

2009 CCAFL Swedish Continuers

Sample Answers

This document contains 'sample answers', or, in the case of some questions, 'answer may include'. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The 'sample answers' or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee's 'working document'. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section 1: Listening and Responding

Part A

Question 1

Sample answer:

He writes about women's lives during the Viking age and describes them as strong and independent human beings. Dahl uses rich and colourful language.

Question 2

Sample answer:

- **Age:** 26–30
- **Income:** Less than 5000
- **Number of hours TV watched per week:** More than 20
- **Attitude towards violence on TV:** Unsure



Question 3

Sample answer:

The announcement is successful because it is very inclusive. The announcer speaks in the first person as one of the audience, using phrases like 'we end up sitting at home' and 'just like me ...'.

The announcement is phrased positively, saying that women are energetic and interested in sports and this appeals directly to women wanting to have fun.

The announcement explains that the rules are simple and that anyone can play.

It gives a phone number and encourages the women to phone straight away.

Question 4

Sample answer:

(D)

Question 5 (a)

Sample answer:

Karin Lindström dared to do something different by taking up snowboarding at an older age. Her friends thought she was crazy. As a result she overcame certain stereotypes about what older people can and can't do. Her story explains that you can achieve 'if you dare!'

Question 5 (b)

Sample answer:

- Interesting interviewee with a story to tell
- Interviewee initially reluctant but interviewer uses positive words such as '*inspirerande*' and '*häftig*' to encourage her and tells her that she has something valuable to offer.
- Both interviewer and interviewee target the audience encouraging them that they can do whatever they want, and you are never too old to try.
- The audience is also targeted by use of the collective noun '*vi*', as in '*vi kan mer än vi tror!*'
- Interviewee very positive about the experience of being interviewed at the end of the interview.



Section 1: Listening and Responding

Part B

Question 6

Sample answer:

- You are invited to Martin's 18th birthday party
 - Saturday 26 November, 19:30 – 24:00
 - Dinner will be served
 - Dress: 70's theme compulsory

Question 7 (a)

Sample answer:

To celebrate that the school is 100 years old this year.

Question 7 (b)

Sample answer:

The principal is worried that these students, in their final year of school, are wasting their time and talent. He has had complaints from teachers that they don't prepare well for tests. The principal thinks they waste their time on the Internet. They chat and spend time on Facebook when their parents think they are doing homework on the computer. The principal tells them that if they use their time efficiently they will have time for both socialising and being successful with their studies.



Section 2: Reading and Responding

Part A

Question 8 (a)

Sample answer:

The band members are unusually young, all teenagers. They play an unusual mix of symphonic rock and classical music.

Question 8 (b)

Sample answer:

The drummer sang several of the songs, whereas normally Blåställ only performs instrumentally. An additional instrument, the harmonica, was added to the set-up. A new member of the band (guitarist) appeared. The audience clapped along and danced to the music.

Question 9 (a)

Sample answer:

An editorial that congratulated a new female Member of Parliament.

Question 9 (b)

Sample answer:

- Everything does not have to be equal.
- Women should stick to their natural roles as wives and mothers
- Once married, a woman's role is in the home.

Question 9 (c)

Sample answer:

Women are more capable than men.



Question 9 (d)

Sample answer:

Stefan and his wife's relationship is based on equality. They both work part time and share the responsibilities of looking after the children and the home. The relationship is based on consultation, discussion and successful problem solving. Their relationship is not competitive.

Question 9 (e)

Sample answer:

The language in letter 2 is informal and quite colloquial with expressions like '*manssamhället*' and '*kritstreckskostymerna*'. The grammar in letter 2 is not quite correct with some sentences incomplete. The language in letter 3 is formal with expressions like '*fungerar nu till allas tillfredsställelse*'. The purpose of letter 2 seems to be to stir up support for a feminist movement saying that we need to legislate for 50/50 representation. The purpose of letter 3 is to encourage other families to share work-family commitments equally between husband and wife.



Section 2: Reading and Responding Part B

Question 10

Sample answer:

Students should respond to the following points:

- Introductory phrase to set the scene, for example:
 1. A question: *'Vet ni vad som händer i våra skogar?'*
OR
 2. Appealing to the students: *Hej alla elever på (name of school). Jag skall idag berätta ...*
OR
 3. A rousing statement
- Background info based on article e.g. the local forest is threatened even though it is considered valuable, many species of plants and animals are threatened, the government doesn't do enough
- Encourage students to come to the march
- Give details (when and where) of the march
- Closing encouraging phrase.