



**2013**

**Languages: Swedish GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

The 2013 Swedish oral examination was divided into two parts: a seven-minute conversation, and a one-minute presentation of the Detailed Study sub-topic followed by a seven-minute discussion related to the chosen sub-topic.

Further information and the requirements of the oral examination can be found in the *VCE Swedish Study Design*. The criteria for assessment of the oral examination are available in the *VCE Languages Other Than English (LOTE) Second Language Assessment Handbook 2005–2016* (pp. 15–23) on the VCAA website.

Please refer to page 29 of the *VCE Swedish Study Design* for more information regarding the oral examination.

### **SPECIFIC INFORMATION**

Most students were well prepared and understood the importance of being able to carry the exchange forward. This was particularly evident for strong students. However, some students, while confident in their ability to speak the language, occasionally spoke too quickly and this sometimes made their words unclear. Students are reminded to take note of the assessment criteria relating to stress and tempo as well as those related to style and register.

#### **Section 1 – Conversation**

In the Conversation, students and assessors discussed the students' personal worlds, including school and home lives, family and friends, interests, hobbies and future aspirations. Most students handled this part of the examination very well and were able to advance the conversation, generally with little prompting. They appeared to be well prepared and there was little evidence of over-reliance on rote-learning. Strong students showed confidence and a willingness to extend the conversation, displaying their linguistic prowess. Weaker students did not respond as well to questions and found it difficult to elaborate on their responses spontaneously.

#### **Section 2 – Discussion**

Generally, students' performances in the Discussion were of a very good standard and it was clear that they had thoroughly prepared their chosen sub-topic for the Detailed Study. Most were able to advance the Discussion, give reasons for their opinions and use the Swedish language effectively. However, weaker students lacked flexibility during the exchange, were reliant on prepared statements and had difficulty when the conversation deviated from what they had anticipated.