Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 40 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet using black or blue pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in SWEDISH.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
Part A

15 marks
Attempt Questions 1–3

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:
• understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately

You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in ENGLISH.

Text 1

1. Complete the form based on the information in Mikael and Angelica’s conversation.

<table>
<thead>
<tr>
<th>Event</th>
<th>Lucia concert at Uppsala Cathedral 13 December, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Mikael Karlsson</td>
</tr>
<tr>
<td>Contact email</td>
<td><a href="mailto:mkarlsson@komhem.se">mkarlsson@komhem.se</a></td>
</tr>
<tr>
<td>Number of tickets</td>
<td>2</td>
</tr>
<tr>
<td>Choice of seating —</td>
<td>□ Front section</td>
</tr>
<tr>
<td>Please tick</td>
<td>□ Rear section</td>
</tr>
<tr>
<td>How did you find out about the event?</td>
<td>______________________________________________________</td>
</tr>
<tr>
<td></td>
<td>______________________________________________________</td>
</tr>
</tbody>
</table>

Marks | You may make notes in this space. | 2

You may make notes in this space.
Text 2

2. (a) What led Jonathan Nord to found the VUVV organisation?

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(b) How have the speaker’s experiences shaped his opinion of young people who work in the organisation?

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Text 3

3. (a) Why does Thomas want the job?

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(b) Is Mrs Andersson likely to offer Thomas the job? Justify your answer with reference to the text.

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Part B

15 marks

Attempt Questions 4–6

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately

You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in SWEDISH.

Text 4

4. What is Albin most likely to do? Justify your response with reference to the text.

Vad är det mest troligt att Albin kommer att göra? Motivera ditt svar med hänvisning till texten.

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Marks | You may make notes in this space. 3
Text 5

5. Why do Rolf and Helen disagree on this issue? In your response, make reference to the text.

Varför kan inte Rolf och Helen komma överens i detta ämne? Hänvisa till texten i ditt svar.

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6. (a) Why does Linda suggest an alternative venue for the party?

Varför föreslår Linda ett alternativt ställe för festen?

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(b) Explain how Linda’s mood changes during the conversation. Support your response with reference to the text.

Förklara hur Lindas humör förändras under konversationen. Motivera ditt svar med hänvisning till texten.

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Section 2: Reading and Responding (25 marks)

Instructions to Students

1. Allow approximately 1 hour and 10 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet using black or blue pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in SWEDISH.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
Part A

10 marks
Attempt Questions 7–8

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:
• understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately

7. Read the text and then answer in ENGLISH the question that follows.

Ta med familjen på båtluffing i Grekland!

Vill man ha en semester där man får tid att umgås mycket och knyta an med hela sin familj så ska man absolut överväga båtluffing. Båtluffing är när man åker från ö till ö med båt och bara stannar en eller två nätter på samma ställe innan man reser vidare.

När jag och min man äntligen lyckats pricka in samma semesterveckor insåg vi att vi ville få ut mer av semestern än bara sol och bad. Vi ville ha spänning och kultur som passar hela familjen. Och vi fick mycket kultur! Båda våra flickor, Matilda 4 år och Klara 6 år, var fascinerade av berättelserna från den grekiska mytologin som de lärde sig om på de olika öarna.

Vi fann biljetter, så kallade båtpass, till resonliga priser som gav oss obegränsade resor bland de grekiska öarna i en vecka. Efter noga övervägande bestämde vi oss för att ge det en chans, trots att vänner och bekanta varnade oss för att barnen var för små.

Bekanta var oroliga för att barnen inte skulle uppskatta allt resande, men att båtluffa visade sig ha många fördelar över charterresan där man stannar på samma hotell hela veckan. Trots att barnklubbar på hotell kan ge välförtjänta pauser till mamma och pappa så var båtluffing en riktig möjlighet att verkligen knyta an till varandra som familj. Alla hjälptes åt och bar på sina ryggsäckar och långa stunder på båten gav utrymme för mysiga familjesamtal.

Barnen fick också ett större kulturellt utbud och under vår veckas båtluffing hann de både bada, leka och lära sig det mesta om grekisk mytologi. Så packa väskan, skaffa ett båtpass och ge er ut på ett riktigt familjeäventyr!

Question 7 continues on page 3
Question 7 (continued)

According to the author, why would island-hopping in Greece appeal to families?

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End of Question 7
Istället för att åka på charterresa bestämde jag och min fru oss för att båtluffa bland Greklands vackra öar tillsammans med våra två små barn, Lisa 5 år och Emma 9 år. Båtpasset var vårt självklara val, en biljett som säljs av Boat Link Inc. Vi blev förvånade över hur billigt Båtpasset var. En veckas Båtpass för hela familjen var lika billigt som att hyra bil i en vecka!


Så passa på att göra något nytt och spännande den här sommaren – köp Båtpasset för de grekiska öarna!

**Question 8 continues on page 5**
Question 8 (continued)

(a) According to the text, what are the benefits of Båtpasset compared to similar tickets?  
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(b) Compare the purposes of Text 7 and Text 8. In your response, make reference to both texts.  
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End of Question 8
Part B

15 marks

Attempt Question 9

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and specific aspects of a text by identifying, analysing, and responding to information
• convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type)

9. Read the text and then answer in approximately 150 words in SWEDISH the question that follows.

Rörig handling i Berglunds senaste film


Ett möte i mörkret handlar om tre personer, Anna, en tonårstjej som inte vet vad hon ska göra i framtiden, Rolf, en äldre man som drömmer om att åka till månen och Alfons, en framgångsrik man i trettioårsåldern som nyss blivit VD för ett stort företag. Trots att skådespeleriet var oklanderligt föll filmen platt som en pannkaka. Handlingen var rörig och svår att förstå. Filmen tycktes helt sakna budskap. Tre människor, en som är osäker på framtiden, en som drömmer om framtiden och en som anser sig framgångsrik. Vad var poängen? Filmen är dåligt regisserad och eventuella biobesökare bör inte slösa sina pengar på denna smörja.

Av Jenny Elmqvist

You completely disagree with Jenny Elmqvist’s opinion of the film Ett möte i mörkret. Write your own review where you respond to her criticism.

Du håller inte alls med Jenny Elmqvists synpunkter på filmen Ett möte i mörkret. Skriv en egen recension där du bemöter hennes kritik av filmen.

You may make notes in this space.
Section 3: Writing in Swedish (20 marks)

Instructions to Students

1. Allow approximately 40 minutes for Section 3.

2. Write your answer to a question from Section 3 in this booklet using black or blue pen. Space is provided for you to make notes.

3. You must answer ONE question in SWEDISH.

4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.

5. All question booklets will be collected at the end of the examination.
Total marks – 20
Attempt either Question 10 or Question 11

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

• relevance and depth of treatment of ideas, information, or opinions
• accuracy and range of vocabulary and sentence structures
• the capacity to structure and sequence response and capacity to use conventions of the text type

Answer ONE question from this section in approximately 250 words in SWEDISH.

10. You have witnessed a robbery in a supermarket where the thieves stole sweets to the value of 20,000 SEK. The police have asked you to write a witness report where you describe what you saw. Write the report.

_Du har varit vittne till ett rån i en mataffär där tjuvarna stal godis till ett värde av 20.000 kronor. Polisen har bett dig skriva en vittnesrapport där du beskriver vad du såg. Skriv rapporten._

OR

11. You work as a journalist and have interviewed a successful person. Write the article about the person.

_Du jobbar som journalist och har intervjuat en framgångsrik person. Skriv artikeln om personen._

You may make notes in this space.