



2013 CCAFL Swedish Continuers Marking Guidelines Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• A	1

Question 1 (b)

Criteria	Marks
• D	1

Question 1 (c)

Criteria	Marks
• Correctly identifies the reason for the changed arrangements	1

Sample answer:

Staffing problems

**Question 2**

Criteria	Marks
• Completes the report with all relevant details	4
• Completes the report with the majority of the relevant details	3
• Completes the report with some relevant details	2
• Provides a piece of relevant information	1

Sample answer:

Type of crime: Theft

Detailed description of missing property: Wallet containing 700 kronor and bankcards

Observations made by caller: Girl dressed in jeans and red jacket observed in dressing room

Instructions to caller: Come in to police station to sign report within 3 days

Question 3 (a)

Criteria	Marks
• Correctly states when Stefan and Johanna last saw each other	1

Sample answer:

They saw each other one month ago.

Question 3 (b)

Criteria	Marks
• Correctly identifies what Stefan and Johanna do in their spare time	2
• Correctly identifies what Stefan or Johanna does in their spare time	1

Sample answer:

Stefan plays soccer and Johanna reads.

**Question 3 (c)**

Criteria	Marks
• Fully explains how Stefan's and Johanna's experiences have shaped their attitudes, with reference to the text	5
• Demonstrates a good understanding of how Stefan's and Johanna's experiences have shaped their attitudes, with reference to the text	4
• Demonstrates some understanding of how Stefan's and/or Johanna's experiences have shaped their attitudes	2–3
• Identifies some relevant information	1

Sample answer:

Stefan is enjoying his experience in Australia. His sound English and soccer skills assist him in getting the most out of both school and social life. He has made a lot of friends. Johanna, on the other hand, is not enjoying Australia. She is shy and has poor English and has not made any friends. Her favourite sport is not played in Australia, so she can't join a sports team. Johanna is also unhappy about her host family not providing nice things for lunch, so she has to spend a lot of money buying lunch.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Correctly identifies how the event is being supported by the local council	2
• Identifies one way in which the local council is supporting the event	1

Sample answer: (In Swedish)

Genom att bjuda på en gratiskonsert och gratis resor med lokaltrafiken.

Sample answer: (Translation)

By providing a free concert and free transport.

Question 4 (b)

Criteria	Marks
• Correctly identifies how the event is being supported by Ivar Nilsson	2
• Correctly identifies one way in which Ivar Nilsson is supporting the event	1

Sample answer: (In Swedish)

Genom att ställa upp och hålla tal samt även genom att skänka intäkterna från försäljningen av hans konstverk.

Sample answer: (Translation)

By attending and giving a speech and also by donating all proceeds from the sale of his paintings.

Question 5 (a)

Criteria	Marks
• Correctly identifies Jonas's advice to Amanda	1

Sample answer: (In Swedish)

Jonas säger att Amanda skall ringa och fråga varför hon inte fick jobbet.

Sample answer: (Translation)

Jonas advises Amanda to call and ask for feedback.

**Question 5 (b)**

Criteria	Marks
• Fully explains Amanda's reaction to Jonas's advice with reference to the text	4
• Demonstrates a good understanding of Amanda's reaction to Jonas's advice with some reference to the text	3
• Demonstrates some understanding of Amanda's reaction to Jonas's advice	2
• Provides some relevant information	1

Sample answer: (In Swedish)

Amanda verkar ha dåligt självförtroende och säger att hon är rädd att de skall säga någonting negativt om henne. Hon är inte lika självsäker som Jonas och hon är nära att ge upp efter att ha fått negativt besked på fem arbetsansökningar.

Sample answer: (Translation)

Amanda seems to have low self-esteem and says that she is afraid that they will say something negative about her. She is not as confident as Jonas and is ready to give up after having had five job applications rejected.

Question 6 (a)

Criteria	Marks
• Correctly identifies the reason for Anders being upset	1

Sample answer: (In Swedish)

Anders är upprörd därför att han tycker att lärarna behandlar honom och hans kamrater orättvist.

Sample answer: (Translation)

Anders is upset because he feels that teachers treat him and his friends unfairly.

**Question 6 (b)**

Criteria	Marks
• Fully explains Anders's change of attitude during the conversation, with reference to the text	5
• Demonstrates a good understanding of Anders's change of attitude during the conversation, with some reference to the text	4
• Demonstrates some understanding of Anders's change of attitude during the conversation	2–3
• Provides some relevant information	1

Sample answer: (In Swedish)

I början på samtalet är Anders mycket upprörd över hur lärarna behandlar dem. Han säger att de favoriserar andra i klassen. Under samtalets gång lugnar han ner sig när Jenny förklarar varför lärarna behandlar hans grupp på det viset. Hon påpekar att Annas kommentarer under en diskussion var olämpliga och att Oskar kastade suddgummi på Sara innan han blev utskickad ur klassrummet. Jenny får också Anders att förstå att resten av klassen pluggar mer och därför får bättre betyg. Anders inser att hans grupp kan vara en utmaning för lärarna. Han beslutar sig för att försöka uppföra sig mer som Jenny.

Sample answer: (Translation)

At the start of the conversation Anders is very upset with the teachers. He says that they favour other people in the class. During the conversation, he mellows as Jenny makes some valid points of why the teachers treat this group of friends in this way. She points out that Anna made inappropriate comments in a discussion and that Oskar threw an eraser at Sara before he was sent out. She also makes him understand that the rest of the class study more and therefore get higher grades. Anders realises that his group can be a challenge for the teachers. He decides to try to behave more like Jenny.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Correctly identifies why work has stopped	1

Sample answer:

The preliminary work at the building site has found remains of buildings from the Viking age.

Question 7 (b)

Criteria	Marks
• Correctly identifies Jonasson's view and includes full justification for his position	3
• Identifies Jonasson's view with some justification for it	2
• Provides some relevant information	1

Sample answer:

Leif Jonasson does not agree with the stop work decision. He thinks that the findings are insignificant and that not every little stone found from the Viking age needs to be spared. The construction work is needed in order to address the housing shortage.

Question 8

Criteria	Marks
• Clearly shows how Sofia's and Viktor's perspectives, opinions and use of language are similar and/or different	6
• Demonstrates a good understanding of Sofia's and Viktor's perspectives and/or opinions and/or use of language	4–5
• Demonstrates some understanding of Sofia's and/or Viktor's perspectives and/or opinions and/or use of language	2–3
• Provides some relevant information	1

Sample answer:

Sofia is a girl who lives with her mother and grandmother. Sofia does not care about preserving history. She just wants the building project to proceed so that she and her mother can move to their own apartment. Sofia writes in a colloquial style with expressions like “slänga sej i väggen” and “käka chips”.

Viktor is an old man who has lived in Visby all his life. He wants to preserve all the historic remains and he is worried about people who do not value them. He uses formal language in his letter to the editor with expressions like “berikad med... fynd från svunna tider”, “utforskas ordentligt”, “fortskrida”.



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

Sample answer: (In Swedish)

Punker att ha med i Johans email:

- Förslag att de reser till Asien först på grund av vädret och skillnaden i kostnader mellan att resa runt i Asien och Australien
- Vill hellre ge sig av i augusti och skälen för detta
- Förslag att de arbetar på en gård i Australien
- Något förslag gällande nyårsfirande

Sample answer: (Translation)

Points to be included in Johan's email:

- Suggestion that they travel to Asia first because of the weather and the difference in the cost of being a backpacker in Asia and Australia
- Would prefer to leave in August and his reasons
- Suggestion that they work on a farm in Australia
- Some suggestion regarding New Year's celebrations



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



Swedish Continuers

2013 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	10	Conversation – covering candidate's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15	Discussion – covering the candidate's in-depth study	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 – Announcement	H3.1
1(b)	1	Travel and tourism – Announcement	H3.1
1(c)	1	Travel and tourism – Announcement	H3.1
2	4	People, places and daily life – Interview	H3.1
3(a)	1	People, places and daily events – Conversation	H3.1
3(b)	2	People, places and daily events – Conversation	H3.1, H3.3
3(c)	5	People, places and daily events – Conversation	H3.2, H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4(a)	2	Social issues – Announcement	H3.1, H3.3
4(b)	2	Social issues – Announcement	H3.1, H3.3
5(a)	1	World of work – Conversation	H3.1, H3.3
5(b)	4	World of work – Conversation	H3.2, H3.3
6(a)	1	Education and aspirations – Conversation	H3.1
6(b)	5	Education and aspirations – Conversation	H3.2

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

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Historical perspectives – Article	H3.1
7 (b)	3	Historical perspectives – Article	H3.1, H3.2, H3.3
8	6	People, places and daily events – Letters to the editor	H3.2, H3.4

Section 2: Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	15	Travel and tourism – Email	H1.2, H1.3, H3.1

Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Education and aspirations – Letter	H2.1, H2.2, H2.3
11	20	Lifestyles – Short story	H2.1, H2.2, H2.3