Syllabus for Swedish Tuition for Immigrants

Aim of the education

Swedish Tuition for Immigrants is advanced language instruction aiming to give adult immigrants basic knowledge of the Swedish language. Students with a mother tongue other than Swedish should in the education learn and develop a functioning second language. The education should provide language tools for communication and active participation in daily, societal and working life. The education also aims at giving adult immigrants who lack basic reading and writing skills the opportunity of acquiring such skills. A student who is not functionally literate, or has a writing system that differs from the Latin alphabet, should receive instruction in reading and writing within the framework of the education.

The education is intended for persons with different experiences, life situations, knowledge and study goals. The education should be planned and organised together with students and adapted to their interests, experiences, all-round knowledge and long-term goals.

The education should take as its starting point the needs of the individual, be capable of combining with employment or other activities such as orientation to working life, validation, work practice or other forms of education. It must be flexibly designed in terms of time, place, content and working forms to enable students to take part.

Goal and nature of the education

The goal of Swedish Tuition for Immigrants is that students should develop:

- their ability to read and write Swedish,
- their ability to speak, discuss, read, listen and understand Swedish in different contexts,
- good pronunciation,
- their ability to use relevant study aids,
- their ability to adapt the language to different recipients and situations,
- insights into how a language is learnt, and
- learning and communication strategies for further language development.

Swedish Tuition for Immigrants aims to provide students with communicative language skills. This means being able to communicate, both orally and in writing, based on their needs. Students must acquire knowledge and skills of different kinds to be able to make relevant language choices in relation to the current communicative situation. Communicative language skills cover different competences that interact and supplement each other. Communicative language skills thus presuppose both access to a language system and knowledge of how this system is used. Knowledge of the language system covers words, phrases, pronunciation and grammatical structures, whilst knowledge about the use of language deals with how a text is built up, making choices over functional language, and adaptation in relation to recipient and purpose. An important competence is also being able to use strategies in the most effective way to communicate the message.

In Swedish Tuition for Immigrants, students should develop their awareness of the process of learning a language and insights into their own learning. Students should also develop their intercultural competence by reflecting over their own cultural experiences, and comparing these with phenomena in daily, societal and working life in Sweden.

In Swedish Tuition for Immigrants, students should develop their competence in using different digital tools and aids for information, communication and learning.

The broader sense of the term "text" is of great importance in Swedish Tuition for Immigrants. Acquiring and processing texts does not always entail reading, but can also be through listening, and studying pictures and films.

Structure of the education

The education consists of three different study routes 1, 2 and 3, and is intended for persons with different backgrounds, preconditions and goals. Study route 1 comprises the courses A and B, study route 2 the courses B and C, and study route 3 the courses C and D. The four courses show the progression in the education. Study route 1 is intended in the first instance for persons with little experience of studying, and study route 3 for those accustomed to studying. Although a student can complete Swedish Tuition for Immigrants after the respective courses or study routes, the intention is that all students have the opportunity to study up to course D.

Two of the courses exist in more than one study route. Depending on the study route chosen, each of these two courses, course B and course C, may be a beginner's course or an intermediate course. Irrespective of whether the course is a beginner's course or an intermediate course, the course requirements are the same, but the courses have a completely different structure depending on students' familiarity with studying, education background and knowledge of Swedish when starting the course, and also the study route chosen. Assessment of the level at which students should begin their studies is based on a mapping of their knowledge, their preconditions and other factors that may be of importance in fulfilling the requirements.

The courses are related to the Common European Framework of Reference for languages; Learning, Teaching and Assessment. Course A corresponds to level A1-/A1, course B corresponds to level A1/A2, course C corresponds to level A2/A2+ and course D corresponds to B1/B1+.

Learning to read and write

The education concerning reading and writing is intended for persons with no prior education, and for persons with a brief education, and who are not functionally literate. In the education they should have the opportunity of acquiring basic reading and writing skills, which involves deepening and internalising their knowledge. Achieving basic literacy can take a long time. The education is also intended for persons who are literate but not familiar with the Latin alphabet. In this case the learning process is different.

Learning to read and write is not linked to any of the courses A–D, but is independent, and can be studied on its own or in combination with some of the courses. It is thus a process that can continue the whole period the student participates in Swedish tuition for immigrants for these skills to be internalised. Teaching may be in the student's mother tongue or another language, and should also take place parallel with teaching in Swedish.

Assessment

The starting point for assessment is the student's ability to use the Swedish language in an understandable way for different purposes in daily, societal and working life. The assessment should cover students' knowledge in accordance with the knowledge requirements for grades A, B, C, D and E. Knowledge requirements are expressed in terms of five aspects: listening comprehension, reading comprehension, oral interaction, oral production and writing skills. The requirements are not to be assessed independently of each other, as the teacher is required to make an overall assessment of the students' language skills, and should be based on what students are actually able to manage in language terms. Language correctness should be related to the content and complexity of the language.

Completion of courses B, C and D is followed by a final compulsory, national test. In courses A–D, a grade is awarded on completion of the course. In the part of the education concerning learning to read and write, no grade is awarded.

Listening comprehension

Course A (A1-/A1)

Students can with help understand clear, simple speech in concrete, daily situations.

Grade E	Grade D	Grade C	Grade B	Grade A
Students understand common words and simple phrases in short narratives of daily events, as well as adapted and clear information which is of interest to them.	Grade D me- ans that the knowledge requirements for grade E and most of C are satisfied.	Students understand simple phrases and sentences in short narratives of daily events, as well as adapted and clear information which is of interest to them.	Grade B me- ans that the knowledge requirements for grade C and most of A are satisfied.	Students understand coherent phrases and sentences in short narratives of daily events, as well as adapted and clear information which is of interest to them.
of interest to them. Students show their understanding of simple and common oral instructions in basically functional ways by acting on the basis of these.		or interest to them. Students show their understanding of simple and common oral instructions in relatively well functioning ways by acting on the basis of these.		or interest to them. Students show their understanding of simple and common oral instructions in well functioning ways by acting on the basis of these.

Course B (A1/A2)

Students can understand clear, simple speech in common situations in daily life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students show their	Grade D me-	Students show their	Grade B me-	Students show their
understanding of	ans that the	understanding of	ans that the	understanding of
short narrative	knowledge	short narrative	knowledge	short narrative
events, conversations,	requirements	events, conversations,	requirements	events, conversations,
information and	for grade E	information and	for grade C	information and
adapted news items	and most of C	adapted news items	and most of A	adapted news items
on highly familiar	are satisfied.	on highly familiar	are satisfied.	on highly familiar
subjects by making		subjects by making		subjects by making
simple summaries of		simple summaries of		simple summaries of
the main content.		the main content,		the main content,
		and comment on		and comment on
Students show their		essential details.		essential details and
understanding of				individual nuances.
short, clear oral mes-		Students show their		
sages and instruc-		understanding of		Students show their
tions in daily life in		short, clear oral		understanding of
basically functional		messages and inst-		short, clear oral
ways by acting on		ructions in daily life		messages and inst-
the basis of these.		in relatively well		ructions in daily life
		functioning ways by		in well functioning
		acting on the basis of		ways by acting on
		these.		the basis of these.

Students can understand clear, simple speech in common situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students show their	Grade D me-	Students show their	Grade B me-	Students show their
understanding of	ans that the	understanding of	ans that the	understanding of
narrative events,	knowledge	narrative events,	knowledge	narrative events,
descriptions, discus-	requirements	descriptions, discus-	requirements	descriptions, discus-
sions, information	for grade E	sions, information	for grade C	sions, information
and short news items	and most of C	and short news items	and most of A	and short news items
concerning familiar	are satisfied.	concerning familiar	are satisfied.	concerning familiar
subjects by making		subjects by making		subjects by making
simple summaries of		simple summaries of		simple summaries of
the main content.		the main content,		the main content,
		and comment on		and comment on es-
Students show their		essential details.		sential details, and
understanding of				some nuances.
simple and clear oral		Students show their		
messages and instruc-		understanding of		Students show their
tions in essentially		simple and clear oral		understanding of
functional ways by		messages and inst-		simple and clear
acting on the basis of		ructions in relatively		oral messages and
these.		well functioning		instructions in well
		ways by acting on the		functioning ways by
		basis of these.		acting on the basis of
				these.

Course D (B1/B1+)

Students can understand clear speech in informal and more formal situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students show their	Grade D me-	Students show their	Grade B me-	Students show their
understanding of	ans that the	understanding of	ans that the	understanding of
narratives, descrip-	knowledge	narratives, descrip-	knowledge	narratives, descrip-
tions, conversations,	requirements	tions, conversations,	requirements	tions, conversations,
discussions, informa-	for grade E	discussions, informa-	for grade C	discussions, informa-
tion and news broad-	and most of C	tion and news broad-	and most of A	tion and news broad-
casts concerning	are satisfied.	casts concerning	are satisfied.	casts concerning
familiar subjects by		familiar subjects by		familiar subjects by
making simple sum-		making summaries		making summaries
maries of the main		of the main content,		of the main content,
content.		and comment on		and comment on es-
		essential details.		sential details, and
Students show their				some nuances.
understanding of		Students show their		
detailed and clear		understanding of		Students show their
oral instructions in		detailed and clear		understanding of de-
basically functional		oral instructions		tailed and clear oral
ways by acting on the		in relatively well		instructions in well
basis of these.		functioning ways by		functioning ways by
		acting on the basis of		acting on the basis of
		these.		these.

Reading comprehension

Course A (A1-/A1)

Students can obtain and understand simple information in concrete, daily situations.

Grade E	Grade D	Grade C	Grade B	Grade A
Students obtain and understand informa- tion in the form of	Grade D me- ans that the knowledge	Students obtain and understand informa- tion in the form of	Grade B me- ans that the knowledge	Students obtain and understand informa- tion in the form of
common words and	requirements	common words and	requirements	common words and
symbols.	for grade E	symbols, and very	for grade C	symbols, and also
	and most of C	simple phrases.	and most of A	very simple phrases
	are satisfied.		are satisfied.	and sentences.

Course B (A1/A2)

Students can read, understand and use simple text in common situations in daily life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students read ad-	Grade D me-	Students read ad-	Grade B me-	Students read ad-
apted narrative and	ans that the	apted narrative and	ans that the	apted narrative and
descriptive texts on	knowledge	descriptive texts on	knowledge	descriptive texts on
familiar subjects, and	requirements	familiar subjects, and	requirements	familiar subjects, and
show their under-	for grade E	show their under-	for grade C	show their under-
standing by making	and most of C	standing by making	and most of A	standing by making
simple summaries of	are satisfied.	simple summaries of	are satisfied.	simple summaries of
the main content.		the main content,		the main content,
		and comment on		and comment on
Students show their		essential details.		essential details and
understanding of				individual nuances.
personal messages,		Students show their		
concrete information,		understanding of		Students show their
and short, clear and		personal messages,		understanding of
simple instructions in		concrete information,		personal messages,
basically functional		and short, clear and		concrete information,
ways by acting on the		simple instructions		and short, clear and
basis of these.		in relatively well		simple instructions
		functioning ways by		in well functioning
Students choose and		acting on the basis of		ways by acting on the
use some reading		these.		basis of these.
strategies in basically				
functional ways.		Students choose and		Students choose and
		use some reading		use some reading
		strategies in an ap-		strategies in an ap-
		propriate way.		propriate and effec-
				tive way.

Students can read, understand and use simple, common texts in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students read brief	Grade D me-	Students read brief	Grade B me-	Students read brief
narrative and descrip-	ans that the	narrative and descrip-	ans that the	narrative and descrip-
tive texts on familiar	knowledge	tive texts on familiar	knowledge	tive texts on familiar
subjects, and show	requirements	subjects, and show	requirements	subjects, and show
their understanding	for grade E	their understanding	for grade C	their understanding
by making simple	and most of C	by making simple	and most of A	by making simple
summaries of the	are satisfied.	summaries of the	are satisfied.	summaries of the
main content.		main content, and		main content, and
		comment on essen-		comment on essen-
Students obtain		tial details.		tial details and indi-
specific information				vidual nuances.
from simple factual		Students obtain		
texts, tables and		specific information		Students obtain
diagrams, and apply		from simple factual		specific information
simple reasoning to		texts, tables and		from simple factual
the information.		diagrams, and apply		texts, tables and
		developed reasoning		diagrams, and apply
Students show their		to the information.		well developed rea-
understanding of				soning to the infor-
short, clear instruc-		Students show their		mation.
tions and regulations		understanding of		
in basically functio-		short, clear instruc-		Students show their
ning ways by acting		tions and regulations		understanding of
on the basis of these.		in relatively well		short, clear instruc-
		functioning ways by		tions and regulations
Students choose		acting on the basis of		in well functioning
and use in basically		these.		ways by acting on the
functional ways				basis of these.
different reading		Students choose and		
strategies based on		use in appropriate		Students choose and
the purpose of their		ways different rea-		use in appropriate
reading.		ding strategies based		and effective ways
		on the purpose of		different reading
		their reading.		strategies based on
				the purpose of their
				reading.

Course D (B1/B1+)

Students can read, understand and use simple texts with some complexity in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students read narra-	Grade D me-	Students read narra-	Grade B me-	Students read narra-
tive, descriptive and	ans that the	tive, descriptive and	ans that the	tive, descriptive and
argumentative texts	knowledge	argumentative texts	knowledge	argumentative texts
on familiar subjects,	requirements	on familiar subjects,	requirements	on familiar subjects,
and show their	for grade E	and show their	for grade C	and show their
understanding by	and most of C	understanding by	and most of A	understanding by
making summaries of	are satisfied.	making summaries	are satisfied.	making summaries
the main content.		of the main content,		of the main content,
		and comment on		and comment on
Students obtain		essential details.		essential details and
specific information				some nuances.
from factual texts,		Students obtain		
and apply simple		specific information		Students obtain
reasoning to the in-		from factual texts,		specific information
formation.		and apply developed		from factual texts,
		reasoning to the in-		and apply well deve-
Students show their		formation.		loped reasoning to
understanding of				the information.
clear instructions		Students show their		
and regulations in		understanding of		Students show their
basically functional		clear instructions and		understanding of
ways by acting on the		regulations in rela-		clear instructions and
basis of these.		tively well functio-		regulations in well
		ning ways by acting		functioning way by
Students choose		on the basis of these.		acting on the basis of
and use in basically				these.
functional ways		Students choose and		
different reading		use in appropriate		Students choose and
strategies based on		ways different rea-		use in appropriate
the purpose of their		ding strategies based		and effective ways
reading.		on the purpose of		different reading
		their reading.		strategies based on
				the purpose of their
				reading.

Oral interaction

Course A (A1-/A1)

Students can establish social contact, and with support communicate in concrete, daily situations.

	1			Grade A
in very simple, daily an conversations by kn using words and rec	Grade D me- ns that the nowledge equirements or grade E	Students take part in very simple, daily conversations by using words and common phrases ,	Grade B me- ans that the knowledge requirements for grade C	Students take part in very simple, daily conversations by using words , phrases and sentences , and
0 0/1	nd most of C re satisfied.	and also by putting and answering simple questions based on concrete needs. Students choose and use in appropri- ate ways gestures, questions and other strategies in order to understand and make themselves under- stood.	and most of A are satisfied.	also by putting and answering simple questions based on concrete needs. Students choose and use in appropriate and effective ways gestures, questions and other strategies in order to under- stand and make themselves under- stood.

Course B (A1/A2)

Students can with help communicate in common situations in daily life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students take part in simple conversations on familiar subjects by putting forward and reacting to state- ments, views and wishes, and also by putting and answe-	Grade D me- ans that the knowledge requirements for grade E and most of C are satisfied.	Students take part in simple conversations on familiar subjects by putting forward and reacting to state- ments, views and wishes, and also by putting and answe-	Grade B me- ans that the knowledge requirements for grade C and most of A are satisfied.	Students take part in simple conversations on familiar subjects by putting forward and reacting to state- ments, views and wishes, and also by putting and answe-
ring questions in a way which to some extent maintains the conversation.		ring questions in a way which maintains the conversation rela- tively well.		ring questions in a way which maintains the conversation well.
Students choose and use in basically functional ways stra- tegies to understand and make themselves understood.		Students choose and use in appropriate ways strategies to understand and make themselves under- stood.		Students choose and use in appropriate and effective ways strategies to un- derstand and make themselves under- stood.

Students, with some adaptation to purpose and their interlocutor, can communicate in simple language in common situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students take part	Grade D me-	Students take part in	Grade B me-	Students take part in
in simple conversa- tions in discussions	ans that the	simple conversations and discussions on	ans that the	simple conversations and discussions on
	knowledge		knowledge	
about familiar	requirements	familiar subjects by	requirements	familiar subjects by
subjects by putting	for grade E	putting forward and	for grade C	putting forward and
forward and asking	and most of C	asking for views,	and most of A	asking for views,
for views, thoughts	are satisfied.	thoughts and infor-	are satisfied.	thoughts and infor-
and information in		mation in ways that		mation in ways that
ways which to some		take the conversa-		take the conversa-
extent take the con-		tions and discussions		tions and discussions
versations and discus-		forwards.		forwards, and
sions forwards.				deepen or broaden
		Students choose and		them.
Students choose		use in appropriate		
and use in basically		ways strategies to		Students choose and
functional ways		facilitate their inter-		use in appropriate
strategies to facilitate		action.		and effective ways
their interaction.				strategies to facilitate
				their interaction.

Course D (B1/B1+)

Students, with some adaptation to purpose and their interlocutor, can communicate in both informal and more formal situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students take part	Grade D me-	Students take part	Grade B me-	Students take part
in conversations	ans that the	in conversations and	ans that the	in conversations
and discussions on	knowledge	discussions on famili-	knowledge	and discussions on
familiar subjects by	requirements	ar subjects by expres-	requirements	familiar subjects by
expressing and re-	for grade E	sing and receiving	for grade C	expressing and re-
ceiving views using	and most of C	views using deve-	and most of A	ceiving views using
simple arguments,	are satisfied.	loped arguments,	are satisfied.	well developed ar-
and also by putting		and also by putting		guments, and also by
forward and asking		forward and asking		putting forward and
for thoughts and		for thoughts and		asking for thoughts
information in ways		information in ways		and information in
that to some extent		that take the conver-		ways that take the
take the conversa-		sations and discus-		conversations and
tions and discussions		sions forwards.		discussions for-
forwards.				wards, and deepen
		Students choose and		or broaden them.
Students choose		use in appropriate		
and use in basically		ways strategies to sol-		Students choose and
functional ways		ve problems in their		use in appropriate
strategies to solve		interaction.		and effective ways
problems in their				strategies to solve
interaction.				problems when inter- acting with others.

Oral production

Course A (A1-/A1)

Students can with help communicate in simple language in some situations that concern them personally.

Grade E	Grade D	Grade C	Grade B	Grade A
Students talk about	Grade D me-	Students talk about	Grade B me-	Students talk about
in common words	ans that the	in words and com-	ans that the	in coherent phrases
and simple phrases	knowledge	mon phrases their	knowledge	and sentences their
their personal con-	requirements	personal conditions	requirements	personal conditions
ditions and experi-	for grade E	and experiences.	for grade C	and experiences.
ences.	and most of C		and most of A	
	are satisfied.	Students choose and	are satisfied.	Students choose and
Students choose		use in appropriate		use in appropriate
and use in basically		ways gestures and		and effective ways
functional ways		other strategies to		gestures and other
gestures and other		make themselves		strategies to make
strategies to make		understood.		themselves under-
themselves under-				stood.
stood.				

Course B (A1/A2)

Students can with help communicate in simple language, and with the use of gestures in common situations in daily life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students talk about in simple forms their personal experiences and well-known persons, places and events.	Grade D me- ans that the knowledge requirements for grade E and most of C are satisfied.	Students talk about in developed forms their personal ex- periences and well- known persons, places and events.	Grade B me- ans that the knowledge requirements for grade C and most of A are satisfied.	Students talk about in well developed forms their perso- nal experiences and well-known persons, places and events.
Students express themselves under- standably and to some extent coher- ently . Students choose and use in basically functional ways some strategies to make themselves understood.	are satisfied.	Students express themselves relatively clearly and rela- tively coherently . Students choose and use in appropriate ways some strategies to make themselves understood.	are satisfied.	Students express themselves clearly and coherently . Students choose and use in appropriate and effective ways some strategies to make themselves understood.

Students, with some adaptation to purpose and recipient, can communicate using simple language in common situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students talk about	Grade D me-	Students talk about	Grade B me-	Students talk about
and describe in	ans that the	and describe in de-	ans that the	and describe in well
simple forms their	knowledge	veloped forms their	knowledge	developed forms
personal experiences	requirements	personal experiences	requirements	their personal expe-
and views on familiar	for grade E	and views on familiar	for grade C	riences and views on
subjects, and also	and most of C	subjects, and also	and most of A	familiar subjects, and
give simple advice	are satisfied.	give simple advice	are satisfied.	also give simple ad-
and instructions.		and instructions.		vice and instructions.
Students express		Students express		Students express
themselves under -		themselves relatively		themselves clearly ,
standably and to		clearly, and rela-		and coherently , and
some extent coher-		•		-
		tively coherently , and also show rela-		also show good vari-
ently, and also show				ation in language.
some variation in		tively good variation		
language.		in language.		Students choose and
				use in appropriate
Students choose		Students choose and		and effective ways
and use in basically		use in appropriate		different strategies to
functional ways		ways different strate-		improve their com-
different strategies to		gies to improve their		munication.
improve their com-		communication.		
munication.				

Course D (B1/B1+)

Students, with some adaptation to purpose and recipient, can communicate both in informal and more formal situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students talk about	Grade D me-	Students talk about	Grade B me-	Students talk about
and describe in sim-	ans that the	and describe in deve-	ans that the	and describe in well
ple forms current	knowledge	loped forms current	knowledge	developed forms
events, experiences,	requirements	events, experiences,	requirements	events, experiences,
impressions and	for grade E	impressions and	for grade C	impressions and
views, and also give	and most of C	views, and also give	and most of A	views, and also give
advice and instruc-	are satisfied.	advice and instruc-	are satisfied.	advice and instruc-
tions.		tions.		tions.
Students express		Students express		Students express
themselves with		themselves with re-		themselves with
some ease and to		latively good ease		good ease and co-
some extent cohe-		and relatively cohe-		herently, and show
rently, and show		rently , and also show		good variation in
some variation in		relatively good vari-		language.
language.		ation in language.		
				Students choose and
Students choose		Students choose and		use in appropriate
and use in basically		use in appropriate		and effective ways
functional ways		ways different strate-		different strategies to
different strategies to		gies to improve their		improve their com-
improve their com-		communication.		munication.
munication.				

Writing skills

Course A (A1-/A1)

Students can handle some daily situations involving writing.

Grade E	Grade D	Grade C	Grade B	Grade A
Students write their	Grade D me-	Students write their	Grade B me-	Students write their
signature, and con-	ans that the	signature, and fill	ans that the	signature, and fill
tribute to filling	knowledge	in personal details	knowledge	in personal details
in personal details	requirements	which after some	requirements	to match the requi-
to match the requi-	for grade E	adjustment match	for grade C	rements of simple,
rements of simple,	and most of C	the requirements of	and most of A	frequently recurring
frequently recurring	are satisfied.	simple, frequently	are satisfied.	forms.
forms.		recurring forms.		
				Students write in
Students write in		Students write in		well functioning
basically functional		relatively well		ways important in-
ways important in-		functioning ways		formation based on
formation based on		important informati-		personal needs.
personal needs.		on based on personal		-
·		needs.		

Course B (A1/A2)

Students can write by hand and on computers some simple texts to communicate in common situations in daily life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students write sim- ple, understanda- ble short messages, greetings and texts about themselves and events they have ex- perienced.	Grade D me- ans that the knowledge requirements for grade E and most of C are satisfied.	Students write sim- ple, and relatively clear short messages, greetings and texts about themselves and events they have ex- perienced.	Grade B me- ans that the knowledge requirements for grade C and most of A are satisfied.	Students write sim- ple, and clear short messages, greetings and texts about themselves and events they have ex- perienced.
Students create ba- sically functional contexts.		Students create rela- tively well functio- ning contexts.		Students create well functioning con- texts.
Students choose and use in basically functional ways some strategies for writing.		Students choose and use in appropriate ways some strategies for writing.		Students choose and use in appropriate and effective ways some strategies for writing.

Students can write simple texts, with some adaptation to purpose and recipient, to communicate in common situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students write coher-	Grade D	Students write coher-	Grade B	Students write coher-
ent and understand-	means that	ent and relatively	means that	ent and clear texts
able texts about	the knowledge	clear texts about	the knowledge	about experiences,
experiences, impres-	requirements	experiences, impres-	requirements	impressions and
sions and views, and	for grade E	sions views, and also	for grade C	views, and also fact
also fact oriented and	and most of C	fact oriented and	and most of A	oriented and other
other formal texts on	are satisfied.	other formal texts on	are satisfied.	formal texts on fa-
familiar subjects.		familiar subjects.		miliar subjects.
,		,		,
Students create basi-		Students create		Students create well
cally functional		relatively well func-		functioning struc-
structures in their		tioning structures in		tures in their texts,
texts, and show some		their texts and show		and show good vari-
variation in vocabu-		relatively good vari-		ation in vocabulary
lary and sentence		ation in vocabulary		and sentence con-
construction.		and sentence con-		struction.
		struction.		
Students choose				Students choose and
and use in basically		Students choose and		use in appropriate
functional ways		use in appropriate		and effective ways
different strategies for		ways different strate-		different strategies for
writing.		gies for writing.		writing.

Course D (B1/B1+)

Students can write simple texts, with some adaptation to purpose and recipient, in order to communicate both in informal and more formal situations in daily, societal and working life.

Grade E	Grade D	Grade C	Grade B	Grade A
Students write with	Grade D me-	Students write with	Grade B me-	Students write with
some ease descrip-	ans that the	relatively good ease	ans that the	good ease descrip-
tive, reporting and	knowledge	descriptive, reporting	knowledge	tive, reporting and
argumentative texts	requirements	and argumentative	requirements	argumentative texts
on familiar subjects.	for grade E	texts on familiar	for grade C	on familiar subjects.
	and most of C	subjects.	and most of A	
Students create ba-	are satisfied.		are satisfied.	Students create well
sically functional		Students create rela-		functioning structu-
structures in their		tively well functio-		res in their texts, and
texts, and show some		ning structures in		show good variation
variation in voca-		their texts, and show		in vocabulary and
bulary and sentence		relatively good vari-		sentence construc-
construction.		ation in vocabulary		tion.
		and sentence const-		
Students use with		ruction.		Students use with
some certainty				good certainty both
simple and more		Students use with		simple and more
advanced grammati-		relatively good cer-		advanced grammati-
cal structures in their		tainty both simple		cal structures in their
texts.		and more advanced		texts.
		grammatical structu-		
Students apply and		res in their texts.		Students apply and
summarise in ba-				summarise in well
sically functional		Students apply and		functioning ways
ways notes for their		summarise in rela-		notes for their own
own writing.		tively well functio-		writing.
		ning ways notes for		
Students choose		their own writing.		Students choose and
and use in basically				use in appropriate
functional ways		Students choose and		and effective ways
different strategies for		use in appropriate		different strategies for
writing.		ways different strate-		writing.
		gies for writing.		

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