



2021 CCAFL Swedish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies the correct answer	1

Sample answer:

A. Echo Point sells clothes

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of the benefits available to the employees	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

30% discount on clothes/items in the store and free gym membership.



Question 2 (a)

Criteria	Marks
• Shows a sound understanding of why John's family moved	2
• Shows some understanding of why John's family moved	1

Sample answer:

John's family moved because there was no work in Sweden and John's father had inherited some land in Australia.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which John's move was a positive experience, with detailed references to the text	4
• Demonstrates a sound understanding of the extent to which John's move was a positive experience, with reference to the text	3
• Demonstrates some understanding of the extent to which John's move was a positive experience, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

John's move was to a large extent a positive experience. Although he was initially unhappy about moving to Australia because he missed his grandparents and his friends in Sweden, he slowly developed a sense of belonging when he joined a cricket team in Year 4. Cricket also led to several positive experiences, such as playing on the Australian cricket team and meeting his wife.



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding by taking a stance on who Matilda and Charlie are most likely to invite to be the speaker at the graduation with extensive reference to the text	6
<ul style="list-style-type: none">• Demonstrates a thorough understanding by taking a stance on who Matilda and Charlie are most likely to invite to be the speaker at the graduation with substantial reference to the text	5
<ul style="list-style-type: none">• Demonstrates a sound understanding by taking a stance on who Matilda and Charlie are most likely to invite to be the speaker at the graduation with reference to the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of who Matilda and Charlie are most likely to invite to be the speaker at the graduation with some reference to the text and may not take a stance	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of who Matilda and Charlie are most likely to invite to be the speaker at the graduation	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

They are likely to invite the Prime Minister because Matilda's suggestion to invite the singer is unrealistic. Even if the singer could fly in on her private jet, there is nowhere to park the jet. They wouldn't have enough money to invite her even with a market sale, and there is not enough time to organise a sale. Also, she is already booked out until next year. On the other hand, the Prime Minister can relate to the students as he is an alumnus of the school. He doesn't charge any money to give a talk. He lives around the corner and he has already agreed to it.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies why Angelica cannot attend the training	1

Sample answer:

Because she injured herself in a skateboard accident.

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of how Angelica feels about not attending the training	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Angelica is disappointed because she looked forward to the training but is also relieved that she has time to study for the Monday test instead.

Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies that Michael is a physics teacher and researcher	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Michael is a physics teacher and a researcher with 15 years experience in researching children's health at Framtidsuniversitetet.



Question 5 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides a summary of the key arguments why people should apply	4
<ul style="list-style-type: none">Summarises most key arguments why people should apply OR <ul style="list-style-type: none">Provides all key arguments without summarising	3
<ul style="list-style-type: none">Summarises some of the key arguments OR <ul style="list-style-type: none">Provides some key arguments without summarising	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

- They have a broad variety of programs and courses that students can mix-and-match from.
- They have award-winning and innovative university teaching because of their pedagogical research.
- Work is guaranteed within two years of graduation, or the student will get a full refund.

Question 6

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive comparison between Andersholm and Villinge	6
<ul style="list-style-type: none">Provides a thorough comparison between Andersholm and Villinge	5
<ul style="list-style-type: none">Provides a comparison between Andersholm and Villinge	4
<ul style="list-style-type: none">Provides information about Andersholm and Villinge without providing a comparison/with limited comparison	3
<ul style="list-style-type: none">Demonstrates some understanding of Andersholm and/or Villinge	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Although Villinge has a larger permanent population than Andersholm, the population of Andersholm surpasses Villinge during summer months due to tourism. Andersholm is also a lot colder than Villinge because Andersholm experiences cold ocean winds while Villinge is nestled within the mountain and forest. Andersholm also has a much more international profile and food as a result of international music performances and festivals, while Villinge instead showcases local artists, local food and local history.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Provides a sound understanding of why Caroline named the dog Taco	2
• Provides some relevant information	1

Sample answer:

Because it is her family's favourite food on Fridays and it is Friday today. Also, each letter in the name represents a family member.

Question 7 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the change in Caroline's feelings, with reference to the text	3
• Demonstrates some understanding of the change in Caroline's feelings, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Caroline's feelings change from feeling resentful and sad, to feeling happy/accepting. She was initially sad because Taco reminded her of the old dog, causing resentment. Then she became happy when she saw the dog's cute big brown eyes. Finally, as she held the dog, she came to accept it and it brought her happiness.



Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of why Persson deserves the award with extensive reference to the text	5
• Demonstrates a thorough understanding of why Persson deserves the award with detailed reference to the text	4
• Demonstrates a sound understanding of why Persson deserves the award with reference to the text	3
• Demonstrates some understanding of why Persson deserves the award with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Persson deserves the literature award because his book was unusually gripping and highly relevant in today's political climate. The book is about a minority population of Sweden, and Persson has managed to create a timeless, educating, and historical book that creates empathy and understanding for this minority group. Persson is also successful in the poetical and descriptive use of language, which creates an unusual connection for the reader to the main characters of the book.



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



2021 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 (a)	1	World of work — job advertisement	H3.1
1 (b)	2	World of work — job advertisement	H3.1
2 (a)	2	Historical perspectives — interview	H3.1
2 (b)	4	Historical perspectives — interview	H3.3
3	6	People, places and daily life — conversation	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Lifestyles — answering machine message	H3.1
4 (b)	2	Lifestyles — answering machine message	H3.1
5 (a)	2	Education and aspirations — speech	H3.1
5 (b)	4	Education and aspirations — speech	H3.3
6	6	Travel and tourism — announcement	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Personal identity — journal entry	H3.1
7 (b)	3	Personal identity — journal entry	H3.2
8	5	Arts and entertainment — article	H3.3

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

Question	Marks	Content	Syllabus outcomes
9	15	Job advertisement — world of work – email	H1.1, H1.2, H3.1, H3.3

Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Social issues — diary entry	H2.1, H2.2, H2.3
11	20	Travel and tourism — blog entry	H2.1, H2.2, H2.3