



## 2016 CCAFL Swedish Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Identifies TWO reasons for the advertisement stressing the need to act quickly	2
• Provides some relevant information	1

#### *Sample answer:*

There are limited places.

Registration for the Sommarpass ends at the end of the month.

**Question 1 (b)**

<b>Criteria</b>	<b>Marks</b>
• Provides a clear explanation of why parents want their children to participate in the Sommarpass	3
• Provides a satisfactory explanation of why parents want their children to participate in the Sommarpass	2
• Provides some relevant information	1

**Sample answer:**

The Sommarpass includes several fun activities for their children during the summer vacation. The children are supervised by educated/trained staff who ensure that their children are safe. The Sommarpass is a cost-effective means of planning childcare for the summer holidays. The Sommarpass is also good value for money as all excursions and lunches are included.

**Question 2**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed explanation of how this initiative affects the community	4
• Provides a sound explanation of how this initiative affects the community	3
• Provides a general explanation of how this initiative affects the community	2
• Provides some relevant information	1

**Sample answer:**

The initiative will have both short and long-term effects on the community.

In the short term: The community will have to pay for the healthy breakfasts but students will be motivated to develop healthy habits and arrive on time.

In the long term: The community will have reduced costs for the health system over time and people are likely to keep up healthy habits.

**Question 3 (a)**

Criteria	Marks
• Provides a clear explanation of why Roger does not want to apply for his usual vacation job	2
• Provides some relevant information	1

**Sample answer:**

Roger wants to have more opportunities to ski rather than just look after the equipment. Roger knows all the slopes in Åre. He wants to do something different.

**Question 3 (b)**

Criteria	Marks
• Provides a detailed explanation of how Roger tries to convince Kerstin to apply for the job	4
• Provides a sound explanation of how Roger tries to convince Kerstin to apply for the job	3
• Provides a general explanation of how Roger tries to convince Kerstin to apply for the job	2
• Provides some relevant information	1

**Sample answer:**

Roger tells Kerstin that they will have the choice of either being ski instructors during the day or looking after equipment in the afternoon or evening.

Employers in Austria are looking for Swedish and English speakers so they do not have to worry about the language.

The salary is almost the same as in Sweden after tax and food and lodgings are included. It will be fun to try something new and exciting.



## Section 1: Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Provides a clear explanation of how doing the 'lumpen' benefits young people	3
• Provides a satisfactory explanation of how doing the 'lumpen' benefits young people	2
• Provides some relevant information	1

*Sample answer:*

They learn to be responsible and to work towards a common goal. They integrate more with other young people of different backgrounds. Many employers appreciate young people who have done the 'lumpen' and learnt to take responsibility.

#### Question 5 (a)

Criteria	Marks
• Identifies all of Evelina's reasons for disagreeing with Mattias's suggestion	3
• Identifies some of Evelina's reasons for disagreeing with Mattias's suggestion	2
• Provides some relevant information	1

*Sample answer:*

- Mattias's vacation proposal is a repetition of the vacations they have done the last two years
- Evelina thinks that a trek in the mountains is more adventurous and something new
- It will be a memory for life.

**Question 5 (b)**

<b>Criteria</b>	<b>Marks</b>
• Provides a thorough explanation of why the poem is so effective in changing Mattias's opinion	4
• Provides a good explanation of why the poem is so effective in changing Mattias's opinion	3
• Provides a basic explanation of why the poem is so effective in changing Mattias's opinion	2
• Provides some relevant information	1

***Sample answer:***

The poem inspires Mattias to visualise what their vacation will be like through its content and rich use of language. The poem makes Mattias realise that it will be a unique experience and something that the friends will remember for life.

The poem talks of the need for and excitement of a new adventure. It emphasises the idea that the journey gives meaning to the adventure in the wilderness, as in life.

**Question 6 (a)**

Criteria	Marks
• Provides a clear explanation of Anna's problem	2
• Provides some relevant information	1

**Sample answer:**

Anna is conflicted in selecting courses at university. She wants to learn a new language, because she hopes to work abroad and travel later in life but she also wants to study courses in her main subject, engineering, as it may assist her to find employment.

**Question 6 (b)**

Criteria	Marks
• Provides a clear explanation of how Peter's suggestion can solve Anna's problem	3
• Provides a satisfactory explanation of how Peter's suggestion can solve Anna's problem	2
• Provides some relevant information	1

**Sample answer:**

Peter suggests that Anna study at Medborgarskolan. The school is separate from the university and Anna can attend evening courses there. She can then decide on the level and intensity of the language course plus it is also inexpensive to study at the Medborgarskolan.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Provides a clear explanation of how <i>Djurens Rike</i> is designed to give the visitors a unique experience	2
• Provides some relevant information	1

**Sample answer:**

*Djurens Rike* is a large park with electric trains that take visitors close to the animals. The park has no predatory animals, making it possible for the animals to wander freely around in the large park.

#### Question 7 (b)

Criteria	Marks
• Demonstrates a clear understanding of why the advertisement recommends a visit to the park's restaurant	2
• Provides some relevant information	1

**Sample answer:**

The restaurant offers a wide selection of tasty vegetarian versions of traditional dishes, made from produce from the park's own plantations.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive explanation of how the writer attempts to engage the reader of the review	6
• Provides a sound explanation of how the writer attempts to engage the reader of the review	4–5
• Provides a limited explanation of how the writer attempts to engage the reader of the review	2–3
• Provides some relevant information	1

***Answers could include:***

- The writer provides a balanced review and presents both positive and negative aspects of the book.
- The writer goes into detail about aspects like the use of dialects.
- The writer states that elements of the plot are quite common and compares it to other Nordic crime literature.
- The writer lets the reader gain an understanding of what the story is about without giving away too much information about the plot.
- The writer uses engaging expressions and a rich use of adjectives with statements such as ‘dialekter dansar över sidorna, explosiva slut, avtrubbande.
- The writer comments on how the author’s experiences as a journalist were of use for her when she wrote the book.



## Section 2: Reading and Responding

### Part B

#### Question 9

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the whole text</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Attempts to structure relevant information and ideas</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited ability to link information and ideas or structure text</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds to isolated elements in the text</li><li>• Uses single words or set formulae to express information</li></ul>	1–3



## Section 3: Writing in Swedish

### Questions 10–11

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	13–16
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–12
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–4



# 2016 CCAFL Swedish Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

## Section 1: Listening and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	People, places, and daily life — advertisement	H3.1
1 (b)	3	People, places, and daily life — advertisement	H3.1, H3.3
2	4	Lifestyles — announcement	H3.1, H3.2
3 (a)	2	World of work — dialogue	H3.1
3 (b)	4	World of work — announcement	H3.1, H3.3

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4	3	World of work — announcement	H3.1
5 (a)	3	Travel and tourism — dialogue	H3.1, H3.3
5 (b)	4	Travel and tourism — dialogue	H3.1, H3.2
6 (a)	2	Education and aspirations — dialogue	H3.1, H3.3
6 (b)	3	Education and aspirations — dialogue	H3.1, H3.3

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Arts and entertainment — article	H3.1, H3.3
7 (b)	2	Arts and entertainment — article	H3.1, H3.3
8	6	Arts and entertainment — review	H3.1, H3.2, H3.4

## Section 2: Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
9	15	World of work — formal letter	H2.1, H2.2, H2.3

## Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Lifestyles — article	H2.1, H2.2, H2.3
11	20	Education and aspirations — informal letter	H2.1, H2.2, H2.3