



2023 CCAFL Swedish Continuers Marking Guidelines

Section 1 — Listening and Responding Part A

Question 1

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

Sample answer:

Age: 21–30
Address: Storgatan 2, Stockholm
Exercise history: Soccer
Previous injuries: Broken leg
Fitness goal: To get stronger



Question 2 (a)

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the text	2
• Provides some relevant information	1

Sample answer:

To encourage people to stay at Harpön's camping / encourage people to book quickly so as to not miss out.

Question 2 (b)

Criteria	Marks
• Provides a summary of the main reasons for someone to visit Harpön	4
• Summarises most of the reasons for someone to visit Harpön OR • Demonstrates a sound understanding of the reasons for someone to visit Harpön without summarising	3
• Demonstrates some understanding of the reasons for someone to visit Harpön	2
• Provides some relevant information	1

Sample answer:

- To take part in the varied activities (to cater for all age groups)
- To experience the heritage and traditions of its people
- To explore the different landscapes and beautiful nature

**Question 3 (a)**

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

B

Question 3 (b)

Criteria	Marks
• Provides a comprehensive comparison of Joakim's and Annika's perspectives	5
• Provides a thorough comparison of Joakim's and Annika's perspectives	4
• Demonstrates a sound understanding of Joakim's and Annika's perspectives	3
• Demonstrates some understanding of Joakim's or Annika's perspectives	2
• Provides some relevant information	1

Sample answer:

Both of them think it is important to have good relationships with teachers. However, for Annika, a good relationship means having both a professional and personal relationship. Building rapport with teachers is important to her because it makes her feel more comfortable to raise her hand in the classroom, which helps her learn. Although Joakim agrees that it is important to feel comfortable, he doesn't need to be friends with his teachers to do so. On the contrary, he argues that friendship would make him distracted and that it would feel strange if his teachers knew too much about his personal life.



Section 1 — Listening and Responding

Part B

Question 4 (a)

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

Sample answer:

För att bjuda in familjen till Daniels skolavslutning där han kommer få ett pris.

Sample answer (translation):

To invite the family to Daniel's end of school ceremony because he is getting an award.

Question 4 (b)

Criteria	Marks
• Provides an explanation of Louise's feelings expressed in the phone call	3
• Provides some understanding of Louise's feelings expressed in the phone call	2
• Provides some relevant information	1

Sample answer:

Louise är väldigt stolt och glad över Daniel för han har presterat bra på många sätt. Hon var i början orolig över hans studiemotivation, men nu tror hon att han har förtutsättningar att gå långt i livet för han har presterat bra i alla ämnen och varit en bra mentor för andra elever.

Sample answer (translation):

Louise is very proud of/happy with/pleased with Daniel because he has performed well all-round. She was initially concerned about his motivation to study, but now she believes that he has the potential to go far in life because he has performed well in all subjects and has been a great mentor to other students.



Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how likely it is that Alexandra will get a ride to work with Michael• Provides a justification with detailed reference to the text	4
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how likely it is that Alexandra will get a ride to work with Michael• Provides some justification with reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how likely it is that Alexandra will get a ride to work with Michael	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Det är inte troligt. Om Alexandra åker med Michael till jobbet så kommer hon vara på jobbet en timme för tidigt, och hon kan inte börja jobba tidigare för nätverket är nere till kl. 9. Förvisso behöver hon och Michael prata om julklappar till deras föräldrar, men Alexandra behöver också städa lägenheten och kommer troligtvis använda tiden till det eftersom Dans mamma kommer på besök. Fast om de bestämmer sig för att gå ut med mamman så kanske Alexandra kommer att åka med.

Sample answer (translation):

It's unlikely. If Alexandra gets a ride with Michael to work then she would be at work an hour too early, and she can't start work early because the network is down until 9 am. Although Michael and her need to talk about Christmas presents for their parents, Alexandra also needs to clean her unit and will probably use the time for that since Dan's mother is coming for a visit. Unless they decide to take the mother out then perhaps Alexandra could accept the ride.



Question 6

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of John's mixed views about the situation described, with detailed reference to the text	6
<ul style="list-style-type: none">• Demonstrates a thorough understanding of John's mixed views about the situation described, with reference to the text	5
<ul style="list-style-type: none">• Demonstrates a sound understanding of John's mixed views about the situation described, with some reference to the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of John's views about the situation described OR <ul style="list-style-type: none">• Demonstrates some understanding of the situation described	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

John har blandade åsikter av flera anledningar. Han menar att det är en tv-series fel och tycker att den serien ledde till att människor blev "hobby arkeologer" som var ute och grävde utan utbildning. Det var inte bra, för det ledde till misshanterade fynd. Men han tror också att reality showen kan ha lett till något positivt eftersom han har sett ett ökat intresse i arkeologi där fler människor anmäler sig till introduktionskurser. Han hoppas också att det ökade intresset kommer leda till mer statliga forskningsbidrag.

Sample answer (translation):

John has mixed views for many reasons. He feels that a recent TV series is to blame and argues that the show led to people becoming 'hobby archaeologists' who were out digging without proper education. That wasn't good because it led to artefacts being mistreated. But he also thinks that the reality show may have led to something positive because he has seen an increased interest in archaeology with more people registering for introductory courses. He is hoping that the increased interest will also lead to more government research funding.



Section 2 — Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Demonstrates a sound understanding of why the TV series has won awards	2
• Provides some relevant information	1

Sample answer:

Because of the acting and music performance.

Question 7 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why the reviewer thinks that the TV series may appeal to a younger audience	3
• Demonstrates a sound understanding of why the reviewer thinks that the TV series may appeal to a younger audience	2
• Provides some relevant information	1

Sample answer:

The TV series might appeal to a younger audience because it shows how to deal with age discrimination for young adults. Also because the series shows the importance of maintaining good work/life balance, and how to look after one's mental health. Also Jessica's ambition is what young viewers could find appealing.



Question 8

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive comparison of the authors' opinions with detailed reference to both content and language	5
<ul style="list-style-type: none">Provides a thorough comparison of the authors' opinions with reference to both content and language	4
<ul style="list-style-type: none">Demonstrates a sound understanding of the authors' opinions with some reference to content or language	3
<ul style="list-style-type: none">Demonstrates some understanding of the opinions of the author in Text 7 and/or those of the author in Text 8	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Therese believes that the story is predictable but thinks that it is the focus on age discrimination that makes it interesting. Her positive opinion is also evident in her use of strong adjectives ('fantastic'). She also uses the command 'Watch the series today!' to encourage others to watch the show. Martin, similar to Therese, thinks that the series is predictable. Although he likes the main character, language and scenery, he argues that the show is dull. He also uses strong adjectives ('annoying') to express his disappointment in the show. Martin's negative opinion is also evident in his use of a rhetorical question ('Do you have a hard time falling asleep at night?') and a pun ('throw *Den raka vägen* straight out in the bin').



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



2023 CCAFL Swedish Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversat-ion	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

Written Examination

Section 1: Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1	3	Leisure and recreation — interview	H3.1
2 (a)	2	Tourism — radio advertisement	H3.1
2 (b)	4	Tourism — radio advertisement	H3.3
3 (a)	1	Relationships — face-to-face conversation	H3.1
3 (b)	5	Relationships — face-to-face conversation	H3.2

Section 1: Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Education and aspiration — telephone message	H3.1
4 (b)	3	Education and aspiration — telephone message	H3.2
5	4	World of work — phone conversation	H3.3
6	6	History and culture — news interview	H3.2

Section 2: Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Arts and entertainment — review	H3.1
7 (b)	3	Arts and entertainment — review	H3.3
8	5	Arts and entertainment — review	H3.2, H3.4

Section 2: Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
9	15	Message — lifestyle — message	H1.2, H1.3, H3.1, H3.2, H3.3

Section III — Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Travel and tourism — article	H2.1, H2.2, H2.3
11	20	Arts and entertainment — story	H2.1, H2.2, H2.3