

SVE

## Swedish

The core of Swedish as a subject is language and literature. Language is the primary tool human beings use for reflection, communication and learning. Through language people can express their personality and by using fiction, texts of different kinds and different types of media, they become familiar with the surrounding world, their fellow human beings and themselves.

### Aim of the subject

Teaching in the subject of Swedish should aim at helping students develop their ability to communicate in speech and writing, and to read and work with different kinds of texts, both fiction and other types of texts. Students should have the opportunity to understand in fiction not only what is distinctive, but also what is universal in space and time. Teaching should also lead to students developing their ability to use fiction and other types of texts, as well as film and other media, as a source of self-awareness and understanding of other people's experiences, living conditions, thinking and conceptual worlds. It should challenge students to adopt new ways of thinking and an openness to new perspectives. Teaching should also lead to students developing their knowledge of the Swedish language, its structure and origins, and also present them with the opportunity to reflect on different kinds of language variation. Teaching should also help students develop their knowledge about how to search for, compile and critically examine information from different sources.

Teaching should stimulate the desire of students to speak, write, read and listen, and in this way support their personal development. Students should be given the opportunity to build up confidence in their own language ability and to acquire the language tools required in daily and societal life. They should also be given the opportunity to develop their knowledge of oral and written communication required both in working life and for further studies.

Teaching should provide students with a wealth of opportunities to speak, write, read and listen. Teaching in oral and written communication should provide students with opportunities to assess the oral communications and texts of others, and also develop their own oral communications and texts on the basis of their own critical reflection and advice from others. In teaching students should meet different kinds of fiction and other types of text and relate the contents to their own experiences, interests and education.

Teaching in the subject of Swedish should give students the opportunities to develop the following:

- 1) The ability to speak in front of others in a way that is appropriate to the communication situation, and also participate constructively in prepared talks and discussions.

- 2) Knowledge of language correctness in texts and the ability to produce oral communications and texts that function well in their context.
- 3) Knowledge of the rhetorical work process i.e. planning and carrying out oral and written communication in a structured and methodical way that takes account of the purpose, recipient and communication situation as a whole.
- 4) The ability to read, work with, reflect on and critically examine texts, and also produce their own texts based on what they have read.
- 5) Knowledge of key Swedish and international literary works and authors, and the ability to put these into a context.
- 6) Knowledge of genres as well as narrative techniques and stylistic features in fiction from different periods, both in film and in other media.
- 7) The ability to read, work with and reflect on fiction from different periods and cultures written by both women and men, and also produce their own texts based on what they have read.
- 8) Knowledge of the structure of the Swedish language.
- 9) Knowledge of the language situation in Sweden and other Nordic countries, and of the origins of the Swedish language. The ability to reflect on different types of variation in language.

## **Courses in the subject**

- Swedish 1, 100 credits, which builds on knowledge from the compulsory school or equivalent.
- Swedish 2, 100 credits, which builds on the course Swedish 1.
- Swedish 3, 100 credits, which builds on the course Swedish 2.
- Literature, 100 credits, which builds on the course Swedish 1 or Swedish as a second language 1.
- Rhetoric, 100 credits, which builds on the course Swedish 1 or Swedish as a second language 1.
- Writing, 100 credits, which builds on the course Swedish 1 or Swedish as a second language 1.

SVESVE01

## Swedish 1

The course Swedish 1 covers points 1–9 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Oral communication with a focus on adaptation to recipient. Factors that make an oral presentation interesting and convincing. Use of technical aids to support oral communication. Different ways of listening and giving responses adapted to the communication situation.
- Writing of texts for communication, learning and reflection. Language correctness covering the language and text features a text should have to function well in its context.
- Argumentation techniques and written communication of argumentative texts.
- Basics of the rhetorical work process.
- Processing, summarising and critical examination of text. Techniques for summaries, and referencing quotations and sources. Basic source criticism.
- Fiction, written by both men and women, from different periods and cultures.
- Key themes, narrative techniques and common stylistic features in fictional narratives, such as in literature and the theatre, and film and other media.
- Basic language concepts needed to discuss and analyse language and language variation in a structured and methodical way, and also discuss issues of language correctness.
- Dialects and language variation in spoken and written language linked to factors such as age, gender and social background. Differences between formal and informal use of language and attitudes to different kinds of language variation.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can, in prepared talks and discussions, orally communicate their thoughts and views, and give oral presentations before a group. Students do this **with some certainty**. The oral communication is coherent and comprehensible. The language is **to some extent** adapted to purpose, recipient and communication situation. In addition students can **with some certainty** use presentation aids.

Students can write argumentative texts and other kinds of texts that are coherent and comprehensible, and **to some extent** adapted to purpose, recipient and communication situation. Students can essentially follow the norms of the written language for language correctness.

Students can read, reflect on and make **simple** summaries of texts, and also write texts of their own **related to what they have read**. In their work, students assess and examine sources critically **with some certainty** and apply the basic rules for abstracts, and referencing quotations and sources.

Students can give an overview of the content of some major Swedish and international works of fiction and other narratives. Students can also give **in basic terms** an account of some of the connections between different works by giving examples of common themes and ideas. Students report **some** observations and express their own thoughts based on a narrative.

Students can make **simple** reflections on how language variation is related to the speaker and communication situation, and also give examples of how language, and use of language can signify alienation and belonging. In addition students discuss **in basic terms** attitudes to **some** kinds of language variation.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students can, in prepared talks and discussions, orally communicate their thoughts and views **in a balanced way** and give oral presentations before a group. Students do this **with some certainty**. The oral presentation is coherent and comprehensible, **and the structure is clearly discernible**. The language is **unrestricted and** adapted to purpose, recipient and communication situation. **Students have some contact with the audience**. In addition, students can **with some certainty** use presentation aids **that support and clarify the oral presentation**.

Students can write argumentative texts and other kinds of texts that are coherent and comprehensible, and adapted to purpose, recipient and communication situation. **The structure of the written work is clearly discernible**. Students can essentially follow the norms of written language for language correctness, **and the language is varied and to some extent well formulated**.

Students can read, reflect on and make summaries of texts, and also write texts of their own **that highlight the main idea of what they have read**. In their work,

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students assess and examine sources critically **with some certainty** and apply the basic rules for abstracts, and referencing quotations and sources.

Students can give an overview of the content of some major Swedish and international works of fiction and other narratives. **Students also reflect on content and form using some narrative techniques and stylistic terms.** In addition, students can **in detail** give an account of some of the connections between different works by giving examples of common themes and ideas. Students describe **some** observations and express **well grounded** thoughts of their own based on the narrative. Students can make **well grounded** reflections on how language variation is related to the speaker and communication situation, and also give examples of **and discuss** how language and use of language can signify distance and belonging. In addition, students reason **in basic terms, from different perspectives** about attitudes to **some** different forms of language variation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can, in prepared talks and discussions, orally communicate their thoughts and views **in a balanced way** and give oral presentations before a group. Students do this **with certainty**. The oral presentation is coherent, comprehensible and **well structured**. The language is **unrestricted and** adapted to purpose, recipient and communication situation. **Students have good contact with the audience.** In addition, students can **with certainty** use presentation aids **that support, clarify and are well integrated in the oral presentation.**

Students can write argumentative texts and other kinds of texts that are coherent, comprehensible **and well structured** and adapted to purpose, recipient and communication situation. **The structure of the written work is clearly discernible.** Students can essentially follow the norms of written language for language correctness, **and the language is varied and well formulated.**

Students can read, reflect on and make summaries of texts, and also write texts of their own **that highlight the main idea of what they have read and give new, relevant perspectives.** In their work students assess and examine sources critically **with some certainty** and apply the basic rules for referencing quotations and sources.

Students can give an overview of the content of some major Swedish and international works of fiction and other narratives. **Students also reflect on content and form using some narrative techniques and stylistic terms.** In addition, students can **in detail give an account** of some of the connections between different works by giving examples of common themes and ideas. Students describe **some** observations, express **well grounded and balanced** thoughts of their own based on a narrative **and also relate its content in a relevant way to what is universally human.**

Students can make **well grounded and balanced** reflections on how language variation is related to the speaker and communication situation, and also give examples of **and in a balanced way discuss** how language and use of language can

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signify alienation and belonging. In addition, students discuss **in detail, from different perspectives** attitudes to **several** different forms of language variation.

SVESVE02

## Swedish 2

The course Swedish 2 covers points 1–9 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Oral communications incorporating investigatory and argumentative elements in and before the group. Use of technical aids to support oral communication.
- Structure, language and style in different types of texts, and summaries and critical analysis of texts. Written communication of investigative and argumentative texts. Norms and stylistic features associated with such types of texts.
- Swedish and international authors, both women and men, and literary works, which also covers the theatre and film, and other media, from different periods and epochs. Danish and Norwegian literature, partly in their original languages. The relationship between fiction and societal development, i.e. how fiction has been formed by conditions and ideas in society, and how it has affected societal development.
- Literary devices. Key literary concepts and their use.
- Knowledge of the structure of the Swedish language i.e. how words, phrases and sentences are built up, and how they interact dramatically.
- Language conditions in Sweden and the Nordic area, covering legislation, minority languages and dialects.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can, in prepared talks and discussions, orally communicate arguments, their own thoughts and views, and give oral presentations before a group. Students do this **with some certainty**. The oral presentation is coherent, comprehensible, and the **structure is clearly discernible**. The language and style is **to some extent** adapted to purpose, recipient and communication situation. Students have **some** contact with the audience. In addition students can **with some certainty** use presentation aids.

Students can **with some certainty** collect, select and summarise information from different sources. With this as the starting point, students can write investigative and argumentative texts that are coherent **and have clearly discernible structures**. The texts are **to some extent** adapted to purpose, recipient and communication situation.

tion situation. Students can apply rules for summaries, and referencing quotations and sources, and essentially follow the norms of the written language in terms of language correctness. The language is varied and contains good formulations. Students can in writing or in oral arguments express a thesis and give **well grounded** arguments to support it.

Students discuss in basic terms style, content and the main thoughts of literary works and authors from different periods and epochs based on some key literary concepts. Students give examples of and discuss **in basic terms relationships between literature** and current ideas in society.

Students can **in basic terms** based on language examples given account of how different types of sentences, phrases and words in Swedish are built up and interact with each other grammatically.

Students can **in basic terms** give an account of **some** aspect of the language situation in Sweden and the Nordic area.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can, in prepared talks and discussions, orally communicate arguments, their own thoughts and views **in a balanced way** and give oral presentations before a group. Students do this **with some certainty**. The oral presentation is coherent, comprehensible and **well structured**. **The language is unrestricted and** language and style are adapted to purpose, recipient and communication situation. Students have **some** contact with the audience. In addition, students can **with some certainty** use presentation aids **that support and clarify the oral presentation**.

Students can **with some certainty** collect, select and summarise information from different sources. With this as the starting point, students can write investigative and argumentative texts that are coherent, **well structured and provide a new perspective on what has been read**. **In addition, students reason and draw conclusions from their reasoning**. The texts are adapted to purpose, recipient and communication situation. Students can apply rules for summaries, and referencing quotations and sources, and essentially follow the norms of the written language in terms of language correctness. The language is **clear and** varied and contains good formulations.

Students can in writing or in oral arguments express a thesis, **maintain consistency to this** and give **well grounded** arguments to support it.

Students discuss in basic terms style, content and the main thoughts of literary works and authors from different periods and epochs based on a limited number of key literary concepts. Students give examples of **literary devices** and discuss **in detail how literary works convey ideas and feelings, and also put these works and authors in the context of the conditions** and current ideas in society.

Students can **with some precision** based on language examples given account of how different types of sentences, phrases and words in Swedish are built up and interact with each other grammatically.



Students can **in detail** give an account of **some** aspects of the language situation in Sweden and the Nordic area.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can, in prepared talks and discussions, orally communicate arguments, their own thoughts and views **in a balanced way** and give oral presentations before a group. Students do this **with certainty**. The oral presentation is coherent, comprehensible and **well structured**. **The language is unrestricted, varied and well formulated and** language and style are adapted to purpose, recipient and communication situation. **The communication contains illustrative examples used as a basis for generalisations and expanding perspectives** Students have **good** contact with the audience. In addition, students can **with certainty** use presentation aids **that support**, clarify and are well integrated in the oral presentation.

Students can **with certainty** gather, select and summarise information from different sources, and using this as a starting point write investigative and discussion texts that are coherent and **well structured**. **The communication contains not only illustrative examples but also new and expanded perspectives of what has been read. In addition, students reason and draw well grounded and balanced conclusions from their reasoning.** The texts are adapted to purpose, recipient and communication situation. Students can apply rules for summaries, and referencing quotations and sources, and essentially follow the norms of the written language in terms of language correctness. The language is **accurate, clear** and varied and contains good formulations.

Students can in writing or in oral arguments express a thesis, **maintain consistency with this** and give **well grounded** supporting arguments. **In addition, students can in a relevant way deal with possible counter arguments.**

Students discuss in basic terms style, content and the main thoughts of literary works and authors from different periods and epochs based on a limited number of key literary concepts. Students give examples of **literary devices, reason with balance about these and** discuss **in detail and in a balanced way how the literary works convey ideas and feelings, and also put these works and authors in the context of the conditions and** current ideas in society.

Students can **with good accuracy** based on language examples give an account of how different types of sentences, phrases and words in Swedish are built up and interact with each other grammatically.

Students can **in detail and in a balanced way** give an account of **some** aspects of the language situation in Sweden and the rest of the Nordic area.

SVESVE03

## Swedish 3

The course Swedish 3 covers points 1–9 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Oral communications with in-depth application of rhetorical models to support planning and execution, and also as a tool for analysis. Use of technical aids to support oral communication.
- Important general characteristics concerning structure, language and style in texts of a scientific nature.
- Reading and working with texts, which includes structuring, selecting, compiling, summarising and critical examination of sources.
- Written communication linked to scientific types of texts which deals with some aspect of the subject or Swedish.
- Literary texts, authored by both women and men, in the genres of prose, poetry and drama. A literary analysis of stylistic devices and narrative techniques. Key concepts and tools of literary history.
- The origins of the Swedish language, its historical development and relationships to other languages. Language change.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can, in prepared talks and discussions, orally communicate their thoughts and views, and give oral presentations before a group. Students do this **with some certainty**. Language, style and structure are adapted to purpose, recipient and communication situation, and students use **with some certainty** rhetorical devices. Students have **some** contact with the audience. In addition students can **with some certainty** use presentation aids.

Students can **with some certainty** gather, select and summarise large quantities of information from different sources, and using this as a starting point write texts of a scientific nature, and other texts. The text are coherent **and have a clearly discernible structure**. The texts are in addition **to some extent** adapted to purpose, recipient and communication situation. Students can evaluate and critically examine sources, apply the rules for referencing quotations, writing abstracts, and essentially follow the norms of the written language in terms of language correctness. Students process sources in a reasonable way and draw relevant conclusions from their source material. The language is varied and **contains good formulations**.

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Students can in writing or in oral arguments express a thesis and give **well grounded** arguments to support it.

Students can **with some certainty** use basic rhetorical concepts as tools in **simple** analyses of rhetoric.

Students can make an in-depth and detailed literary text analysis of a theme, a genre or an author's work. In their analysis, students use **with certainty** literary concepts and tools, and support their interpretation through examples from the texts.

Students can **in basic terms** give an account of some aspects of the Swedish language's relationship to other languages and its historical development.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can, in prepared talks and discussions, **in a balanced way** orally communicate their own thoughts and views, and give oral presentations before a group.

Students do this **with some certainty**. Language, style and structure are **well** adapted to purpose, recipient and communication situation, and students use **with certainty** rhetorical devices. Students have **some** contact with the audience. In addition, students can **with some certainty** use presentation aids that **support and clarify the oral presentation**.

Students can **with some certainty** gather, select and summarise large quantities of information from different sources, and using this as a starting point write texts of a scientific nature, and other texts. The texts are coherent **and well structured**.

The texts are adapted to purpose, recipient and communication situation. Students can evaluate and critically examine sources, apply the rules for referencing quotations, writing abstracts, and essentially follow the norms of the written language in terms of language correctness. Students process sources in a reasonable way and draw relevant conclusions from their source material. The language is **clear and varied** and **contains good formulations**.

Students can in writing or in oral arguments express a thesis, **maintain consistency with this** and give **well grounded** supporting arguments.

Students can use basic rhetorical concepts as tools in **detailed** analyses of rhetoric.

Students can make an in-depth and **detailed** literary text analysis of a theme, a genre or an author's work. In their analysis, students use **with some certainty** literary concepts and tools, and support their interpretation through **well chosen** examples from the texts.

Students can **in detail** give an account of some aspects of the relationship of the Swedish language to other languages and their historical development.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can, in prepared talks and discussions, in a balanced way orally communicate their own thoughts and views, and give oral presentations before a group. Students do this **with certainty**. Language, style and structure are **well** adapted to purpose, recipient and communication situation, and students use **with certainty and in an effective way** rhetorical devices. Students have **good** contact with the audience. In addition, students can **with certainty** use presentation aids that **support, clarify and are well integrated in the oral presentation**.

Students can **with certainty** gather, select and summarise large quantities of information from different sources, and using this as a starting point write texts of a scientific nature, and other texts. The texts are coherent **and well structured**. The texts are in addition **well** adapted to purpose, recipient and communication situation. Students can evaluate and critically examine sources, apply the rules for referencing quotations, writing abstracts, and essentially follow the norms of the written language in terms of language correctness. Students process sources in a **skilled** way and draw relevant conclusions from their source material. The language is **accurate, clear, varied and generally well expressed**.

Students can in writing or in oral arguments express a thesis, **maintain consistency** and give **well grounded and balanced** supporting arguments. **In addition, students can in a relevant way deal with possible counter arguments**.

Students can **with good certainty** use basic rhetorical concepts as tools in **detailed and balanced** analyses of rhetoric.

Students can make an in-depth and **detailed, accurate and balanced** literary text analysis of a theme, a genre or an author's work **from a number of different perspectives**. In their analysis, students use **with certainty** literary concepts and tools, and support their interpretation through **well chosen** examples from the texts.

Students can **in detail and in a balanced way** give an account of some aspects of the Swedish language's relationships to other languages and its historical development. **In addition, students can draw relevant general conclusions about changes in language**.

SVELITO

## Literature

The course literature covers points 5–7 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Key literary works written by both women and men and leading authors from different periods, from different cultures and from different parts of the world.
- The relationship between literature and the other arts, i.e. how authors and works have been affected by society, their culture and existing ethical ideals, and how authors and works have affected societal aesthetic development. Artistic freedom in relation to ethics, copyright and censorship.
- Concepts of literary history needed to methodically and in a structured way talk about and analyse fiction.
- The layers of meaning in fiction, in terms of content and form: themes, ideas, metaphors, symbols, rhythm, meter and other literary devices and means of communicating and representing. Analysis and interpretation of novels, short stories, poetry and drama.
- Comparative analysis of how different themes, such as those about family, death war and nature, have been portrayed in different ways in literary works from different periods and cultures, and in different genres.
- Different starting points for interpreting and assessing fiction, i.e. what perspectives can be taken, what questions can be put, and how arguments can be made to support not only different interpretations, but also assessments of different works of fiction.
- In-depth interpretation of literary works based on a perspective that students themselves choose, such as postcolonial, feministic or comparative perspectives.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can **in basic terms** give an account of some important literary epochs and how some representative authors and works from different parts of the world

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can be linked to them. In addition, students give examples of and reason **in basic terms** about stylistic characteristics specific to an era in literature.

Students can analyse and interpret prose, poetry and drama. In their analysis and interpretation, students make **simple** comparisons of how **some** themes are represented in different works, genres or periods. In addition, students make an analysis where they take as a starting point a perspective that they have themselves chosen. Students give examples of figurative language and other literary devices, and can use analytical tools and literary concepts in a correct way.

Students can **in basic terms** reason about the quality and different interpretations of literary texts. In connection with their reasoning, students can formulate a thesis and give **simple** supporting arguments.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **in detail** give an account of some important literary epochs and how some representative authors and works from different parts of the world can be linked to them. **In their account, students explain in basic terms how authors and works have been affected by their societal, cultural and aesthetic settings, and give examples of how authors and works have affected social and aesthetic development.** In addition, students give examples of and reason **in detail** about stylistic characteristics specific to an era in literature.

Students can analyse and interpret prose, poetry and drama. In their analysis and interpretation, students make **well grounded** comparisons of how **some** themes are represented in different works, genres or periods. In addition, students make an analysis where they take as a starting point a perspective that they have themselves chosen. Students give examples of, **identify with some certainty and reason in detail and in a balanced way about** figurative language and other literary devices. Students can use analytical tools and literary concepts in a correct way.

Students can **in detail** reason about the quality and different interpretations of fiction, **and in detail about different foundations for assessing quality.** In connection with their reasoning, students can formulate a thesis and give **well grounded** supporting arguments.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **in detail and in a balanced way** give an account of some important literary epochs, and how some representative authors and works from different parts of the world can be linked to them. **In their account, students explain in detail how authors works have been affected by their social cultural and aesthetic settings, and give examples of how authors and works have affected social and aesthetic development.** In addition, students give examples of and

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reason **in detail and in a balanced way** about stylistic characteristics specific to an era in literature. **In their reasoning, students give an account of trends and relationships in literary history.**

Students can analyse and interpret prose, poetry and drama **by using all the significant layers of fiction, both in terms of content and form.** In their analysis and interpretation, students make **well grounded and balanced** comparisons of how **several** themes are represented in different works, genres or periods. In addition, students make an analysis where they take as a starting point a perspective that they have themselves chosen. Students give examples of, **identify with certainty and reason in detail and in a balanced way about** figurative language and other literary devices. Students can use analytical tools and literary concepts in a correct way.

Students can **in detail and in a balanced way** reason about the quality and different interpretations of fiction, **and in detail and in a balanced way about the different foundations for assessing quality.** In connection with their reasoning, students can formulate a thesis and give **well grounded and balanced** supporting arguments.

SVERETO

## Rhetoric

The course rhetoric covers points 1–3 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Oral communications of different kinds and for different purposes: both monologue and dialogue communication before a group, in the form of discussions and contributions to debates, and with different imagined arenas, which also include the public sphere. Use of technical aids to support oral communication.
- Active listening and the art of giving responses in a constructive way.
- The practical and theoretical areas of use for rhetoric, especially its role as a tool for preparing for oral communications, to support oral communication, and as a tool for analysis.
- The six parts of the rhetorical work process:  
*Intellectio*: determine what a specific communication situation looks like, and based on this determine the aim of the oral communication.  
*Inventio*: finding appropriate materials and good arguments.  
*Dispositio*: organising materials and arguments in appropriate ways.  
*Elocutio*: choosing language and style.  
*Memoria*: using manuscripts and presentation aids in appropriate ways.  
*Actio*: choosing the most appropriate delivery in terms of body and voice.
- Analysis of oral presentations in different media and recorded speeches.
- Basic rhetorical concepts needed to methodically and in a structured way talk about and analyse oral communications.
- Issues concerning freedom of expression in relation to ethics, copyright and censorship.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can **with some certainty** carry out oral communications of different kinds and for different purposes in and before a group. The oral presentation is coherent, comprehensible, and the **structure is clearly discernible**. The language and style is **to some extent** adapted to purpose, recipient and communication situation. Students have **some** contact with the audience. In addition students can **with some certainty** use presentation aids. Furthermore, students can make a



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**simple** reflection on oral presentation, with a **simple** assessment evaluate their own performance, and give responses to the oral communications of others. Students can **in basic terms** give an account of **the basics of** the rhetorical work process. In oral presentations, students give their reasons **in basic terms** regarding choice of structure, language, material and presentation form based on rhetorical models.

Students can make a **simple** analysis of both oral communication in different media and written speeches based on rhetorical models. In their analysis, students use in a correct way basic rhetorical concepts.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **with some certainty** carry out oral communications of different kinds and for different purposes in and before a group. The oral presentation is coherent, comprehensible and **well structured**. **The language is unrestricted and** language and style are **to some extent** adapted to purpose, recipient and communication situation. Students have **good** contact with the audience. In addition, students can **with some certainty** use presentation aids **that support and clarify the oral presentation**. Furthermore, students make a **well grounded** reflection on oral presentations, and evaluate this with a **balanced** assessment of their own performance and make proposals about how it can be improved, and give responses to the oral communications of others.

Students can **in basic terms** give an account of the rhetorical model. In oral presentations, students give their reasons **in detail** regarding their choice of structure, language, material and presentation form based on the rhetorical model. Students can make an analysis of both oral communications in different media and written speeches based on the rhetorical model. In their analysis, students use in a correct way basic rhetorical concepts **and tools to add depth to the analysis**.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **with certainty** carry out oral communications of different kinds and for different purposes in and before a group. The oral presentation is coherent, comprehensible and **well structured**. **The language is unrestricted, varied and well formulated and** language and style are adapted to purpose, recipient and communication situation. **The communication contains not only illustrative examples but also generalisations and expanded perspectives**. Students have **good** contact with the audience. In addition, students can **with certainty use** some presentation aids **that support and clarify, and are well integrated in the oral presentation**. Furthermore, students make a **well grounded and balanced** reflection on oral presentations, evaluate this with a **balanced** assessment of their own

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performance **and make proposals about how it can be improved**, and give responses to the oral communications of others.

Students can **in detail and in a balanced way give an account of** the rhetorical model. In oral presentations, students give their reasons **in detail and in a balanced way** regarding their choice of structure, language, material and presentation form based on the rhetorical model.

Students can make a **complex** analysis of both oral communications from different media, and written speeches based on the rhetorical model. In their analysis, students use in a correct way basic rhetorical concepts **and tools to add depth to the analysis**.

SVESKRO

## Writing

The course writing covers points 2–4 and 6–8 under the heading Aim of the subject.

## Core content

*Teaching in the course should cover the following core content:*

- Written communication of different types of texts, focusing on informative, narrative and argumentative journalistic texts, and literary texts of different kinds.
- The rhetorical work process, i.e. how to plan and carry out written communication in a structured and methodical way that takes account of purpose recipient and communication situation.
- Written communication of longer and somewhat shorter texts, which can be of a literary or non-literary nature.
- Written communication based on patterns and models, and more creative writing.
- Narrative texts that have the aim of informing, investigating, convincing and entertaining.
- The relationship between traditional text creation and innovative texts.
- The relationship between fact and fiction in texts.
- Text structure, context in text, text, textual patterns and language in both fiction and other types of texts.
- In-depth analysis and problematisation of what is correct and appropriate language in literature and other types of texts.
- The production of texts for different purposes and in different media, including multimedia texts of various kinds where written text, images and sound interact.
- How constructive text criticism can be given, and how students can work with their own texts and those of others to improve their own writing and increase their awareness of language.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can write texts of different kinds, both literary and other types of texts. The texts are coherent and understandable, **have a clearly discernible structure** and are **to some extent** adapted to purpose, recipient and communication situation. The language is varied and **contains good formulations**.

Students can write texts based on patterns and models more freely. Students can **in basic terms** reason not only about the relationship between their own texts to conventional texts, text patterns and possible models, but also about alternative expressions that could be used in their texts.

Students can essentially follow the norms of written language for language correctness, and make **simple** reflections on the applicability of these norms to texts of different kinds.

Students can **with some certainty** layout different types of texts graphically and **in basic terms give the reasons for** their choice of images, structure and layout as a whole.

Students can in **simple** assessments evaluate their own texts, make **simple** improvements to them based on their assessment and the advice of others, and also give feedback on texts written by others.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students can write texts of different kinds, both literary and other types of texts. The texts are coherent and understandable, **well structured**, and adapted to purpose, recipient and communication situation. The language is **clear and** varied and **contains good formulations**.

Students can write texts based on patterns and models more freely. Students can **in detail** reason not only about the relationship between their own texts to conventional texts, text patterns and possible models, but also about alternative expressions in their texts.

Students can **write functional texts for a context**, essentially follow the norms of written language for language correctness, and make **well grounded** reflections on the applicability of these norms to texts of different kinds.

Students can **with some certainty** layout different types of texts graphically and **in detail give the reasons for** their choice of images, structure and layout as a whole. **The graphic design is adapted to its purpose.**

Students can with **balanced** assessments evaluate their own texts, make improvements to these based on their own assessment and the advice of others, and give feedback on texts written by others.

# Skolverket

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can write texts of different kinds, both literary and other types of texts. The texts are coherent and understandable, **well structured**, and adapted to purpose, recipient and communication situation. The language is **accurate, clear and varied** and **consistently well expressed**.

Students can write texts based on patterns and models more freely. Students can **in detail and in a balanced way** reason not only about the relationship between their own texts to conventional texts, text patterns and possible models, but also about alternative formulations in their texts, **and what the stylistic impact would be on the text as a whole**.

Students can **write functional texts for a context**, essentially follow the norms of written language for language correctness, and make **well grounded and balanced** reflections on the applicability of these norms to texts of different kinds.

Students can **with certainty** layout different types of texts graphically and **in detail and with balance give the reasons for** their choice of images, structure and layout as a whole. **The graphic design is adapted to its purpose**.

Students can with **balanced** assessments evaluate their own texts, make **advanced** improvements to these based on their own assessment and the advice of others, and give feedback on texts written by others.