



# 2018 CCAFL Swedish Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
• Provides a clear explanation of why more working people are applying for university studies	2
• Provides some relevant information	1

#### **Sample answer:**

They are able to combine work and university studies due to more flexible study methods.  
Many would like to try a new profession.

### Question 1 (b)

Criteria	Marks
• Provides a clear explanation of how this trend might affect the workforce	3
• Provides a satisfactory explanation of how this trend might affect the workforce	2
• Provides some relevant information	1

#### **Sample answer:**

It might have a dual effect. People who are currently working are likely to stay in the workforce longer and enjoy their work more. It may make it more difficult for young people to get into university and they could struggle to enter the workforce in an area that they enjoy.

## Question 2 (a)

Criteria	Marks
• Provides a clear explanation as to why it is beneficial to change the current strategy on youth activities	2
• Provides some relevant information	1

### **Sample answer:**

A study has shown that young people are naturally more physically active during spring and summer, so it will be more effective to spend money on youth activities in the autumn and winter.

## Question 2 (b)

Criteria	Marks
• Provides a clear description of how people in Björkaby Municipality will be affected by the new strategy	3
• Provides a satisfactory description of how people in Björkaby Municipality will be affected by the new strategy	2
• Provides some relevant information	1

### **Sample answer:**

There will no longer be resources or funding for summer activities for young people. The municipality will instead fund various sport projects during the autumn and winter months for them. Björkaby Municipality will also fund membership to sport associations for young people up to 16 years of age.

## Question 3

Criteria	Marks
• Provides a detailed explanation of how Daniel and Ulrika think they will overcome the concerns they have about their plans	5
• Provides a sound explanation of how Daniel and Ulrika think they will overcome the concerns they have about their plans	3–4
• Provides a limited explanation of how Daniel and Ulrika think they will overcome the concerns they have about their plans	2
• Provides some relevant information	1

### **Sample answer:**

They will overcome their concerns by having the party at Daniel's place, inviting the friends they know and using social media to get in contact with the others, speaking to Maja's parents about what she would like for a birthday present, speaking and arranging with Maja's employer and ensuring that she has the night off and collecting funds from Maja's friends for the birthday gift.



## Section 1: Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Provides a clear description of the conditions to be met by customers	2
• Provides some relevant information	1

**Sample answer:**

They need to be customers under the age of 30 who buy both gym membership and health insurance from the company and train for at least 20 minutes per day.

#### Question 5 (a)

Criteria	Marks
• Provides a clear description of Erik's suggestions in response to Sofia's idea	2
• Provides some relevant information	1

**Sample answer:**

Erik wants them to buy and use recyclable materials to a much higher extent at home, only go grocery shopping once a week and to only use digital media for newspapers, books and music.

#### Question 5 (b)

Criteria	Marks
• Provides a detailed explanation of why Sofia is reluctant to agree to Erik's suggestions	4
• Provides a sound explanation of why Sofia is reluctant to agree to Erik's suggestions	3
• Provides a limited explanation of why Sofia is reluctant to agree to Erik's suggestions	2
• Provides some relevant information	1

**Sample answer:**

Sofia thinks that Erik will not follow through on his suggestions. She points to his past behaviour where he has either given up or been forgetful. Sofia thinks that she will be the one doing all the recycling and weekly grocery shopping. She also prefers books in paper format so she can hold and see them.

**Question 6 (a)**

Criteria	Marks
• Provides a clear explanation of why Veronika's point of view is different to Jakob's	3
• Provides a satisfactory explanation of why Veronika's point of view is different to Jakob's	2
• Provides some relevant information	1

**Sample answer:**

Veronika believes that more difficult tests do not automatically make people better drivers. She thinks that the new changes do not do anything to improve the other drivers who already have their licenses. She thinks it's about an attitude to safety and the new test and fees are unfair to young people.

**Question 6 (b)**

Criteria	Marks
• Provides a detailed explanation of Veronika's success in changing Jakob's opinion	4
• Provides a sound explanation of Veronika's success in changing Jakob's opinion	3
• Provides a limited explanation of Veronika's success in changing Jakob's opinion	2
• Provides some relevant information	1

**Sample answer:**

Veronika does not completely succeed in changing Jakob's opinions about either the new rules or about the safety of self-driving. He thinks it is good to introduce the changes as they will over time lead to fewer traffic accidents due to the new rules. He does though, at the end, comment that Veronika may be right in the future but that he is glad that they will have safer drivers on the roads until then.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Provides a clear description of what makes the location particularly convenient	2
• Provides some relevant information	1

**Sample answer:**

It is close to the railway station, the tourist information centre and the aged care facility.

#### Question 7 (b)

Criteria	Marks
• Provides detailed information on what makes the museum so appealing to a range of people	3
• Provides general information on what makes the museum so appealing to a range of people	2
• Provides some relevant information	1

**Sample answer:**

The museum has a large collection of toys that appeal to people of all ages. Visitors can try/play with modern games and toys. The museum offers family discounts and its café offers free use of board games and cards.



## Question 8

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a detailed explanation of how the writer shows that the municipal music schools are an integral part of the success of the Swedish music industry</li></ul>	5
<ul style="list-style-type: none"><li>Provides a sound explanation of how the writer shows that the municipal music schools are an integral part of the success of the Swedish music industry</li></ul>	3–4
<ul style="list-style-type: none"><li>Provides a general explanation of how the writer shows that the municipal music schools are an integral part of the success of the Swedish music industry</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

### **Sample answer:**

The writer links the school directly to Sweden's musical success. The writer uses a rhetorical question which he/she answers in the passage. The writer uses metaphors such as 'giant' and 'stars' to display the success of the Swedish music industry. The writer provides details about the importance of the schools. He/she emphasises the effect of this in the final sentence. The schools operate across the whole country and were already operating in the 1940s. They provide opportunities to learn musical skills regardless of socioeconomic background. Costs are kept low and affordable, teachers work across different municipalities so everyone has a chance to participate. Parents pass on their passion and learnt skills to their children.



## 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



# 2018 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	Education and aspirations — announcement	H3.1
1 (b)	3	Education and aspirations — announcement	H3.3
2 (a)	2	Lifestyles — announcement	H3.1,
2 (b)	3	Lifestyles — announcement	H3.1
3	5	People, places and daily life — dialogue	H3.1, H3.3

## Section 1: Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
4	2	Lifestyles — advertisement	H3.1
5 (a)	2	Social issues — dialogue	H3.1
5 (b)	4	Social issues — dialogue	H3.1, H3.3
6 (a)	3	People, places and daily life — dialogue	H3.1, H3.2
6 (b)	4	People, places and daily life — dialogue	H3.1, H3.3

## Section 2: Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Travel and tourism — article	H3.1
7 (b)	3	Travel and tourism — article	H3.1, H3.2
8	5	Arts and entertainment — article	H3.1, H3.3

## Section 2: Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
9	15	Personal identity — letter	H1.1, H2.1, H2.2, H2.3



**Section 3: Writing in Swedish**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Education and aspirations — speech	H2.1, H2.2, H2.3
11	20	Travel and tourism — article	H2.1, H2.2, H2.3