



2020 CCAFL Swedish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Completes the table correctly	3
• Completes most of the table correctly	2
• Provides some relevant information	1

Sample answer:

	<i>Stockholm</i>	<i>Västerås</i>
<i>Reasons for change</i>	<i>Heavy snowfall</i>	
<i>Scheduled departure time</i>	9.41	9.41
<i>New departure time</i>	10.30	10.45
<i>Bus stop</i>	B	E
<i>How to purchase tickets</i>	<i>Pre-purchase tickets from website or service centre</i>	

**Question 2 (a)**

Criteria	Marks
• Identifies the correct answer: C	1

Question 2 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Kalle tries to help Lovisa, with reference to the text	3
• Demonstrates some understanding of how Kalle tries to help Lovisa, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Kalle tries to help by suggesting that Lovisa should start by thinking about some childhood heroes that have inspired her and then suggests that she should focus on some more relevant heroes of today who fight against injustices but remain strong even when experiencing resistance. This helps Lovisa to know how to start the assignment.

Question 3 (a)

Criteria	Marks
• Provides a thorough understanding of what people appreciate about <i>Score</i>	3
• Provides sound understanding of what people appreciate about <i>Score</i>	2
• Provides some relevant information	1

Sample answer:

Finnish speaking people appreciate the political lyrics of the songs. Internationally, people appreciate the variety of instruments the band plays. Children in particular appreciate the band's lively performances and colourful costumes.

**Question 3 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how <i>Score</i> 's visit might affect the community of Malmö, with detailed reference to the text	5
• Demonstrates a thorough understanding of how <i>Score</i> 's visit might affect the community of Malmö, with reference to the text	4
• Demonstrates a sound understanding of how <i>Score</i> 's visit might affect the community of Malmö, with some reference to the text	3
• Demonstrates some understanding of how <i>Score</i> 's visit might affect the community of Malmö	2
• Provides some relevant information	1

Sample answer:

The international band *Score* is likely to draw wide crowds and this will have a huge impact on the community of Malmö. It will boost the economy of local businesses and restaurants. However, public transport is going to be overcrowded and train delays are likely. The streets of Malmö will have people camping out and locals may be renting out their spare bedrooms.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
<ul style="list-style-type: none">Provides a sound description of the type of people who would be interested in this advertisement, with reference to the text	3
<ul style="list-style-type: none">Provides some description of the type of people who would be interested in this advertisement, with some reference to the text	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Young people/students who want to travel in the summer holidays would be interested because they can meet with other young people, explore scenery while getting the food, drink and accommodation provided at a low discounted price.

Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of why people would be interested in buying Gunnar's book	3
<ul style="list-style-type: none">Demonstrates some understanding of why people would be interested in buying Gunnar's book	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Gunnar is a famous chef who cooks for the royal family. The cookbook includes royal recipes that have never been published before. It also includes funny stories such as when the author dropped the soup on the Queen's lap.

Question 5 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides a thorough explanation of how Gunnar's job can be challenging	3
<ul style="list-style-type: none">Provides a sound explanation of how Gunnar's job can be challenging	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

It can be challenging because he needs to entertain and cook at the same time. He also needs to come up with interesting dishes and cater for guests' different tastes and allergies. It is also a challenge to prepare and serve hot dishes efficiently so everyone's meals are warm when served.

**Question 6 (a)**

Criteria	Marks
• Demonstrates a sound understanding of what the text reveals about Johanna's relationship with her mother, with reference to the text	3
• Demonstrates some understanding of what the text reveals about Johanna's relationship with her mother, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Johanna has a close relationship with her mother. She thinks her mother is amazing and reliable, but sometimes her mother can be old-fashioned and they don't always agree on matters or have the same values, such as if women should be stay-at-home mums to cook and look after family.

Question 6 (b)

Criteria	Marks
• Provides a thorough comparison between Johanna's and Lukas's definitions of the concept of 'family'	3
• Provides sound comparison between Johanna's and Lukas's definitions of the concept of 'family'	2
• Provides some relevant information	1

Sample answer:

Johanna has a more narrow definition of the concept of family. She defines family as those you live with, and biological family members and people who have married into the family. Lukas, on the other hand, has a more open view of who can be defined as family and includes many friends in his definition.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Provides a clear description of the impact of tourism on the marine life in Vajje	2
• Provides some relevant information	1

Sample answer:

Tourism has led to the disappearance of fish because the fish have fewer places to lay their eggs so they leave.

Question 7 (b)

Criteria	Marks
• Demonstrates a sound understanding of what initiatives Farås council has introduced	3
• Demonstrates some understanding of what initiatives Farås council has introduced	2
• Provides some relevant information	1

Sample answer:

The council has introduced several initiatives for fish to return to Vajje. They have tried to discourage tourists from attending Vajje beach by limiting the number of people allowed each day during summer. The council is also improving the facilities, such as better cafés, toilet and shower facilities and playgrounds, on surrounding beaches to encourage people to go there instead.



Question 8

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive comparison of the purpose of the texts, with extensive reference to content and language of both texts	5
<ul style="list-style-type: none">Provides a thorough comparison of the purpose of the texts, with detailed reference to content and language of both texts	4
<ul style="list-style-type: none">Provides a sound comparison of the purpose of the texts, with reference to content and language of both texts	3
<ul style="list-style-type: none">Provides some comparison of the purpose of the text(s), with some reference to content and/or language of the text(s)	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

The purpose of the first text is to inform the reader about the council's attempt to encourage fish to return to the beach. It uses formal language and provides details (eg reference to statistics and research) to explain the aims and purpose of the project. The purpose of the second text, however, is to convince the reader to join a demonstration outside the council. Different from the first text, the author of the second text uses informal and figurative language, eg fish have been 'killed' (second text) rather than 'disappeared' (first text). The second text aims to evoke the reader's compassion and emotions by utilising personal pronouns, eg 'we', capital letters, exclamation and quotation marks, emotive language such as 'innocent', 'catastrophe', 'extinction', as well as modality, eg 'enormous'.



Section 2: Reading and Responding

Part B

Question 9

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



Section 3: Writing in Swedish

Questions 10–11

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



2020 CCAFL Swedish Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	3	People, places and daily life – announcement	H3.1
2 (a)	1	Education and aspirations – phone conversation	H3.1
2 (b)	3	Education and aspirations – phone conversation	H3.2
3 (a)	3	Arts and entertainment – news report	H3.3
3 (b)	5	Arts and entertainment – news report	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Travel and tourism – radio advertisement	H3.3
5 (a)	3	World of work – radio interview	H3.1
5 (b)	3	World of work – radio interview	H3.1
6 (a)	3	Personal identity – podcast interview	H3.2
6 (b)	3	Personal identity – podcast interview	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Social issues – article	H3.1
7 (b)	3	Social issues – article	H3.1
8	5	Social issues – article	H3.4



**Section 2: Reading and Responding
Part B**

Question	Marks	Content	Syllabus outcomes
9	15	Blog – World of work – blog	H1.1, H1.2, H1.4, H2.1, H2.2, H2.3

Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Arts and entertainment – review	H2.1, H2.2, H2.3
11	20	Lifestyles – story	H2.1, H2.2, H2.3