

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**



Victorian Certificate of Education

# SWEDISH

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

### Swedish

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Board of Studies, New South Wales  
Board of Studies, Victoria  
Curriculum Council of Western Australia  
Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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Edited by Scott Robinson  
Designed by Geoff Coleman  
Desktop publishing by Julie Coleman

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Languages Other Than English: Swedish

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The VCE Bulletin, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the VCE Bulletin.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is modern standard Swedish. Regional variations are acceptable in spoken language.

## RATIONALE

The study of Swedish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Swedish-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Swedish will provide students with the skills to communicate in a language which is spoken in Sweden, and parts of Finland, where it is one of two official languages. Swedish is understood in Denmark and Norway, and is used by a small but significant community of Swedish speakers in Australia.

The ability to understand and use Swedish provides students with a direct means of access to the culture associated with the language, and the important contributions of Swedish speakers in areas such as science and technology, the Arts, diplomacy, medicine and economics.

Sweden has a long established and strong presence in the international business community, and there are a number of major Swedish companies operating in Australia. The ability to communicate in Swedish may therefore, in conjunction with other skills, provide students with enhanced vocational opportunities in a range of areas, such as commerce, engineering, design, tourism and education.

## AIMS

This study is designed to enable students to:

- use Swedish to communicate with others;
- understand and appreciate the cultural contexts in which Swedish is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Swedish and English, and/or other languages;
- apply Swedish to work, further study, training or leisure.

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*INTRODUCTION***STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

Swedish is designed for students who will, typically, have studied Swedish for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Swedish to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.



## VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the National TAFE Language Course Stage One\*. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 47–50.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Swedish the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4: Common areas of study

The areas of study for Swedish comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Swedish-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Swedish-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, family and personal relationships, peer pressure, personal values.</i></li> <li>• <b>Education and aspirations</b> <i>For example, going to school in Sweden and Australia, vocational training and tertiary studies, future plans.</i></li> <li>• <b>Lifestyles</b> <i>For example, sports, fitness and health, travelling, hobbies, voluntary work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>People, places and daily life</b> <i>For example, cultural diversity, traditions, the effects of climate, famous faces and places.</i></li> <li>• <b>Historical perspectives</b> <i>For example, migration to and from Sweden, significant periods in Swedish history.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, film/television, popular music, literature, the news media.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, equal rights, youth unemployment, drug awareness, the environment.</i></li> <li>• <b>Travel and tourism</b> <i>For example, local tourism, travelling overseas, backpackers.</i></li> <li>• <b>World of work</b> <i>For example, jobs and careers, globalisation, information technology, the role of languages.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, Italics = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Informal letter*	Recipe
Announcement	Invitation	Report*
Article*	Map	Review*
Chart	Menu	Song
Conversation*	Narrative account/story*	Summary*
Diary/journal entry*	News item	Survey
Discussion*	Note/message*	Table
Editorial	Personal profile*	Text of an interview*
Film	Play	Text of a presentation/speech*
Folktale/legend	Poem	Timetable
Formal letter	Postcard*	

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Verbs</b>	conjugation (regular and irregular)	<i>När vi bodde i Åmål arbetade jag på bibliotek och läste mycket.</i>
	tense (present, past, perfect, pluperfect, future)	
	supine	<i>När jag har skrivit färdigt brevet ska jag gå ut och gå.</i>
	present participle	<i>Ett gungande skepp.</i>
	past participle	<i>Dörren är stängd.</i>
	mood (imperative, indicative, conditional, subjunctive)	<i>Siitt still! Det skulle vara kul om du kom. Det vore roligt att träffas.</i>
	voice (active, passive)	<i>Huset såldes på auktion. Priset blev högre än väntat.</i>
	auxiliaries	<i>Vi brukar äta klockan 6.</i>
	modal verbs	<i>bör, kan, måste, ska, vill</i>
	impersonal verbs	<i>Det regnar.</i>
transitive and intransitive	<i>Jag vaknar inte om inte någon väcker mig.</i>	
compound verbs	<i>Jag stiger upp tidigt.</i>	
reflexive verbs	<i>När vi träffades satte vi oss ner och pratade.</i>	
deponens	<i>Jag hoppas att du lyckas.</i>	
<b>Adverbs and adverbial phrases</b>	place, time, manner	<i>Katten gick ut tidigt och kom hem ganska sent. Varifrån kommer du? Vart ska du gå?</i>
	comparison	<i>Han sjunger bra, men hans bror sjunger bättre.</i>
	sentence modifying	<i>Han kunde tyvärr inte komma. Jag förstår inte folk som aldrig går ut.</i>
<b>Nouns</b>	gender (en and ett)	<i>Jag har ett hus och en bil men inga pengar.</i>
	declensions (five regular and irregular)	<i>flickor, pojkar, banker, pianon, hus stad-städer, fot-fötter</i>
	compounds	<i>en fotbollsplan, en lärobok, ett skrivhäfte, ett påhitt</i>
<b>Articles</b>	indefinite	<i>en, ett, någon, något, några etc.</i>
	definite	<i>flickan, flickorna, huset, husen den, det, de</i>

<b>Adjectives</b>	agreement: gender, number	<i>En stor hund och ett litet barn. Sju vackra flickor.</i>
	definite/indefinite	<i>Den stora hunden vaktade det lilla barnet.</i>
	comparison: regular	<i>stark, starkare, starkast</i>
	irregular	<i>liten, mindre, minst</i>
<b>Pronouns</b>	personal: subjective and objective form	<i>jag-mig, du-dig, han-honom etc.</i>
	reflexive:	<i>mig, dig, sig, oss, er, sig</i>
	indefinite: subjective, objective, reflexive	<i>man, en, sig</i> <i>ingen, någon</i>
	possessive: gender and number agreement	<i>min, mitt, mina</i>
	reflexive form (third person)	<i>sin, sitt, sina</i>
	demonstrative	<i>den här, den där etc.</i> <i>den, det, de</i> <i>denna, detta, dessa</i> <i>sådan, sådant, sådana</i>
	interrogative relative	<i>vem, vad, vilken/vilket/vilka</i> <i>som, vars, vilken/vilket/vilka</i>
<b>Prepositions</b>		<i>på, i, över, under etc.</i>
<b>Conjunctions</b>	coordinating	<i>och, samt, men, eller, utan, för, ty</i>
	subordinating	<i>att - Han säger att han inte har tid. när, då, sedan, innan, för att, om, fastän etc.</i>
<b>Numerals</b>	cardinal and ordinal	
<b>Sentence structure and word order</b>	the parts of the sentence (subject, verb, object, adverbial etc.)	
	statement, question, command, exclamation	
	direct and indirect speech	
	word order in main clauses/subordinate clauses	<i>När jag slutar skolan tänker jag åka utomlands ett år.</i>
	relative clauses	<i>Familjen som ägde huset var inte hemma.</i>
position of 'wandering' adverbs	<i>Jag kunde inte skicka brevet eftersom jag inte hade något frimärke.</i>	
<b>Proper nouns and adjectives of nationalities</b>	use of lower case	<i>Det var en måndag i maj som professor Lind från Lund mötte sina australiska studenter.</i>

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to initiate and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing experiences and commenting on past, present or future events or experiences, both real and imaginary;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to turn-taking;
- self-correct/rephrase or use strategies to maintain communication;
- communicate in a range of text types, for example letter, fax, email;
- communicate via telephone;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;



- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

### Outcome 3

On completion of this unit the student should be able to produce personal response to a text focusing on real or imaginary experience.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example, descriptive article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant source materials;
- provide personal comment and response on aspects of texts;
- respond appropriately for context, purpose and audience described.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the nature of assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Swedish are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Swedish or English

*and*

- read written texts (e.g. extracts, advertisements, articles) to obtain information to complete notes, charts or tables in Swedish or English

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the majority of tasks in Swedish to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Swedish, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement in the outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and other pragmatic expressions related to negotiation/transaction;
- make arrangements and complete a transaction;
- obtain and provide good service or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct, respond appropriately, and close an exchange;
- use stance, gesture, facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;

## UNIT 2

- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

### Outcome 3

On completion of this unit the student should be able to give expression to relevant imaginary experience in written or spoken form.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate language skills to:

- apply the conventions of text types;
- use structures related to describing, recounting, reporting, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and phrases;
- structure writing to sequence main ideas and paragraphs logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The PISA team publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such a list is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Swedish are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, news, lectures) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the student responds in Swedish to all assessment tasks selected.

# Units 3 and 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Swedish-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Swedish-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density

and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Swedish community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.



### Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future or hypothetical experience;
- link and sequence ideas and information at sentence and paragraph level.

### ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

#### **Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

#### *School-assessed coursework*

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

## UNIT 3

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Swedish-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Swedish-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

#### *School-assessed coursework*

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Swedish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		50

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

### *End-of-year examinations*

The end-of-year examinations are:

- an oral examination
- a written examination.

### **Oral examination (approximately 15 minutes)**

#### Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Swedish.

#### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Swedish-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

**Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding****Purpose**

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Swedish in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

**Specifications**

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Swedish covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Swedish for responses in Swedish.

**Section 2: Reading and responding****Purpose**

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Swedish to information provided in a text.

### *Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### ***Part A***

The student will be required to read two texts in Swedish of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

#### ***Part B***

The student will be required to read a short text in Swedish of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Swedish. The task will be phrased in English and Swedish for a response in Swedish.

### **Section 3: Writing in Swedish**

#### **Purpose**

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Swedish.

#### *Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Swedish. The tasks will be phrased in English and Swedish for a response in Swedish.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

<i>Outcomes</i>	<i>Unit 1 (4 tasks)</i>	<i>Outcomes</i>	<i>Unit 2 (4 tasks)</i>
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	1 Communicate by phone, text, or fax, or email. Keep a diary. or Interview.
2 Listen to, read and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Swedish or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Swedish or English.	2 Listen to, read and obtain information and ideas from spoken and written texts.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	3 Give expression to real or imaginary experience in written or spoken form. or Presentation. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.



## Outcomes and coursework assessment tasks for Units 3 and 4

<i>Outcomes</i>	<i>Unit 3 (3 tasks)</i>	<i>Outcomes</i>	<i>Unit 4 (3 tasks)</i>
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Swedish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

## Contribution of assessment tasks to study score

<i>School-assessed coursework</i>	<i>%</i>	<i>End-of-year examinations</i>	<i>%</i>
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Swedish	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Swedish	10 5
Three- to four-minute interview.	10	Writing	7.5

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<i>Overall contribution of school-assessed coursework and end-of-year examinations</i>	<i>%</i>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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FOR USE IN 2024

# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


## STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Swedish, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

## EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

### Unit 1

#### Themes

#### Examples of learning activities

The individual

 send an email to a friend in Sweden in which you discuss a joint school project.

#### Topic

Education and aspirations

 using the internet, research a course at an educational institution in Sweden and write a report.

#### Grammar

Articles, noun gender and declensions, personal pronouns – subjective and objective form, interrogative pronouns, present and future tenses

 survey a group of students about their careers and summarise the results for a presentation board.

#### Text types

Email, interview, report, job application, résumé, survey

read and discuss what to include in your résumé.

prepare a list of occupations, classify the skills needed and the level of educational qualifications required.

prepare a set of questions to interview a Swedish professional about priorities in career selection.

write a short letter of application for a summer-holiday job in Sweden.

#### Example assessment

**Outcome 1:** Establish and maintain a spoken or written character related to personal areas of experience.

Take part in a discussion focusing on your hopes and plans for the future.

**Outcome 2:** Listen to, read and obtain information from written and spoken texts.

Listen to an interview with a Swedish careers advisor and use the information to complete a table summarising key points of advice.

## Unit 1

Theme	Examples of learning activities
The Swedish-speaking communities	watch a film about a well-known person in Sweden and make notes
<b>Topic</b> People, places and daily life	read an article of migration and discuss the effects on the Swedish diaspora
<b>Grammar</b> Modal verbs, past and perfect tenses, adverbs and adverbial phrases, adjective agreement and comparison	listen to a podcast about the relationship between Swedish lifestyle and health and complete the chart provided
<b>Text types</b> Article, broadcast, chart, film, interview, journal entry, video	watch a video about Sweden and Australia; report on similarities and differences in lifestyles read a newspaper article about Swedish costumes: select one item and undertake further research to use on the basis for a presentation
	read journal entries by two young Swedish people and summarise the similarities and differences in their lifestyles

### Example assessment

**Outcome 3:** Produce personal responses to a text focusing on a personal or literary experience.

Based on a video, students write an article for your school magazine about daily life in Sweden.

**Outcome 2:** Listen to, read and obtain information from written and spoken texts.

Read a description of a traditional Swedish celebration and use the information to complete a chart.

## Unit 2

### Theme

The individual

### Topic

Personal identity

### Grammar

Auxiliaries, reflexive verbs and pronouns, possessive pronouns, prepositions

### Text types

Article, bulletin board, conversation, diary entry, discussion, personal profile, website

### Examples of learning activities

write a diary entry about a significant event in your life

introduce yourself to the manager of a local business to obtain holiday discounts

participate in a conversation with a young visitor from Sweden and discuss mutual interests

create a short personal profile of a person you know

conduct an interview with young people about their fears and take notes

research the internet for texts on popular trends among young people in Sweden and make notes

watch an advert targeted at young people and explain what impression is being created, and why

### Example assessment tasks

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing an activity.

Convince someone to have a different view from you on a topic, for example, that friendship is more important than differences in opinion.

**Outcome 2:** Listen to, read, and extract and use information and ideas from written and spoken texts.

Read an article about changes in youth culture, and use the information to write the text of a speech titled 'Some things never change'.

## Unit 2

Theme	Examples of learning activities
The changing world	<ul style="list-style-type: none"> <li>search the Internet for information about workers' rights in several countries, make a presentation and compare with Sweden</li> </ul>
Topic	
Social issues	<ul style="list-style-type: none"> <li>invite a guest speaker to talk about the strategies used in Sweden to solve employment issues</li> </ul>
Grammar	
Compound verbs, impersonal verbs, demonstrative pronouns, cardinal and ordinal numbers	<ul style="list-style-type: none"> <li>research a selected aspect of community work in Sweden and present a report to the class</li> </ul>
Text types	
Film, letter, notes, report, journal entry	<ul style="list-style-type: none"> <li>prepare a presentation about the importance of team work in an organisation and summarise key points</li> <li>prepare a broadcast on employment trends for young people and summarise key points</li> </ul>

### Example assessment task

**Outcome 3:** Give expression to real and imaginary experience in writing.

Write a 250-word journal entry focusing on a day in your working life in the year 2050.

## Unit 2

Theme	Examples of learning activities
The Swedish-speaking communities	read articles on the Vikings and their impact on other countries, and prepare a speech for a speech for younger students
<b>Topic</b> Historical perspectives	listen to a broadcast about the impact of the Hanseatic league on architecture in Stockholm and Gotland and summarise the key points
<b>Grammar</b> Mood, passive voice, impersonal verbs, pluperfect tense, adverbs	listen to an interview with an historian and reorganise the information into a report
<b>Text types</b> Article, documentary, report, discussion, summary	watch a documentary about the industrial revolution in Sweden and discuss how this has changed life
	participate in a conversation with an elderly Swedish person discussing life in the past and use the information to present a brief report
	watch a documentary about Alfred Nobel and design a webpage about his life and achievements
	research the impact of the French language on Swedish, in order to present an illustrated report
	compile a report on Gustav Vasa focusing on how he helped to make Sweden 'Swedish'

### Example assessment task

**Context:** Listen to a broadcast and extract information and use the information and ideas from spoken and written texts.

Listen to a broadcast about an historical turning point in Swedish history and summarise the key points in a short article for a school magazine.



## Unit 3

### Theme

The individual

### Topic

Lifestyle

### Grammar

Indefinite pronouns, present and past participles, adverbs sentence modifying

### Text types

Advertisement, brochure, discussion, letter, report

### Examples of learning activities

read/listen to texts about young people's leisure activities in Sweden and Australia, and summarise the similarities and differences

create an advertisement to promote healthy living and eating habits

write a letter to the editor of a community paper suggesting ways in which young people could assist the community with voluntary work

participate in a role-play in which you convince a friend about the importance of giving up smoking

take part in a discussion focusing on balancing work and leisure

using the information presented in a sports article create a brochure to promote a sports centre

### Example assessment task

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a short story aimed at younger students which contains a message about an aspect of maintaining a healthy lifestyle.

### Unit 3

#### Theme

The Swedish-speaking communities

#### Topic

Arts and entertainment

#### Grammar

Deponent verbs, relative pronouns, relative clauses

#### Text types

Debate, interview, letter, report, survey, biography, film

#### Examples of learning activities

read extracts about a famous artist/entertainer/writer and use the information to write a short biography

watch a film or part of a mini-series and discuss the plot and characters

conduct a survey in class on preferred kinds of entertainment and discuss

listen to some popular Swedish music, research the group involved, and present a report on their music, and reasons for its popularity

take part in a debate focusing on the advantages and disadvantages of government funding of TV stations

#### Example assessment task

**Outcome 2:** Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Listen to an interview focusing on the impact of technology on music and musicians, and use the information to write an article for a young people's magazine.

## Unit 3

### Theme

The Swedish-speaking communities

### Topic

World of work

### Grammar

Exclamations, direct and indirect speech

### Text types

Article, interview, report, survey

### Examples of learning activities



search the Internet for employment opportunities that involve using a language and make notes

conduct a survey in class on future employment aspirations and summarise the results

read articles on the skills needed for employment in ten years time and use the information as the basis for a report

read a magazine article on changes in participation in the workforce over the last 30 years and discuss key points

listen to an interview on the impact of globalisation, and summarise the advantages and disadvantages mentioned

### Example assessment task

**Outcome 3:** Exchange information, opinions and experiences.

A three- to four-minute interview on the resolution of an issue.

Participate in a role-play convincing a friend who wishes to leave school that it is in their interests to continue their studies.

## Unit 4

### Theme

The Swedish-speaking communities

### Topic

Arts and entertainment

### Grammar

Subjunctive mood, word order in main and subordinate clauses, wandering adverbs

### Text types

Film, legend, report, review, discription, summary

### Examples of learning activities

watch a film, read texts about the background to the film, and use the information to write a review for a film club



search the Internet for this week's theatre options in Stockholm and describe these to the class

read a Nordic legend (e.g. Valhall, Hel) and identify the criteria for becoming a brave warrior



search the Internet for a Swedish museum, take a virtual trip, then complete a report for your school magazine

discuss the relevance of modern and classical literature and summarise the main points raised

### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read contrasting articles on the quality of modern drama. Using the information provided write an evaluative report comparing the viewpoints presented.

## Unit 4

### Theme

The changing world

### Topic

Travel and tourism

### Grammar

Compound nouns, revision of tenses, use of lower case with proper nouns and adjectives of nationality

### Text types

Article, brochure, letter, summary

### Examples of learning activities



using the Internet and current newspapers/magazines find articles about tourist destinations in Sweden and make notes

write a travel brochure for a tourist agency specialising in camping tours in Sweden

in class, discuss the ways in which the Swedish people respect the land (e.g. Allemansrätten)

research the possibility of travelling to Sweden on an exchange system and summarise your findings for publication in a young people's magazine

read articles about the work of an ecological group in the field of ecotourism and write a letter to the editor of a newspaper supporting their work

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Swedish-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250–300-word review evaluating the positive and negative aspects of tourism, making reference to the texts studied.

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Swedish-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Discuss the value of overseas travel, and the importance of knowing the language in making such travel worthwhile.

**SUGGESTED SUB-TOPICS FOR DETAILED STUDY**

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: The individual**

Topic: Personal identity

Suggested sub-topic:

- Values that are important to me.

**Theme: The individual**

Topic: Education and aspirations

Suggested sub-topic:

- The importance of education, now and in the future.

**Theme: The Swedish-speaking communities**

Topic: People, places and daily life

Suggested sub-topics:

- Language, culture and identity.
- The effects of climate on life in Sweden.
- The influence of the past on the present.

**Theme: The Swedish-speaking communities**

Topic: Historical perspectives

Suggested sub-topics:

- The challenge of migration.
- The impact of a significant period in Swedish history.
- The development of the democratic process in Sweden.

**Theme: The Swedish-speaking communities**

Topic: Arts and entertainment

Suggested sub-topics:

- The impact of Nordic art and myth.
- A significant writer and their contribution.
- Traditional and modern music – a comparison.

**Theme: The changing world**

Topic: Social issues

Suggested sub-topics:

- Challenges facing young people today and in the future.
- Respecting planet Earth.

**Theme: The changing world**

Topic: World of work

Suggested sub-topics:

- Globalisation: a force for good?
- The nature of work, past, present and future.

## EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how both the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and	Enquire about courses at an educational institution.
VET Outcome 4:	Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of going to a training course at a college in a Swedish speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into the course related to your area of interest. Enquire also about the type and availability of accommodation on the campus.

VET Outcome 1: and	Seek medical attention at a hospital/surgery/chemist (2, 1.3, 1.4)
VET Outcome 6:	Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 1:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

## ADVICE FOR TEACHERS

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the association and write a report to be published in the student magazine as advice for students intending to go overseas. Based on the information they provide, include the pros and cons of sharing accommodation, and the things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8) Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three-to-five minute role-play focusing on the resolution of an issue.
Assessment task:	One member of the tour group has been experiencing serious symptoms and you have made an appointment with the local doctor. Ask your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 1: and VET Outcome 8:	Demonstrate basic knowledge of the education system in a Swedish-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Swedish-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Swedish-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.



VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Swedish-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Swedish-speaking community.
VET Outcome 2: and	Demonstrate basic knowledge of medical practices and sickness in a Swedish-speaking community.
VET Outcome 10:	Read a short dialogue on the topic.

VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read two articles related to health provision in a Swedish-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Swedish-speaking community, and provide travel advice for potential tourists.

<b>Detailed study</b>	
VET Outcome 13: and	Demonstrate basic knowledge of politics and government in a Swedish-speaking community.
VET Outcome 14, 15:	Develop some specialised language and cultural knowledge.
VCE Unit 3 Outcome 2: and	250–300-word informative piece.
VCE Unit 4 Outcome 2:	Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Swedish-speaking community, and one or two recent issues or events.  ‘There can only be real economic progress if the populace learns to look after itself, rather than relying on the state.’ Discuss this issue in a three- to four-minute interview.

**SUMMARY OF OUTCOMES: MODULE 2 OF THE NATIONAL TAFE LANGUAGE COURSE  
(CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

## MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### 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) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, 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 which puts a different interpretation on preceding passages.

### 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.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; 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.

**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 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.

**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.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<i>Text types</i>	<i>Identifiable features</i>
<i>Advertisement</i>	Topic/product name; content (factual and persuasive information); register; style; layout.
<i>Article (magazine)</i>	Title; content; author (fictional name); register; style; layout.
<i>Article (newspaper)</i>	Title; date; place; content; author (fictional name); register; style; layout.
<i>Brochure/leaflet</i>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<i>Guide (tourist)</i>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<i>Instruction/recipe</i>	Title/topic; structure; content (equipment, method); register; style; layout.
<i>Invitation</i>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<i>Journal entry</i>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<i>Letter (business)</i>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<i>Letter/postcard (social): family, friend, acquaintance</i>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<i>Letter (to the editor)</i>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<i>Message/email</i>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<i>Profile</i>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<i>Report (factual)</i>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<i>Report (newspaper)</i>	Title; date; place; content; byline (fictional name); register; style; layout.
<i>Report (supporting recommendations)</i>	Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<i>Résumé</i>	Title; content (factual information), register; style; layout.
<i>Review/critique</i>	Topic; structure; content; author (fictional name); register; style; layout.
<i>Script (speech, report, sketch)</i>	Title/topic; structure; content; register; style; layout.
<i>Story, short story</i>	Title/topic; structure; content; author (fictional name); register; style; layout.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

#### Dictionaries

*English-Swedish/Swedish-English Dictionary*, Routledge.

*Norstedts engelska fickordbok*, 1995, P.A. Norstedts, Stockholm.

<http://www.lexikon.nada.kth.se/skolverket/swe-eng.html>  
Swedish-English Dictionary

#### Grammar

Ballardini, K 1986, *Form och funktion A: Ordföljd*, Natur och Kultur, Stockholm.

Ballardini, K 1987, *Form och funktion B: Verb*, Natur och Kultur, Stockholm.

Bruzaeus, L & Håkansson, G 1995, *I princip 2. Grammatikövningar med regler och kommentarer*. Skriptor/Almqvist & Wiksell.

Byrman, G & Holm, B 1992, *Schemagrammatik — Svenska strukturer och vardagsfraser*, SI, Stockholm.

Hellström, G 1991, *Grammatikövningar*, Almqvist & Wiksell.

Viberg, Å et al. 1984, *Mål: A concise Swedish grammar*, 2nd edn, Natur och Kultur, Stockholm.

#### Coursebooks and readers

Ballardini, K et al. 1983, *Mål 2, Natur och Kultur*, Stockholm.

Ekgren, H W 1998, *Första novellboken*, Natur och Kultur, Stockholm.

Enström, I & Holmegaard, M 1991, *Mål och mening*, Skriptor.

Enström, I & Holmegaard, M 1996, *Dikt & Verklighet (textbok)* Skriptor/Almqvist & Wiksell.

Enström, I & Holmegaard, M 1996, *Dikt & Verklighet. Ordförrådet. (arbetsbok)* Skriptor/Almqvist & Wiksell.

Norrby, C et al. 1996, *ABC handbok. Svenska för gymnasieskolan*, Akademiförlaget Corona.

Norrby, C et al. 1996/ 1998, (2:a omarbetade uppl.) *A. Texter & övningar*, Akademiförlaget Corona.

Norrby, C & Lundqvist, A 1997, *C. Texter & övningar*, Akademiförlaget Corona.

Norrby, C et al. 1998, *B. Litterära teman & övningar*, Akademiförlaget Corona.

Nyborg, R et al. 1996, *Svenska utifrån, Lärobok*, SI, Stockholm.

Risérus, H et al. 1988, *Mål 3*, Natur och Kultur, Stockholm.

Risérus, H et al. 1990, *Mål 3 Övningsbok*, Natur och Kultur, Stockholm.

Eckerbom, T & Söderberg, E 1990, *Sagor och sanningar*, Natur och Kultur, Stockholm.

Risérus, H et al. 1992, *Kom i mål*, Natur och Kultur, Stockholm.

Rydén, H et al. 1986, *Berättare förr och nu*, Natur och Kultur, Stockholm.

Rydén, H et al. 1984, *Berättare i vår tid*, Natur och Kultur, Stockholm.

Skoglund, S 1996, *Texter och tankar*, Antologi A, Gleerups, Malmö.

Skoglund, S & Waje, L 1998, *Svenska uppslag A+B*, Gleerups, Malmö.

Stjärnlöf, S 1992, *Mål Antologi*, Natur och Kultur, Stockholm.

### AUDIOCASSETTES

Eckerbom, T & Söderberg, E 1990, *Sagor och sanningar*, kassetband, Natur och kultur, Stockholm.

Nyborg, R et al. 1996, *Svenska utifrån, kassett 1–4*, SI, Stockholm.

Risérus, H et al. 1988, *Mål Dialoger, dikter och visor*, kassetband, Natur och Kultur, Stockholm.

Risérus, H et al. 1988, *Mål Litterära texter*, kassetband 1 & 2, Natur och Kultur, Stockholm.

Thorén, B & Petterson, N O 1997, *Uttalsanvisningar*, kassett 5, SI, Stockholm.

### WEBSITES

#### Language

<http://www.webgraph.se/bosse.thoren>

BT Bättre svenska av Bosse Thorén

<http://www.hhs.se/isa/swedish>

Introduction to Swedish by Urban Sikeborg, Stockholm 1997–98

<http://www.sas.upenn.edu/~arubin/swedish.html>

A Swedish Language Course, Aaron Rubin 1996

<http://www.geocities.com/Athens/Acropolis/1290/index.html>

Björn Engdahl's Swedish Course 2000

<http://www.stp.ling.uu.se/call/swedish>

STP CALL: Swedish, Uppsala Universitet, 2000

**Webrings, e-zines**

<http://www.inv.se>

Sesam – Nyhetstidningen på lätt svenska, Invandartidningen i Sverige AB, Skärholmen

<http://www.punkten.nu>

Nöjet på nätet, Enjoymedia AB. Daily entertainment updates.

<http://www.mokkasim.com>

Mokkasim, independent e-zine for youth in Swedish

<http://www.tjejringer.com>

Tjejringer – A webring with women's home pages in Swedish

**Radio and television**

<http://www.uf.se/radioufs/>

Radio Unga Forskare

<http://www.sr.se/index.htm>

Sveriges Radio

<http://www.svt.se/index.html>

Sveriges Television

**Daily newspapers**

<http://www.aftonbladet.se>

Aftonbladet, Stockholm

<http://www.dn.se>

Dagens nyheter, Stockholm

<http://www.hbl.fi>

Hufvudstadsbladet, Helsingfors

<http://www.svd.se>

Svenska dagbladet, Stockholm

<http://sydsvenskan.se>

Sydsvenska dagbladet, Malmö

**Links to Swedish websites**

<http://www.si.se/und/und.html>

Links for teachers of Swedish from Svenska institutet

<http://www.skolverket.se/skolnet/index.html>

Det svenska skoldatanätet

<http://länkskafferiet.skolverket.se>

Länkskafferiet

<http://www.sverigedirekt.riksdagen.se>

Sverige direkt – official website of the public sector

<http://start.telenordia.se/internethjalp/lanklista>

Telenordia startsida

<http://www.kultur.nu/index.shtml>

Kulturnät Sverige

<http://www.sunet.se/sweden/main-sv.html>

Sunets WWW-katalog

<http://se.yahoo.com>

Yahoo! Sverige

<http://www.esperanto.se/kiosk/index.html>

Kiosken med tidningar från hela världen

<http://www.svenska-sidor.net>

INETMEDIA – Svenska sidor online

**ORGANISATIONS**

Swedish Embassy

5 Turrana Street

Yarralumla ACT 2600

Tel. (02) 6273 3033

Video cassette hire available.

Swedish Church in Melbourne

21 St Georges Road

Toorak Vic 3142

Tel. (03) 9827 5580

Extensive library, Swedish newspapers and magazines available.

Svenska institutet, Stockholm

<http://www.si.se>

STF – Svenska turistföreningen

<http://www.meravsverige.nu>

**THE INDIVIDUAL****Personal identity****BOOKS**

Ardelius, Lars 1986, *Barnsben*.

Axelsson, Maj-Gull 1997, *Aprilhäxan*.

Burman, Carina 1998, *Cromwells huvud*.

Ekman, Kerstin 1988, *Rövarna i Skuleskogen*.

Ekman, Kerstin 1993, *Händelser vid vatten*.

Fagerholm, Monica 1994, *Dessa underbara kvinnor vid vatten*.

Fredriksson, Marianne 1985, *Simon och ekarna*.

Fredriksson, Marianne 1992, *Blindgång*.

Fredriksson, Marianne 1994, *Anna, Hanna och Johanna*.

Fridegård, Jan, *Trägudars land*, Alla Tiders Klassiker, N&K.

Gardell, Jonas 1992, *En komikers uppväxt*.

Gardell, Jonas 1998, *Så går en dag ifrån vårt liv och kommer aldrig åter*.

Gripe, Maria 1981, *Agnes Cecilia: En sällsam historia*.

Guillou, Jan 1981, *Ondskan*.

Jansson, Tove 1992, *Det osynliga barnet*.

Johansson, Kjell 1997 *Huset vid Flon*.

Johnson, Eyvind, Nu var det 1914, *Alla Tiders Klassiker*, N&K.

Lindgren, Astrid 1973, *Bröderna Lejonhjärta*.

Lindgren, Astrid 1981, *Ronja Rövardotter*.

Lindgren, Barbro 1979, *Bladen brinner*.

Mankell, Henning 1990, *Hunden som sprang mot en stjärna*.

Palm, Anna-Karin 1997, *Målarens döttrar*.

Pohl, Peter 1992, *Jag saknar dig, jag saknar dig*.

Stark, Ulf 1987, *Sixten*.

## ADVICE FOR TEACHERS

Thor, Annika 1996, *En ö i havet*.  
 Thor, Annika 1997, *Sanning eller konsekvens*.  
 Wahl, Mats 1993, *Vinterviken*.

**FILMS**

*Mitt liv som hund*, Lasse Hallström  
*Ronja Rövardotter*, Tage Danielsson  
*Sanning eller konsekvens*, Christina Olofsson

**WEBSITES**

<http://www.co-film.se/sanning/sanning.html>  
 Sanning eller konsekvens – includes teaching notes

**Education and aspirations****BOOKS**

Ardelius, Lars 1986, *Barnsben*.  
 Burman, Carina 1998, *Cromwells huvud*.  
 Fredriksson, Marianne 1985, *Simon och ekarna*.  
 Gardell, Jonas 1992, *En komikers uppväxt*.  
 Guillou, Jan 1981, *Ondskan*.  
 Jacobsson, A 1987, *Böckerna om Bert*.  
 Johansson, Kjell 1997, *Huset vid Flon*.  
 Johnson, Eyvind, *Nu var det 1914*, Alla Tiders Klassiker, N&R.  
 Lindgren, Barbro 1979, *Bladen brinner*.  
 Stark, Ulf 1987, *Sixten*.  
 Thor, Annika 1996, *En ö i havet*.  
 Thor, Annika 1997, *Sanning eller konsekvens*.  
 Wahl, Mats 1993, *Vinterviken*.

**FILM**

*Sanning eller konsekvens*, Christina Olofsson

**WEBSITES**

<http://www.co-film.se/sanning/sanning.html>  
 Sanning eller konsekvens – includes teaching notes  
<http://www.skolverket.se/skolnet/index.html>  
 Det svenska skoldatanätet  
<http://lankskafferiet.skolverket.se>  
 Länkskafferiet

**Lifestyle****BOOKS**

Ardelius, Lars 1986, *Barnsben*.  
 Ekman, Kerstin 1993, *Händelser vid vatten*.  
 Gardell, Jonas 1992, *En komikers uppväxt*.

Lindgren, Astrid 1973, *Bröderna Lejonhjärta*.  
 Jacobsson, A 1987, *Böckerna om Bert*.

**WEBSITES**

<http://frisknet.com>  
 Frisk – Din hälsoguide på nätet  
<http://www.algonet.se/~aston>  
 DA Optimal hälsa  
<http://www.friskareliv.com/halsansabc/index.html>  
 Friskare liv – Hälsans ABC

**THE SWEDISH-SPEAKING COMMUNITIES****People, places and daily life****BOOKS**

Ardelius, Lars 1986, *Barnsben*.  
 Axelsson, Maj-Gull 1997, *Aprilhäxan*.  
 Ekman, Kerstin 1988, *Rövarna i Skuleskogen*.  
 Ekman, Kerstin 1993, *Händelser vid vatten*.  
 Fagerholm, Monica 1994, *Dessa underbara kvinnor vid vatten*.  
 Fredriksson, Marianne 1985, *Simon och ekarna*.  
 Fredriksson, Marianne 1992, *Blindgång*.  
 Fredriksson, Marianne 1994, *Anna, Hanna och Johanna*.  
 Gardell, Jonas 1992, *En komikers uppväxt*.  
 Gardell, Jonas 1998, *Så går en dag ifrån vårt liv och kommer aldrig åter*.  
 Gripe, Maria 1981, *Agnes Cecilia: En sällsam historia*.  
 Hellstam, D 1992, *Sverige på svenska. Kursverksamhetens förlag*.  
 Hermansson, Marie 1998, *Musselstranden*.  
 Hildingsson L & K 1999, *Samhälle idag, 7–9, Natur och Kultur*, Stockholm.  
 Johansson, Hans-Ingvar 1995, *Sverige i fokus. Svenska institutet*.  
 Johansson, Kjell 1997, *Huset vid Flon*.  
 Lindgren, Barbro 1979, *Bladen brinner*.  
 Mankell, Henning 1990, *Hunden som sprang mot en stjärna*.  
 Mankell, Henning 1991, *Mördare utan ansikte*.  
 Mankell, Henning 1996, *Den femte kvinnan*.  
 Mankell, Henning 1995, *Villospår*.  
 Marklund, Lisa. 1998, *Sprängaren*.  
 Palm, Anna-Karin 1997, *Målarens döttrar*.  
 Stark, Ulf 1987, *Sixten*.  
 Thor, Annika 1996, *En ö i havet*.  
 Thor, Annika 1997, *Sanning eller konsekvens*.



Wahl, Mats 1993, *Vinterviken*.

### FILMS

*Mitt liv som hund*, Lasse Hallström

*Ånglagård*, Colin Nutley

*Sanning eller konsekvens*, Christina Olofsson

### WEBSITES

<http://www.inv.se/svefa/tradition/innehall.html>

Traditional celebrations through the year

<http://www.co-film.se/sanning/sanning.html>

Sanning eller konsekvens – includes teaching notes

### Historical perspectives

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#### BOOKS

Bergström, B et al. 1989, *Nya alla tiders historia*, Gleerups, Malmö.

Ekman, Kerstin 1988, *Rövarna i Skuleskogen*.

Fredriksson, Marianne 1985, *Simon och ekarna*.

Fredriksson, Marianne 1994, *Anna, Hanna och Johanna*.

Fridegård, Jan, *Trägudars land*, Alla Tiders Klassiker, N&K.

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Svenska Emigrantinstitutet i Växjö – Utvandrarnas hus

<http://www.immi.se>

Immigrantinstitutet – research and documentation on immigration to Sweden

<http://www.sandviken.se/viking>

Årsunda viking – includes audio/video clips

<http://home4.swipnet.se/~w-44732/invandr.html>

an essay on migration to Sweden in 20<sup>th</sup> century

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 Tidernas äventyr – a 24-chapter book for children and adults online  
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<http://www.ens2000.nu/skolor>  
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Global jobguide with advice in Swedish on jobsearch skills
- <http://www.amv.se>  
Arbetsförmedlingen's start page
- <http://user.tinet.se/~wmy843w/media.html>  
Media möter Internet
- <http://www.frittfram.nu/firstpage.asp>  
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- <http://www.sverigedirekt.riksdagen.se/lanksamling/eu.asp>  
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