2022 VCE Swedish oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately 7 minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately 8 minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

This year’s Swedish oral assessment demonstrated an overall high level of proficiency in the Swedish spoken language. While the levels of individual students varied, the overall performance was high. All students were able to convey a sufficient understanding of the chosen topics and link effectively with the assessors.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Overall, students were able to engage in and maintain the conversation about their personal world, as well as linking to their own experiences of Sweden and the Swedish culture. Most students responded appropriately with only a few minor errors. The depth of the conversations varied between students.

Section 2 – Discussion

Each student gave a 1-minute introduction of their subtopic to their assessor, who then engages the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Swedish is spoken.

The focus of the discussion is to explore aspects of the language and culture of communities in which Swedish is spoken, with the student being expected to make reference to the texts studied.

The choice of subtopic for the detailed study is very important. It should be an engaging subtopic that motivates students to become familiar with the content and vocabulary needed, and to elaborate on information, ideas and opinions. It is important that students and teachers select materials for the detailed study carefully so that students are exposed to a variety of views. The type of texts used by students should vary in complexity and be in Swedish so that students can become aware of key vocabulary related to their subtopic. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the subtopic and different aspects of the texts. Students should be able to relate this to the Swedish-speaking community.

This year’s subtopics allowed a nuanced depth to the students’ discussions. They allowed students to elaborate and further stretch and deepen their ideas and understandings of the chosen subtopics. Most students were able to go beyond their studied materials. Some students had a tendency to rely on presentations that appear to be rote-learned presentations of their studies/materials rather than allowing for a genuine spontaneous discussion.

Overall, the students seemed to have adopted an interest in and gained knowledge of the material they chose to study.

More information

Refer to [Swedish study design](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Swedish.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Chin-Hakha.aspx) for full details on this study and how it is assessed.