



# 2022 CCAFL Swedish Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

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

**Sample answer:**

C. 3 (three)

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a sound understanding of when the tourist information centre is open</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

Tuesdays to Sundays 9 to 6.

**Question 2 (a)**

Criteria	Marks
• Provides a sound understanding of why Eva is calling Erik	2
• Provides some relevant information	1

**Sample answer:**

To let him know that the deadline for choosing school sport is tomorrow.

**Question 2 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of what Erik takes into account when making his decisions	3
• Demonstrates some understanding of what Erik takes into account when making his decisions	2
• Provides some relevant information	1

**Sample answer:**

Erik takes into account that school sport should be active, safe and that you should build up a sweat. He also thinks the best school sports are team sports, because they encourage students to get along with each other.

**Question 3 (a)**

Criteria	Marks
• Provides a thorough explanation of the father's reaction to Freya's job offer	3
• Provides a sound explanation of the father's reaction to Freya's job offer	2
• Provides some relevant information	1

**Sample answer:**

While the father is positive towards Freya's job offer, he is mostly excited about her opportunities to travel more. He travelled a lot when he was Freya's age and Freya's opportunities creates a sense of nostalgia as he tells her about his own experiences.

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the text by determining how likely Freya is to accept the job offer with detailed references to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the text by determining how likely Freya is to accept the job offer with references to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the text by discussing pros and cons, but may not determine how likely Freya is to accept the job or not</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Freya is likely to accept the job offer. She would be very sad about leaving her current colleagues that she has worked with for many years, and she would miss her parents deeply. However, the new job offer comes with some additional benefits. For example, moving to Canberra (a city she has always loved) would have some key benefits such as increased independence and more paid leave which would allow her to travel more. Living in Canberra would also allow her to ride her bike to work and thus save money on petrol.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of why Micke is reviewing the movie now</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Micke recenserar filmen nu för schack har just blivit en olympisk sport, och för att Jonas Bergström har vunnit årets filmpris.

**Sample answer (translation):**

Micke is reviewing the movie now because chess has just become an Olympic sport and because Jonas Bergström has won the annual movie award.

#### Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of Micke's opinion of the movie with detailed references to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Micke's opinion of the movie with some references to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Micke tyckte att filmen var bra och rolig. Trots att filmen var gjord på minimal budget och med bara tre skådespelare så var den svår att glömma.

**Sample answer (translation):**

Micke thought the movie was good and funny. Even though the movie was done on a tight budget with only three actors, it was still hard to forget.



## Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of Magnus's and Annette's reasons for voting for their respective parties	5
• Demonstrates a sound understanding of Magnus's and Annette's reasons for voting for their respective parties	4
• Demonstrates an understanding of Magnus's and Annette's reasons for voting for their respective parties	3
• Demonstrates some understanding about Magnus's and Annette's reasons for voting for their respective parties	2
• Provides some relevant information	1

### **Sample answer:**

Magnus kommer rösta på söderpartiet. Han tycker det är viktigt att någon representerar planeten i regeringen. Han jobbar också som ambulansförare och söderpartiet är det enda partiet som sagt att de vill höja lönerna för hans jobb.

Annette kommer rösta på lundapartiet. Hon håller med Magnus att miljön är viktig, men hon säger att lundapartiet också har en bra miljöpolitik, och de har lovat att göra en granskning av skolan. Annette är lärare och säger att klasserna är för stora och där är lärarbrist.

### **Sample answer (translation):**

Magnus will vote for 'söderpartiet'. He thinks it's important that someone represents the planet in government. He also works as an ambulance driver and 'söderpartiet' is the only party who have said they will raise the salary for his job.

Annette will vote for 'lundapartiet'. She agrees with Magnus that the environment is important, but she says that the 'lundapartiet' also have good environmental politics and they have agreed to do a thorough review of the school system. Annette is a school teacher and says that classes are too large and there is a lack of teachers.



## Question 6

Criteria	Marks
• Provides a comprehensive comparison of Kristoffer's and Lotta's arguments	5
• Provides a sound comparison of Kristoffer's and Lotta's arguments	4
• Provides a comparison of Kristoffer's and Lotta's arguments	3
• Provides information about Kristoffer's and Lotta's arguments	2
• Provides some relevant information	1

### **Sample answer:**

Kristoffer tycker att universitetet i Stockholm är bäst, för det har större utbud av kurser. Lotta, å andra sidan, tycker att fler kurser betyder inte nödvändigtvis att det är bättre. Lotta menar att universitet i Karlstad är bättre för dem, för de specialiserar sig på språkläro-utbildningar. Kristoffer håller med att specialisering på språk är attraktivt, men han menar att lärarna på universitetet i Stockholm är också kända. Dessutom menar Kristoffer att studentlivet är bättre på ett större universitet för där är fler klubbar och uteställen att gå till. Leva studentliv är däremot inget som Lotta är ute efter, för henne handlar valet bara om vilket universitet som har bäst utbildning.

### **Sample answer (translation):**

Kristoffer thinks that the university in Stockholm is best, because they offer more courses. Lotta, on the other hand, thinks that more courses isn't necessarily better. Lotta argues that the university in Karlstad is better for them, because they specialise in language teaching. Kristoffer agree that language specialisation is good, but he argues that the teachers at the university of Stockholm are also famous. Finally, Kristoffer argues that the student life at Stockholm is better because there are more clubs and nightclubs. However, living a student life is not what Lotta is seeking. She is more about choosing the university with the best education.



## Section 2: Reading and Responding

### Part A

#### Question 7

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a thorough explanation of how the exhibitions relate to the theme of the season</li></ul>	4
<ul style="list-style-type: none"><li>Provides a sound explanation of how the exhibitions relate to the theme of the season</li></ul>	3
<ul style="list-style-type: none"><li>Provides information about exhibitions at the museum, without explaining how they relate to the theme of the season</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

All exhibitions focus on Anna Skarla and her involvement in gender equality at the end of 1800s and early 1900s. Each of them focuses on different aspects of gender equality. For example, the temporary Designer exhibition focuses on how clothes impacted on women's work, the Train exhibition focuses on how the male-dominated train rail industry had an impact on Anna's upbringing, and the Road to Voting Rights exhibition focus on early voting rights for both men and women.



## Question 8

Criteria	Marks
<ul style="list-style-type: none"><li>Shows a perceptive understanding of which museum is most likely to attract visitors, with references to both language and content</li></ul>	6
<ul style="list-style-type: none"><li>Shows a comprehensive understanding of which museum is most likely to attract visitors, with references to both language and content</li></ul>	5
<ul style="list-style-type: none"><li>Shows a sound understanding of which museum is most likely to attract visitors, with references to both language and content</li></ul>	4
<ul style="list-style-type: none"><li>Shows some understanding of which museum is most likely to attract visitors, with references to language and/or content</li></ul>	3
<ul style="list-style-type: none"><li>Shows limited understanding of which museum is most likely to attract visitors, with references to language and/or content</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

### **Sample answer:**

The Audrey Svensson museum in Text 8 is most likely to attract visitors. While both museums have three exhibitions, the Audrey Svensson museum has a lot more interactive exhibitions, including those that involve all senses and live actors. There is also an award-winning café to visit at the Audrey Svensson museum, and entry is free for children.

The language used in Text 8 is also more persuasive. For example, in contrast to Text 7, which only provides factual information, Text 8 uses personal pronouns to attract the reader (*du*), commands (*Kom till Audrey Svensson museet i sommar*) and adjectives to attract visitors (*största, unik*). Text 8 also uses rhetorical questions and high modality (*måste*) to persuade the learner, as well as emotive language (*mirakulösa*).



## 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



# 2022 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	Travel and tourism — answering machine message	H3.1
1 (b)	2	Travel and tourism — answering machine message	H3.1
2 (a)	2	Lifestyle — telephone conversation	H3.1
2 (b)	3	Lifestyles — telephone conversation	H3.2
3 (a)	3	World of work — telephone conversation	H3.2
3 (b)	4	World of work — telephone conversation	H3.3

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Arts and entertainment — radio review	H3.1
4 (b)	3	Arts and entertainment — radio review	H3.2
5	5	Social issues — telephone conversation	H3.2
6	5	Education and aspirations — conversation	H3.2

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7	4	Historical perspectives — advertisement	H3.1, H3.3
8	6	Historical perspective — advertisement	H3.3, H3.4

## Section 2: Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
9	15	Emails — personal identity – note	H1.2, H3.1



**Section 3: Writing in Swedish**

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