



2014 CCAFL Swedish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Completes the form with all relevant details	2
• Provides some relevant information	1

Sample answer:

Choice of seating: Front section

How did Angelica find out about the event? She read about it on a poster.

Question 2 (a)

Criteria	Marks
• Identifies all of Jonathan's reasons for founding the organisation	3
• Identifies some of Jonathan's reasons for founding the organisation	2
• Provides some relevant information	1

Sample answer:

Jonathan was tired of the common perception that young people had no interest in a sustainable world. While he himself wanted to make a difference, he also knew that many young people lack faith in the existing volunteer organisations, and thus he started VUVV.

**Question 2 (b)**

Criteria	Marks
• Provides a full explanation of how the speaker's experiences have shaped his opinion of young people	3
• Provides a satisfactory explanation of how the speaker's experiences have shaped his opinion of young people	2
• Provides some relevant information	1

Sample answer:

The speaker has a positive opinion because he has experienced that young people work hard during long days and engage in difficult tasks. He has noted that they develop strong friendships which improve their team working skills. He has also seen them deal with disadvantaged families in professional/empathetic/respectful ways.

Question 3 (a)

Criteria	Marks
• Identifies why Thomas wants the job	2
• Provides some relevant information	1

Sample answer:

Thomas wants to get more driving experience and he needs to earn money to travel.

Question 3 (b)

Criteria	Marks
• Provides a comprehensive explanation as to whether Mrs Andersson is likely to offer Thomas the job and justifies response with reference to the text	5
• Provides a sound explanation as to whether Mrs Andersson is likely to offer Thomas the job and justifies response with reference to the text	4
• Provides a satisfactory explanation as to whether Mrs Andersson is likely to offer Thomas the job and justifies response with reference to the text	3
• Provides a limited explanation as to whether Mrs Andersson is likely to offer Thomas the job and makes an attempt to justify with reference to the text	2
• Provides some relevant information	1

Sample answer:

Mrs Andersson is unlikely to give Thomas the job because he has not had his driver's licence for long and he will only be able to stay in the job for about four months as he is going to travel. This is reinforced by comments like her response to learning that he has only had his licence for two weeks — "that's not long" — and asking when he is going to travel. Mrs Andersson then points out that it is a shame that he is travelling so soon.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Demonstrates a full understanding of what Albin is most likely to do	3
• Demonstrates a good understanding of what Albin is most likely to do	2
• Provides some relevant information	1

Sample answer:

Albin is most likely to accept the job offer and not go travelling. Albin is cautious and responsible, as can be seen from Johanna's comment that he is always sensible and needs to let loose. Also, Albin admits to getting homesick easily.

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of why Rolf and Helen disagree	4
• Demonstrates a good understanding of why Rolf and Helen disagree	3
• Demonstrates a limited understanding of why Rolf and Helen disagree	2
• Provides some relevant information	1

Sample answer:

Rolf and Helen cannot agree about killing wolves because of their personal circumstances. Rolf is a professor of biology and he says that if wolves were exterminated, the whole ecosystem would suffer. Helen is a mother and a farmer. She is worried that the wolves may hurt her children and kill her hens.

**Question 6 (a)**

Criteria	Marks
• Provides a full explanation of why Linda suggests an alternative venue	3
• Provides a satisfactory explanation of why Linda suggests an alternative venue	2
• Provides some relevant information	1

Sample answer:

Linda thinks that the venue her father suggests is boring. She suggests the sports club's hall as there are no neighbours who can be disturbed and it is cheap to hire as Linda is a member.

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Linda's mood changes during the conversation and justifies response with reference to the text	5
• Demonstrates a good understanding of how Linda's mood changes during the conversation and justifies response with reference to the text	4
• Demonstrates a satisfactory understanding of how Linda's mood changes during the conversation with some reference to the text	3
• Demonstrates a limited understanding of how Linda's mood changes during the conversation	2
• Provides some relevant information	1

Sample answer:

At the start of the conversation, Linda is happy and excited about the party but during the conversation she becomes increasingly upset. She does not think that her father listens to her. He does not take into account that it is Linda's 18th birthday party and he does not understand what 18-year-olds like. He wants to make the party into something posh for his friends. When he finally says that since he is paying he will decide, Linda gets even more upset and says that in that case she does not want a party at all.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Provides a full explanation of why island-hopping in Greece would appeal to families	3
• Provides a satisfactory explanation of why island-hopping in Greece would appeal to families	2
• Provides some relevant information	1

Sample answer:

Island-hopping in Greece would appeal to families because it provides the opportunity to spend time together as a family on a holiday that is affordable. There are also opportunities for cultural experiences that are suitable for the whole family as well as opportunities to swim and play.

Question 8 (a)

Criteria	Marks
• Correctly identifies the benefits of “Båtpasset”	2
• Provides some relevant information	1

Sample answer:

According to the text, “Båtpasset” is the only ticket that offers 10% discount at local cafes and restaurants. It is also the only ticket that is valid on all ferries, regardless of company.

**Question 8(b)**

Criteria	Marks
• Provides a comprehensive comparison of the purpose of the two texts	5
• Provides a good comparison of the purpose of the two texts	4
• Provides a satisfactory comparison of the purpose of the two texts	3
• Provides a limited comparison of the purpose of the two texts	2
• Provides some relevant information	1

Sample answer:

The purpose of Text 7 is to **inform** the reader about island hopping with a family with young children. The text focuses on the family rather than on the boat pass. The purpose of Text 8 is to **convince the reader to buy** “Båtpasset”. The text tells little about the holiday, but focuses on the benefits of “Båtpasset”, eg the affordability, the freedom it provides, unlimited travel and discounts attached to the pass.



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

Answers could include:

Response should be written as a review.

Points to be addressed by students:

- messy and difficult plot to understand
- the purpose of the movie
- the relationships between the three main characters
- poorly directed



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

2014 CCAFL Examination 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

Section 1: Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1	2	Arts and entertainment	3.1
2 (a)	3	Lifestyles	3.1
2 (b)	3	Lifestyles	3.1
3 (a)	2	World of work	3.1
3 (b)	5	World of work	3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	World of work	3.3
5	4	Social issues	3.2, 3.3
6 (a)	3	Personal identity	3.1, 3.2
6 (b)	5	Personal identity	3.2

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	3	Travel and tourism – Article	3.1
8 (a)	2	Travel and tourism – Advertisement	3.1
8 (b)	5	Travel and tourism - Advertisement	3.4

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Arts and entertainment — Review/review	3.1, 3.2, 3.3



Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Social issues — Report	H2.1, H2.2, H2.3
11	20	People, places and daily life — Article	H2.1, H2.2, H2.3