half an hour for lunch only – not enough time to go to other store
- and
- to pick up shoes ordered from the other shop, since these will have arrived at present store by then.

Text 6

Question 6a

One of the following:

- the teacher and parent use each others' first names, which is an indication that they have spoken before
- the use of very informal address, such as 'hi' in Swedish
- the recognition of the person straight off.

Question 6b

Two of:

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- Petra misses out on PE classes
- Petra is too tired to keep up in class/cannot concentrate
- Petra's behaviour in class is disruptive
- Petra's marks will suffer
- Petra's classmates wonder why she does not eat with them.

Question 6c

Two of:

- Petra will be given a sandwich to take to school in place of money
- Petra can eat the sandwich in the lunch room with classmates
- the parent discusses the problem with Petra
- the teacher follows up progress with parent the following week.

Section 2 – Reading and responding

Part A

Text 7

Question 7a

A headline containing any of the words 'mother', 'career' or 'parental leave' was considered acceptable.

Question 7b

Men and women with children, who are working full-time and who want to stay home with their children for a period of time.

Question 7c

Three of:

- maintains income while parents are on leave
- enables parents to take a more active role in childcare
- won't damage the parents' career path
- it allows more time for children and partner – family life
- dual roles supported.

There were also many other possibilities.

Question 7d

Three of:

- sceptical, doesn't agree with the current parental package
- suggests how it could be improved
- doesn't support a wide range of families.

Text 8

Question 8a

Yes, she and her husband fit into the category of full-time working parents.

Question 8b

Five of:

- stimulating career
- being a parent
- secure income
- nice house in the inner suburbs
- children can have everything they need (dual income)
- family helps out
- sharing housework and childcare – supportive husband
- holidays together.

Question 8c

Two of:

- has a managerial position in a large company
- many years of study

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- the style of writing
- has a family and balance in her life.

Question 8d

Two of:

- childrens' material needs will be met to a higher degree
- children can enjoy quality holidays that they might not be able to otherwise
- children enjoy greater contact with other family and friends that help look after them.

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.