



2015 CCAFL Swedish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies both reasons for why the woman contacts Länstrafiken	2
• Provides some relevant information	1

Sample answer:

- Her bus stop is no longer listed in the timetable.
- She needs information about her travelling times.

Question 1 (b)

Criteria	Marks
• Provides a full explanation of the ways the woman will be affected by the changes	3
• Provides a satisfactory explanation of the ways the woman will be affected by the changes	2
• Provides some relevant information	1

Sample answer:

- She will have to walk longer to her evening course because her usual bus stop has been removed.
- She will get more exercise.
- Buses will run more frequently in the afternoon, giving her more options.

**Question 2**

Criteria	Marks
• Provides a thorough explanation of how the presenter persuades listeners	4
• Provides a good explanation of how the presenter persuades listeners	3
• Provides a limited explanation of how the presenter persuades listeners	2
• Provides some relevant information	1

Sample answer:

- Enthusiastic and persuasive language
- States that the park offers something to people of all ages
- Informs of offers on the day eg free entry, discounts and concerts

Question 3 (a)

Criteria	Marks
• Provides a full explanation of how the father's new job will affect Sara	2
• Provides some relevant information	1

Sample answer:

He cannot drive her to school due to his new job. Sara will have to get herself to school.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Sara's mother succeeds in changing the father's opinion	4
• Demonstrates a good understanding of how Sara's mother succeeds in changing the father's opinion	3
• Demonstrates a basic understanding of how Sara's mother succeeds in changing the father's opinion	2
• Provides some relevant information	1

Sample answer:

Her mother points out that:

- Sara will become more independent by driving to school
- They can buy her brother Peter's car at a cheap price
- Sara will become a more confident driver as she will drive more regularly
- Sara will take more responsibility for the costs from her allowance.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Identifies all of Peter's reasons for wanting to study in Florence	3
• Identifies some of Peter's reasons for wanting to study in Florence	2
• Provides some relevant information	1

Sample answer:

- Interesting courses
- Travel and see new things
- Meet new people
- Good for his CV

Question 4 (b)

Criteria	Marks
• Provides a thorough explanation of how Lisa tries to convince Peter not to apply	4
• Provides a good explanation of how Lisa tries to convince Peter not to apply	3
• Provides a basic explanation of how Lisa tries to convince Peter not to apply	2
• Provides some relevant information	1

Sample answer:

Lisa convinces Peter by arguing that they have just moved in together and that it will be too expensive to travel back and forth to Italy to visit. She also questions if she will be responsible for paying the rent. They could have a holiday together with the money instead.

**Question 5**

Criteria	Marks
• Provides a thorough explanation of why youth groups are angry	3
• Provides a good explanation of why youth groups are angry	2
• Provides some relevant information	1

Sample answer:

Youth groups are angry due to changes for unemployment compensation. Now they are required to participate in either an education program or a program that prepares them for work. They are also angry because the changes will be introduced immediately.

Question 6

Criteria	Marks
• Provides a thorough understanding of the mother's conflicting views	5
• Provides a good understanding of the mother's conflicting views	3-4
• Provides a limited understanding of the mother's conflicting views	2
• Provides some relevant information	1

Sample answer:

- Better living standards due to technology
- Less contact between generations these days
- Children just want to play and are spoilt
- The role of women has changed for the better
- More equal opportunities for the sexes



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Provides a full explanation of why the author recommends two visits	3
• Provides a satisfactory explanation of why the author recommends two visits	2
• Provides some relevant information	1

Sample answer:

- Relieve stress and learn about healthy living
- Reflect on work/life balance
- Get ongoing, further training from skilled staff on the second visit

Question 8 (a)

Criteria	Marks
• Demonstrates a thorough understanding of Gunnar's concerns	3
• Demonstrates a satisfactory understanding of Gunnar's concerns	2
• Provides some relevant information	1

Sample answer:

- They are usually expensive
- Advice on these trips is often impossible to incorporate in everyday life
- These 'get healthy' vacations are hard work and participants can't indulge themselves – eat, sleep, do what they want

**Question 8 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the texts compare in use of language and purpose	4
• Demonstrates a good understanding of how the texts compare in use of language and purpose	3
• Demonstrates a limited understanding of how the texts compare in use of language and purpose	2
• Provides some relevant information	1

Sample answer:

The purpose of text 7 is to persuade the reader to visit Mossbybrunns Herrgård och Hälsospa. The text is persuasive, uses a positive tone and is arranged in a logical manner. The text focuses on the health benefits of visits and appeals to a potential customer in a personal manner.

The purpose of text 8 is to question ‘get healthy’ style vacations. The writer uses informal language, sarcasm and opinionated expressions to discourage readers from visiting spa resorts. Some examples include ‘a swindle, a waste of money and set to fail’. The writer also uses rhetorical questions to prove his point and encourages people to spend vacations with friends and family instead.



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



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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)	2	People, places and daily lives – dialogue	H3.1
1 (b)	3	People, places and daily lives – dialogue	H3.1, H3.3
2	4	Travel and tourism – radio announcement/advertisement	H3.1
3 (a)	2	Lifestyles – dialogue	H3.1, H3.3
3 (b)	4	Lifestyles – dialogue	H3.1, H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	3	Education and aspiration – dialogue	H3.1
4 (b)	4	Education and aspiration – dialogue	H3.1, H3.2, H3.3
5	3	Social issues – radio news announcement	H3.3
6	5	Historical perspectives – dialogue	H3.2

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	3	Travel and tourism – advertisement	H3.1
8 (a)	3	Travel and tourism – letter (informal)	H3.1, H3.2
8 (b)	4	Travel and tourism – advertisement and letter (informal)	H3.1, H3.3, H3.4

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Arts and entertainment – email	H1.2, H2.1, H3.1, H3.3



Section 3: Writing in Swedish

Question	Marks	Content	Syllabus outcomes
10	20	Social issues – letter (formal)	H2.1, H2.2, H2.3
11	20	World of work – speech	H2.1, H2.2, H2.3