



## Written component

### SPECIFIC INFORMATION

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

## Section 1 – Listening and responding

### Part A – Answer in English

#### Text 1

##### Question 1a.

Any one of:

- in a bookshop
- in a children's bookshop
- in the showroom of a specialist publisher.

##### Question 1b.

All of:

- an increased desire to read
- an increased determination to learn to read
- good for self-confidence
- good for self-esteem.

##### Question 1c.

He asks if the book will be ready in time for Christmas.

#### Text 2

##### Question 2a.

Five years

##### Question 2b.

All of:

- pre-school students
- school students
- elderly citizens.

##### Question 2c.

Any one of:

- 37,000
- 37%
- a reduction in littering in Sweden.

#### Text 3

##### Question 3a.

One

##### Question 3b.

The purpose is to increase the use of seat belts on buses, because (despite the fact that it is the law) only 20–40 per cent currently obey the rule.

##### Question 3c.

Three ways the audience responded were that they:

- listened with interest
- used mobile phones
- heckled the performer.

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Explanation (any one of):

- the plot was topical/the performance was striking
- they continued with their usual behaviour/their phone rang
- they resented the intrusion/they felt anxious about the interruption.

### Question 3d.

Both of:

- bus 221
- ran from Alvik to Luleå.

## Part B – Answer in Swedish

Text 4

### Question 4a.

Hungary

### Question 4b.

- sight: the snowy landscape, the evening sky
- taste: the evening meal of chicken, paprika and red wine
- hearing: the communal singing accompanied by a guitar
- touch: the burning cheeks

Text 5

### Question 5a.

Either of:

- the snail is commonly associated with a lack of speed
- the snail is an animal that moves slowly.

### Question 5b.

Because the focus is not on expensive gourmet foods. Boycotting fast food is not part of their manifesto.

### Question 5c.

Any two of:

- it would raise awareness of the food products available in the vicinity
- it would raise awareness of food traditions of the area
- it would give support to local growers and producers from the North Bohus province.

## Section 2 – Reading and responding

### Part A – Answer in English

Text 6

### Question 6a.

Both of:

- the (relevant) stash description
- a GPS device.

### Question 6b.

General considerations	Reason why
That the location be interesting	Discovering new sites heightens the enjoyment of the activity.
That the hiding place be sufficiently difficult to find	So that finding it is a result of the work of the geo-stasher rather than chance/mistake.
That the hiding place is not in a vulnerable area	Due to its historical value, geographic fragility, not being public land, presenting potential dangers to geo-stashers, or being otherwise unsuitable.

### Question 6c.

Because it is difficult to get a good GPS reading.

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## Text 7

### Question 7a.

They are not invited to participate in debates (and therefore do not gain insights into the different views of the aid agencies involved).

### Question 7b.

All of:

- four separate aid organisations
- no forum for understanding differences between organisations
- did not make decisions on matters that concerned them.

### Question 7c.

All of:

- participate in debates between contributing aid agencies
- weigh up differing positions of the contributing aid agencies
- make their own (independent) decisions about matters concerning them.

### Question 7d.

- C is the most suitable because the thrust of the article is the current lack of debate.
- A is unsuitable because the article does not look inside the aid agencies, but rather at the lack of coordination between them and their relationship to the local organisation.
- B is unsuitable because famine is not mentioned within the article, only in the post-script.
- D is unsuitable because it is too general; the article does not concern the country as a whole or its political processes, but rather focuses on the issue of aid.

## Part B – Answer in Swedish

### Text 8

#### Question 8

Following are some dot points for suggested answers.

- aunt/uncle's passion and experience in working within the area of children's creativity
- aunt/uncle's ability to coordinate large-scale projects and budgets with a supporting team
- aunt/uncle's need to take on a new challenge and enact new visions

The following criteria were used to mark responses to this question.

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



<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–2
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### Section 3 – Writing in Swedish

#### Question 9

Following are some dot points for suggested answers.

- describes differences noted between the contemporary world and the chosen period
- includes a description/explanation of the journey back in time
- presents an understanding of why the chosen period was significant

#### Question 10

Following are some dot points for suggested answers.

- discusses interests and passions during school years and how these developed, with possible reference to mentors or people who inspired them
- discusses the sequence of events, both chance and planned, and the development of an area of specialisation, including recognition received
- may present a perspective on how they would do things differently, given the chance, and offers advice to school-leavers (both undecided and decided about their future) about possible ways to proceed

#### Question 11

Following are some dot points for suggested answers.

- includes initial observations made by the exchange student, those that shocked and those that appealed, concerning the rights and responsibilities of young people in Sweden
- makes a comparison with the known culture, frustrations (now) felt concerning the rights and responsibilities of young people in Australia and aspects that the exchanges student appreciates
- offers a perspective on new understandings and insights that the exchange student has gained on the key differences and similarities concerning the rights and responsibilities of young people in the two cultures

#### Question 12

Following are some dot points for suggested answers.

- includes reflections on preconceptions of what it would be like
- discusses the joys and frustrations of the experience by referring to incidents from daily life and the working relationship
- discusses the development of the relationship with the chosen famous Swede (and speculates on the future of the relationship or benefits to be derived from the experience)

The following criteria were used to mark responses to Section 3.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6

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Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words, set formulae and Anglicism's to express information</li></ul>	1-3