

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.

Knowledge requirements

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
<p>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.</p> <p>Students show their understanding of simple and common oral instructions in basically functional ways by acting on the basis of these.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>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.</p> <p>Students show their understanding of simple and common oral instructions in relatively well functioning ways by acting on the basis of these.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>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.</p> <p>Students show their understanding of simple and common oral instructions in well functioning ways by acting on the basis of these.</p>

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

Course C (A2/A2+)

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
<p>Students show their understanding of narrative events, descriptions, discussions, information and short news items concerning familiar subjects by making simple summaries of the main content.</p> <p>Students show their understanding of simple and clear oral messages and instructions in essentially functional ways by acting on the basis of these.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students show their understanding of narrative events, descriptions, discussions, information and short news items concerning familiar subjects by making simple summaries of the main content, and comment on essential details.</p> <p>Students show their understanding of simple and clear oral messages and instructions in relatively well functioning ways by acting on the basis of these.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students show their understanding of narrative events, descriptions, discussions, information and short news items concerning familiar subjects by making simple summaries of the main content, and comment on essential details, and some nuances.</p> <p>Students show their understanding of simple and clear oral messages and instructions in well functioning ways by acting on the basis of these.</p>

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
<p>Students show their understanding of narratives, descriptions, conversations, discussions, information and news broadcasts concerning familiar subjects by making simple summaries of the main content.</p> <p>Students show their understanding of detailed and clear oral instructions in basically functional ways by acting on the basis of these.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students show their understanding of narratives, descriptions, conversations, discussions, information and news broadcasts concerning familiar subjects by making summaries of the main content, and comment on essential details.</p> <p>Students show their understanding of detailed and clear oral instructions in relatively well functioning ways by acting on the basis of these.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students show their understanding of narratives, descriptions, conversations, discussions, information and news broadcasts concerning familiar subjects by making summaries of the main content, and comment on essential details, and some nuances.</p> <p>Students show their understanding of detailed and clear oral instructions in well functioning ways by acting on the basis of these.</p>

Knowledge requirements

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 information in the form of common words and symbols .	Grade D means that the knowledge requirements for grade E and most of C are satisfied.	Students obtain and understand information in the form of common words and symbols, and very simple phrases .	Grade B means that the knowledge requirements for grade C and most of A are satisfied.	Students obtain and understand information in the form of common words and symbols, and also very simple phrases 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
<p>Students read adapted narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content.</p> <p>Students show their understanding of personal messages, concrete information, and short, clear and simple instructions in basically functional ways by acting on the basis of these.</p> <p>Students choose and use some reading strategies in basically functional ways.</p>	Grade D means that the knowledge requirements for grade E and most of C are satisfied.	<p>Students read adapted narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content, and comment on essential details.</p> <p>Students show their understanding of personal messages, concrete information, and short, clear and simple instructions in relatively well functioning ways by acting on the basis of these.</p> <p>Students choose and use some reading strategies in an appropriate way.</p>	Grade B means that the knowledge requirements for grade C and most of A are satisfied.	<p>Students read adapted narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content, and comment on essential details and individual nuances.</p> <p>Students show their understanding of personal messages, concrete information, and short, clear and simple instructions in well functioning ways by acting on the basis of these.</p> <p>Students choose and use some reading strategies in an appropriate and effective way.</p>

Course C (A2/A2+)

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
<p>Students read brief narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content.</p> <p>Students obtain specific information from simple factual texts, tables and diagrams, and apply simple reasoning to the information.</p> <p>Students show their understanding of short, clear instructions and regulations in basically functioning ways by acting on the basis of these.</p> <p>Students choose and use in basically functional ways different reading strategies based on the purpose of their reading.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students read brief narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content, and comment on essential details.</p> <p>Students obtain specific information from simple factual texts, tables and diagrams, and apply developed reasoning to the information.</p> <p>Students show their understanding of short, clear instructions and regulations in relatively well functioning ways by acting on the basis of these.</p> <p>Students choose and use in appropriate ways different reading strategies based on the purpose of their reading.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students read brief narrative and descriptive texts on familiar subjects, and show their understanding by making simple summaries of the main content, and comment on essential details and individual nuances.</p> <p>Students obtain specific information from simple factual texts, tables and diagrams, and apply well developed reasoning to the information.</p> <p>Students show their understanding of short, clear instructions and regulations in well functioning ways by acting on the basis of these.</p> <p>Students choose and use in appropriate and effective ways different reading strategies based on the purpose of their reading.</p>

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
<p>Students read narrative, descriptive and argumentative texts on familiar subjects, and show their understanding by making summaries of the main content.</p> <p>Students obtain specific information from factual texts, and apply simple reasoning to the information.</p> <p>Students show their understanding of clear instructions and regulations in basically functional ways by acting on the basis of these.</p> <p>Students choose and use in basically functional ways different reading strategies based on the purpose of their reading.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students read narrative, descriptive and argumentative texts on familiar subjects, and show their understanding by making summaries of the main content, and comment on essential details.</p> <p>Students obtain specific information from factual texts, and apply developed reasoning to the information.</p> <p>Students show their understanding of clear instructions and regulations in relatively well functioning ways by acting on the basis of these.</p> <p>Students choose and use in appropriate ways different reading strategies based on the purpose of their reading.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students read narrative, descriptive and argumentative texts on familiar subjects, and show their understanding by making summaries of the main content, and comment on essential details and some nuances.</p> <p>Students obtain specific information from factual texts, and apply well developed reasoning to the information.</p> <p>Students show their understanding of clear instructions and regulations in well functioning way by acting on the basis of these.</p> <p>Students choose and use in appropriate and effective ways different reading strategies based on the purpose of their reading.</p>

Knowledge requirements

Oral interaction

Course A (A1-/A1)

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

Grade E	Grade D	Grade C	Grade B	Grade A
<p>Students take part in very simple, daily conversations by using words and simple phrases for greetings, politeness, and leave-taking, and also by putting and answering simple questions based on concrete needs.</p> <p>Students choose and use in basically functional ways gestures, questions and other strategies in order to understand and make themselves understood.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students take part in very simple, daily conversations by using words and common phrases, and also by putting and answering simple questions based on concrete needs.</p> <p>Students choose and use in appropriate ways gestures, questions and other strategies in order to understand and make themselves understood.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students take part in very simple, daily conversations by using words, phrases and sentences, and also by putting and answering simple questions based on concrete needs.</p> <p>Students choose and use in appropriate and effective ways gestures, questions and other strategies in order to understand and make themselves understood.</p>

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
<p>Students take part in simple conversations on familiar subjects by putting forward and reacting to statements, views and wishes, and also by putting and answering questions in a way which to some extent maintains the conversation.</p> <p>Students choose and use in basically functional ways strategies to understand and make themselves understood.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students take part in simple conversations on familiar subjects by putting forward and reacting to statements, views and wishes, and also by putting and answering questions in a way which maintains the conversation relatively well.</p> <p>Students choose and use in appropriate ways strategies to understand and make themselves understood.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students take part in simple conversations on familiar subjects by putting forward and reacting to statements, views and wishes, and also by putting and answering questions in a way which maintains the conversation well.</p> <p>Students choose and use in appropriate and effective ways strategies to understand and make themselves understood.</p>

Course C (A2/A2+)

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
<p>Students take part in simple conversations in discussions about familiar subjects by putting forward and asking for views, thoughts and information in ways which to some extent take the conversations and discussions forwards.</p> <p>Students choose and use in basically functional ways strategies to facilitate their interaction.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students take part in simple conversations and discussions on familiar subjects by putting forward and asking for views, thoughts and information in ways that take the conversations and discussions forwards.</p> <p>Students choose and use in appropriate ways strategies to facilitate their interaction.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students take part in simple conversations and discussions on familiar subjects by putting forward and asking for views, thoughts and information in ways that take the conversations and discussions forwards, and deepen or broaden them.</p> <p>Students choose and use in appropriate and effective ways strategies to facilitate their interaction.</p>

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
<p>Students take part in conversations and discussions on familiar subjects by expressing and receiving views using simple arguments, and also by putting forward and asking for thoughts and information in ways that to some extent take the conversations and discussions forwards.</p> <p>Students choose and use in basically functional ways strategies to solve problems in their interaction.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students take part in conversations and discussions on familiar subjects by expressing and receiving views using developed arguments, and also by putting forward and asking for thoughts and information in ways that take the conversations and discussions forwards.</p> <p>Students choose and use in appropriate ways strategies to solve problems in their interaction.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students take part in conversations and discussions on familiar subjects by expressing and receiving views using well developed arguments, and also by putting forward and asking for thoughts and information in ways that take the conversations and discussions forwards, and deepen or broaden them.</p> <p>Students choose and use in appropriate and effective ways strategies to solve problems when interacting with others.</p>

Knowledge requirements

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
<p>Students talk about in common words and simple phrases their personal conditions and experiences.</p> <p>Students choose and use in basically functional ways gestures and other strategies to make themselves understood.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students talk about in words and common phrases their personal conditions and experiences.</p> <p>Students choose and use in appropriate ways gestures and other strategies to make themselves understood.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students talk about in coherent phrases and sentences their personal conditions and experiences.</p> <p>Students choose and use in appropriate and effective ways gestures and other strategies to make themselves understood.</p>

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
<p>Students talk about in simple forms their personal experiences and well-known persons, places and events.</p> <p>Students express themselves understandably and to some extent coherently.</p> <p>Students choose and use in basically functional ways some strategies to make themselves understood.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students talk about in developed forms their personal experiences and well-known persons, places and events.</p> <p>Students express themselves relatively clearly and relatively coherently.</p> <p>Students choose and use in appropriate ways some strategies to make themselves understood.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students talk about in well developed forms their personal experiences and well-known persons, places and events.</p> <p>Students express themselves clearly and coherently.</p> <p>Students choose and use in appropriate and effective ways some strategies to make themselves understood.</p>

Course C (A2/A2+)

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
<p>Students talk about and describe in simple forms their personal experiences and views on familiar subjects, and also give simple advice and instructions.</p> <p>Students express themselves understandably and to some extent coherently, and also show some variation in language.</p> <p>Students choose and use in basically functional ways different strategies to improve their communication.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students talk about and describe in developed forms their personal experiences and views on familiar subjects, and also give simple advice and instructions.</p> <p>Students express themselves relatively clearly, and relatively coherently, and also show relatively good variation in language.</p> <p>Students choose and use in appropriate ways different strategies to improve their communication.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students talk about and describe in well developed forms their personal experiences and views on familiar subjects, and also give simple advice and instructions.</p> <p>Students express themselves clearly, and coherently, and also show good variation in language.</p> <p>Students choose and use in appropriate and effective ways different strategies to improve their communication.</p>

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
<p>Students talk about and describe in simple forms current events, experiences, impressions and views, and also give advice and instructions.</p> <p>Students express themselves with some ease and to some extent coherently, and show some variation in language.</p> <p>Students choose and use in basically functional ways different strategies to improve their communication.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students talk about and describe in developed forms current events, experiences, impressions and views, and also give advice and instructions.</p> <p>Students express themselves with relatively good ease and relatively coherently, and also show relatively good variation in language.</p> <p>Students choose and use in appropriate ways different strategies to improve their communication.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students talk about and describe in well developed forms events, experiences, impressions and views, and also give advice and instructions.</p> <p>Students express themselves with good ease and coherently, and show good variation in language.</p> <p>Students choose and use in appropriate and effective ways different strategies to improve their communication.</p>

Knowledge requirements

Writing skills

Course A (A1-/A1)

Students can handle some daily situations involving writing.

Grade E	Grade D	Grade C	Grade B	Grade A
<p>Students write their signature, and contribute to filling in personal details to match the requirements of simple, frequently recurring forms.</p> <p>Students write in basically functional ways important information based on personal needs.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students write their signature, and fill in personal details which after some adjustment match the requirements of simple, frequently recurring forms.</p> <p>Students write in relatively well functioning ways important information based on personal needs.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students write their signature, and fill in personal details to match the requirements of simple, frequently recurring forms.</p> <p>Students write in well functioning ways important information based on personal needs.</p>

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
<p>Students write simple, understandable short messages, greetings and texts about themselves and events they have experienced.</p> <p>Students create basically functional contexts.</p> <p>Students choose and use in basically functional ways some strategies for writing.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students write simple, and relatively clear short messages, greetings and texts about themselves and events they have experienced.</p> <p>Students create relatively well functioning contexts.</p> <p>Students choose and use in appropriate ways some strategies for writing.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students write simple, and clear short messages, greetings and texts about themselves and events they have experienced.</p> <p>Students create well functioning contexts.</p> <p>Students choose and use in appropriate and effective ways some strategies for writing.</p>

Course C (A2/A2+)

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
<p>Students write coherent and understandable texts about experiences, impressions and views, and also fact oriented and other formal texts on familiar subjects.</p> <p>Students create basically functional structures in their texts, and show some variation in vocabulary and sentence construction.</p> <p>Students choose and use in basically functional ways different strategies for writing.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students write coherent and relatively clear texts about experiences, impressions views, and also fact oriented and other formal texts on familiar subjects.</p> <p>Students create relatively well functioning structures in their texts and show relatively good variation in vocabulary and sentence construction.</p> <p>Students choose and use in appropriate ways different strategies for writing.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students write coherent and clear texts about experiences, impressions and views, and also fact oriented and other formal texts on familiar subjects.</p> <p>Students create well functioning structures in their texts, and show good variation in vocabulary and sentence construction.</p> <p>Students choose and use in appropriate and effective ways different strategies for writing.</p>

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
<p>Students write with some ease descriptive, reporting and argumentative texts on familiar subjects.</p> <p>Students create basically functional structures in their texts, and show some variation in vocabulary and sentence construction.</p> <p>Students use with some certainty simple and more advanced grammatical structures in their texts.</p> <p>Students apply and summarise in basically functional ways notes for their own writing.</p> <p>Students choose and use in basically functional ways different strategies for writing.</p>	<p>Grade D means that the knowledge requirements for grade E and most of C are satisfied.</p>	<p>Students write with relatively good ease descriptive, reporting and argumentative texts on familiar subjects.</p> <p>Students create relatively well functioning structures in their texts, and show relatively good variation in vocabulary and sentence construction.</p> <p>Students use with relatively good certainty both simple and more advanced grammatical structures in their texts.</p> <p>Students apply and summarise in relatively well functioning ways notes for their own writing.</p> <p>Students choose and use in appropriate ways different strategies for writing.</p>	<p>Grade B means that the knowledge requirements for grade C and most of A are satisfied.</p>	<p>Students write with good ease descriptive, reporting and argumentative texts on familiar subjects.</p> <p>Students create well functioning structures in their texts, and show good variation in vocabulary and sentence construction.</p> <p>Students use with good certainty both simple and more advanced grammatical structures in their texts.</p> <p>Students apply and summarise in well functioning ways notes for their own writing.</p> <p>Students choose and use in appropriate and effective ways different strategies for writing.</p>