



# 2024 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:*

B

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides detailed information of why Emma wants to change the date of her ticket</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

*Sample answer:*

Emma wants to change her ticket because she wants to visit her sister who is going to have a baby soon, and to help with the baby.

**Question 2 (a)**

Criteria	Marks
• Demonstrates a sound understanding of why today's city tour is special	2
• Provides some relevant information	1

**Sample answer:**

Today's guided city tour is special because the city is celebrating 500 years and because the tour will finish with the inauguration of a new statue.

**Question 2 (b)**

Criteria	Marks
• Completes all aspects of the leaflet correctly	4
• Completes most aspects of the leaflet correctly	3
• Completes some aspects of the leaflet correctly	2
• Provides some relevant information	1

**Sample answer:**

<b>Havsbrunn City tour information leaflet</b>	
<i>Places to visit</i>	<i>Significance for Havsbrunn</i>
Havsbrunn Castle	It is old and many tourists visit
Shipyard/Harbour	Created many jobs for the town
Town square	Important meeting place for people

**Question 3 (a)**

Criteria	Marks
• Demonstrates a sound understanding of why Lukas feels hesitant about working as a volunteer	2
• Provides some relevant information	1

**Sample answer:**

He is hesitant because he has heard that volunteer work is very expensive and he would not be able to afford it. He is also worried about travelling by himself and not knowing the local language.

**Question 3 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of how Karin addresses Lukas's feelings	4
• Demonstrates a sound understanding of how Karin addresses Lukas's feelings	3
• Demonstrates some understanding of how Karin addresses Lukas's feelings	2
• Provides some relevant information	1

**Sample answer:**

Karin explains to Lukas that you can apply for scholarships to finance the trip. In addition, you meet a lot of volunteers from all around the world and meet with the locals and are therefore not alone. She explains that it is possible to communicate by gestures and you learn simple local phrases while you are there. She also thinks that it is important to challenge yourself to get new experiences and memories.



## Section 1 — Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Provides the advice given by the student	2
• Provides some relevant information	1

**Sample answer:**

Elven ger råden att vara öppen för förändring, följa sina drömmar och sätta realistiska mål.

**Sample answer (translation):**

The student advises them to be open for change, follow their dreams and set realistic goals.

#### Question 5 (a)

Criteria	Marks
• Identifies the intended audience of the book	1

**Sample answer:**

Den vänder sig till barn.

**Sample answer (translation):**

The book is aimed at children.

**Question 5 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of the author's feelings conveyed during the interview	4
• Demonstrates a sound understanding of the author's feelings conveyed during the interview	3
• Demonstrates some understanding of the author's feelings conveyed during the interview	2
• Provides some relevant information	1

**Sample answer:**

Hon har blandade känslor. Hon är stolt över sin dotter som har inspirerat henne till att skriva boken. Hon känner sig också överväldigad av all uppmärksamhet boken har fått och är väldigt glad över att se den på topplistorna i bokaffärerna, men hon är också orolig över att inte kunna leva upp till förväntningarna nu när hon skriver en uppföljare.

**Sample answer (translation):**

She has mixed feelings. She is proud of her daughter who inspired her to write the book. She also feels overwhelmed by all the attention the book has received and is very happy to see it top the bookseller lists, but she is also worried about not being able to live up to expectations now when she is writing a sequel.



## Question 6 (a)

Criteria	Marks
• Provides a detailed reason for the topic being relevant	2
• Provides some relevant information	1

### **Sample answer:**

En rapport har släppts/Statistikbolaget har släppt information som visar att fler företag har börjat använda AI under det senaste året.

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

A report was released/A statistic company released information showing that more companies have started using AI in the past year.

## Question 6 (b)

Criteria	Marks
• Provides a comprehensive comparison of Lisa's and Johan's views, with detailed reference to the text	6
• Provides a thorough comparison of Lisa's and Johan's views, with reference to the text	5
• Provides a sound comparison of Lisa's and Johan's views, with some reference to the text	4
• Demonstrates some understanding of Lisa's and Johan's views with limited reference to the text	2–3
• Provides some relevant information	1

### **Sample answer:**

Johan är positiv kring att använda AI på arbetsplatser medan Lisa är mer tveksam. Johan anser att AI kan vara positivt eftersom den gör många arbetsuppgifter mer effektiva. Det betyder att de anställda har mer tid att vara kreativa. Lisa håller med om att AI kan spara tid men tycker inte om att prata med robotar. Hon vill hellre ha mänsklig kontakt. Lisa är även orolig över att AI kan ta över och göra människor arbetslösa. Johan, däremot, tycker att AI ska användas för att hjälpa människor, inte ersätta dem.

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

Johan is positive about using AI in workplaces while Lisa is more hesitant. Johan believes that AI can be positive because it makes many work tasks more efficient. It means that the employees have more time to be creative. Lisa agrees that AI can save time but doesn't like speaking to robots. She would rather have human interaction. Lisa is also worried that AI can take over and make people unemployed. Johan, however, thinks that AI should be used to help people, not replace them.



## Section 2 — Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Gråstad has received a lot of attention	2
• Provides some relevant information	1

**Sample answer:**

They have introduced a new recycling program which has led to a 50% decrease in waste.

#### Question 7 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Bergköping Council encourages the residents to take part in the new initiative	2
• Provides some relevant information	1

**Sample answer:**

Bergköping Council has introduced creative and advanced recycling sorting solutions. They also offer free education and gift cards that can be used in local shops.



## Question 8

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how likely it is that other councils will follow Bergköping Council's example with extensive reference to the texts</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of how likely it is that other councils will follow Bergköping Council's example with substantial reference to the texts</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how likely it is that other councils will follow Bergköping Council's example with reference to the texts</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how likely it is that other councils will follow Bergköping Council's example with some reference to the texts</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

### **Sample answer:**

It is somewhat likely that other councils will follow Bergköping Council's example. On one hand, the recycling program has been successful and has made the council more sustainable by implementing a more advanced sorting facility. In addition, the gift card incentive might benefit the local businesses. On the other hand, residents outside of the city feel forgotten. The sorting facility is not easily accessible, which makes it hard for them to contribute and has also created a division between people in the city and the rest of the council. Other negative consequences include the odour and machine malfunctions. These negative consequences might deter other councils from implementing a similar program.



## 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



# 2024 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

## Written Examination

### Section 1: Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Travel and tourism – phone conversation	H3.1
1 (b)	2	Travel and tourism – phone conversation	H3.1
2 (a)	2	Historical perspectives – guided tour	H3.1
2 (b)	4	Historical perspectives – guided tour	H3.3
3 (a)	2	Lifestyles – face-to-face conversation	H3.2
3 (b)	4	Lifestyles – face-to-face conversation	H3.3

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
4	2	Education and aspirations – graduation speech	H3.1
5 (a)	1	Arts and entertainment – radio interview	H3.1
5 (b)	4	Arts and entertainment – radio interview	H3.2
6 (a)	2	World of work – podcast conversation	H3.1
6 (b)	6	World of work – podcast conversation	H3.2, H3.4

### Section 2: Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Social issues – newspaper article	H3.1
7 (b)	2	Social issues – newspaper article	H3.1
8	6	Social issues – newspaper article	H3.2, H3.3, H3.4

### Section 2: Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
9	15	SMS text conversation – lifestyles – email	H1.1, H1.2, H3.1, H3.2, H3.3

### Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Personal identity – formal letter	H2.1, H2.2, H2.3
11	20	People, places and daily life – diary entry	H2.1, H2.2, H2.3