



2011 CCAFL Swedish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Explains in detail why Nisse is NOT granted an extension with his assignment	3
• Explains with some detail why Nisse is NOT granted an extension with his assignment	2
• Identifies some relevant information	1

Question 2

Criteria	Marks
• Demonstrates a perceptive understanding of why the passengers were upset	4
• Demonstrates a good understanding of why the passengers were upset	3
• Demonstrates some understanding of why the passengers were upset	2
• Identifies some relevant information	1

Question 3 (a)

Criteria	Marks
• B	1

Question 3 (b)

Criteria	Marks
• A	1

Question 4

Criteria	Marks
• Demonstrates a perceptive understanding of how Sven is convincing the reporter to visit his home town	4
• Demonstrates a good understanding of how Sven is convincing the reporter to visit his home town	3
• Demonstrates some understanding of how Sven is convincing the reporter to visit his home town	2
• Identifies some relevant information	1

Question 5 (a)

Criteria	Marks
• Demonstrates a perceptive understanding of how one can tell that Isak is not really paying attention	3
• Demonstrates a good understanding of how one can tell that Isak is not really paying attention	2
• Demonstrates some understanding of how one can tell that Isak is not really paying attention	1

Question 5 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of Hannah's ambivalent attitude towards tourists visiting their island	4
• Demonstrates a good understanding of Hannah's attitude towards tourists visiting their island	3
• Demonstrates some understanding of Hannah's attitude towards tourists visiting their island	2
• Identifies some relevant information	1

Section 1: Listening and Responding

Part B

Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of the purpose of the radio announcement	4
• Demonstrates a good understanding of the purpose of the radio announcement	3
• Demonstrates some understanding of the purpose of the radio announcement	2
• Identifies some relevant information	1

Question 7

Criteria	Marks
• Writes the message in an encouraging and positive tone with authentic language manipulation and includes all relevant details	6
• Writes the message with an appropriate tone, with good language manipulation and includes most relevant details	4-5
• Writes the message demonstrating some language awareness and includes some relevant details	3
• Attempts to write a message with limited language and detail	2
• Identifies some relevant information	1

Section 2: Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Demonstrates a good understanding of what has prompted Malin to initiate the chatroom conversation with Hillary	2
• Identifies some relevant information	1

Question 8 (b)

Criteria	Marks
• Explains in detail the reasons for Hillary's advice to Malin	3
• Explains with some detail the reasons for Hillary's advice to Malin	2
• Identifies some relevant information	1

Question 8 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of differences in language	4
• Demonstrates a good understanding of differences in language	3
• Demonstrates some understanding of differences in language	2
• Identifies some relevant information	1

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of Daniel's life prior to winning the lottery	2
• Identifies some relevant information	1

Question 9 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of Daniel's feelings	3
• Demonstrates good understanding of Daniel's feelings	2
• Identifies some relevant information	1

Question 9 (c)

Criteria	Marks
• Justifies perceptively the effectiveness of both titles	6
• Justifies with good insight the effectiveness of both titles	4-5
• Justifies with some insight the effectiveness of both titles	3
• Attempts to justify the effectiveness of the titles	2
• Identifies some relevant information	1

Section 2: Reading and Responding

Part B

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • 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 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • 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 	1–2

Section 3: Writing in Swedish

Questions 11 and 12

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 	13–15
<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 	10–12
<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 	7–9
<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 	4–6
<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 	1–3

Swedish Continuers

2011 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	15	Conversation – covering student’s personal world	H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3

Written Examination

Section 1 — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1	3	Education and aspirations – conversation	H3.1
2	4	Lifestyles – news item	H3.3
3 (a)	1	Education and aspirations – speech	H3.1
3 (b)	1	Education and aspirations – speech	H3.1, H3.3
4	4	People, places and daily life – interview	H3.2, H3.3
5 (a)	3	Travel and tourism – conversation	H3.2, H3.3
5 (b)	4	Travel and tourism – conversation	H3.2, H3.3

Written Examination

Section 1 — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
6	4	Social issues – announcement	H3.1, H3.2, H3.3
7	6	Personal identity – conversation	H3.1, H3.2, H3.3

Written Examination

Section 2 — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Education and aspirations – conversation	H3.1
8 (b)	3	Education and aspirations – conversation	H3.1, H3.3
8 (c)	4	Education and aspirations – conversation	H3.4
9 (a)	2	People, places and daily life – article	H3.1
9 (b)	3	People, places and daily life – article	H3.1, H3.2, H3.3
9 (c)	6	People, places and daily life – article	H3.3, H3.4

Written Examination

Section 2 — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	10	Arts and entertainment – message – write a message	H1.2, H1.3, H3.1

Written Examination

Section 3 — Writing in Swedish

Question	Marks	Content	Syllabus outcomes
11	15	Personal identity – story	H2.1, H2.2, H2.3
12	15	World of work – report	H2.1, H2.2, H2.3