

# **Marking notes Remarques pour la notation Notas para la corrección**

**May / Mai / Mayo de 2026**

**Swedish / Suédois / Sueco B**

**Standard level  
Niveau moyen  
Nivel Medio**

**Paper / Épreuve / Prueba 1**

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## Criterion A: Language

### How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

| Marks | Level descriptor                                                                                                                                                                                                                                                                                                                                                                    |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | The work does not reach a standard described by the descriptors below.                                                                                                                                                                                                                                                                                                              |
| 1–3   | <b>Command of the language is limited.</b><br>Vocabulary is sometimes appropriate to the task.<br>Basic grammatical structures are used.<br>Language contains errors in basic structures. Errors interfere with communication.                                                                                                                                                      |
| 4–6   | <b>Command of the language is partially effective.</b><br>Vocabulary is appropriate to the task.<br>Some basic grammatical structures are used, with some attempts to use more complex structures.<br>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.                                  |
| 7–9   | <b>Command of the language is effective and mostly accurate.</b><br>Vocabulary is appropriate to the task, and varied.<br>A variety of basic and more complex grammatical structures is used.<br>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.                                                 |
| 10–12 | <b>Command of the language is mostly accurate and very effective.</b><br>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.<br>A variety of basic and more complex grammatical structures is used effectively.<br>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. |

## Språk

Alla fel är inte lika allvarliga och examinatorerna ska ha detta i åtanke. En del fel påverkar budskapets innebörd avsevärt medan andra fel inte gör det. Vidare är vissa fel ett tecken på stora brister i språkbruket medan andra fel kanske bara är ett tecken på tillfälligt slarv.

**SLARVFEL** – misstag på alla svårighetsnivåer men de kan vara slumpvisa och tillfälliga – exempelvis böjer kandidaten oftast dåtidstempus korrekt, men glömmer ibland "-de/-te" i slutet på verben.

**FORMFEL** – misstag förekommer oftare, särskilt i vissa strukturer – exempelvis böjs verb i dåtid ganska ofta korrekt men inte helt övertygande och det kan förekomma osäkerhet i grundläggande strukturer (t ex preteritum istället för perfekt).

**LUCKOR** – vissa strukturer är sällan korrekta eller förekommer inte alls – exempelvis kan dåtidstempus saknas helt där de bör förekomma.

## Criterion B: Message

### To what extent does the candidate fulfil the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

The “descriptor unpacked” explain the assessment criteria in greater detail. Where a candidate’s response does not correspond exactly to a single mark band, the statements in bold should be used as a guide for the ‘best fit’ approach.

| Marks        | Level descriptor                                                                                                                                                                                                                                                                                                      | Descriptor unpacked                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>     | The work does not reach a standard described by the descriptors below.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1–3</b>   | <p><b>The task is partially fulfilled.</b></p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>                                                  | <p><b>The link between the response and task tends to be unclear; the reader has difficulty understanding the message.</b></p> <p>The response touches upon some aspects of the task but there is also much unrelated information.</p> <p>The response addresses the task in a simple manner, and supporting details and/or examples barely feature, if at all.</p> <p>The ideas do not link well together; inadequate or inappropriate use of cohesive devices confuse the message.</p>                                             |
| <b>4–6</b>   | <p><b>The task is generally fulfilled.</b></p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p> | <p><b>The link between the response and the task is mostly detectable; the reader’s general understanding of the message is not impeded, despite some ambiguity.</b></p> <p>The response covers some aspects of the task, or touches upon all aspects but superficially.</p> <p>The response includes some supporting details and examples.</p> <p>The ideas are organized in a logical way; some cohesive devices are used appropriately to aid the delivery of the message, although there may be areas of confusion at times.</p> |
| <b>7–9</b>   | <p><b>The task is fulfilled.</b></p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>                                       | <p><b>The link between the response and the task is clear; the reader has a good understanding of the message conveyed.</b></p> <p>The response covers all aspects of the task, despite losing focus at times.</p> <p>The response uses supporting details and examples to clarify the message.</p> <p>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with little or no ambiguity.</p>                                                                                      |
| <b>10–12</b> | <p><b>The task is fulfilled effectively.</b></p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p>                                                                                                                                                    | <p><b>The link between the response and the task is precise and consistently evident; the reader has a clear understanding of the message conveyed.</b></p> <p>The response covers all aspects of the task fully, and maintains focus throughout.</p>                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                               |                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Ideas are clearly presented and the response is structured in a logical and <b>coherent</b> manner that supports the delivery of the message. | The response uses well-chosen supporting details and examples to illustrate and explain ideas persuasively.<br><br>The ideas are organized well; a range of cohesive devices are used appropriately to deliver the message with clarity and ease. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Note:** When marking candidate responses, keep in mind that neither the **factual accuracy** of the information presented, nor the **validity** of the candidates' personal opinions, are being assessed. Therefore, scripts that are factually inaccurate should not be marked down, provided the ideas presented have coherence and are sufficiently developed.

### Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

| Marks | Level descriptor                                                                                                                                                                                                                                                                                                                                                       |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | The work does not reach a standard described by the descriptors below.                                                                                                                                                                                                                                                                                                 |
| 1–2   | <b>Conceptual understanding is limited.</b><br>The choice of text type is generally inappropriate to the context, purpose or audience.<br>The register and tone are inappropriate to the context, purpose and audience of the task.<br>The response incorporates limited recognizable conventions of the chosen text type.                                             |
| 3–4   | <b>Conceptual understanding is mostly demonstrated.</b><br>The choice of text type is generally appropriate to the context, purpose and audience.<br>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.<br>The response incorporates some conventions of the chosen text type. |
| 5–6   | <b>Conceptual understanding is fully demonstrated.</b><br>The choice of text type is appropriate to the context, purpose and audience.<br>The register and tone are appropriate to the context, purpose and audience of the task.<br>The response fully incorporates the conventions of the chosen text type.                                                          |

**Note:** Examiners must balance all three elements in criterion C (choice of text type, appropriateness of tone and register, and use of text type conventions) to arrive at the final mark.

## Question specific guidance (Criterion B and C)

### Fråga 1

Du deltar i ett event som fokuserar på att få fler personer i din stad att cykla mer. Skriv en text som informerar invånarna om fördelarna med att cykla och beskriv hur miljön påverkas.

Diskussionsforum på nätet

Flygblad

Formell rapport

### Criterion B:

- Beskriv fördelarna med att cykla.
- Beskriv hur miljön påverkas positivt av att cykla. Ge exempel.

### Criterion C:

Choice of text type:

|                         | Text type                 | Rationale                                                                                                                                                                                                          |
|-------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Flygblad                  | Texttypen är passande för att man kan nå ut med ett specifikt meddelande snabbt och effektivt till en stor målgrupp.                                                                                               |
| Generally appropriate   | Diskussionsforum på nätet | Texttypen är generellt passande för att man kan nå ut med ett specifikt meddelande till en stor målgrupp. Den kan bli passande om man vänder sig till en stor målgrupp på nätet och gör det på ett effektivt sätt. |
| Generally inappropriate | Formell rapport           | Texttypen är generellt olämplig eftersom den inte uppfyller syftet.                                                                                                                                                |

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Formell ton. Den kan vara vänlig och något mindre formell om man skriver på diskussionsforum.
- Uppmuntrande, saklig och positiv ton

Please refer to the appendix for a list of text type conventions.

## Fråga 2

Du har precis kommit hem från ett utbytesår i USA. Skolan har bett dig att uppmuntra andra elever att söka. Skriv en text där du beskriver vad du gjorde under ditt år och förklara vad du lärde dig av upplevelsen.

Blogg

Presentation

Recension

### Criterion B:

- Beskriv utbytesåret.
- Beskriv upplevelsen, detaljrikt och med fokus på vad du lärt dig.

### Criterion C:

Choice of text type:

|                         | Text type    | Rationale                                                                                                                                                                                                               |
|-------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Presentation | Texttypen är passande för att man kan nå ut med ett specifikt meddelande till en stor målgrupp.                                                                                                                         |
| Generally appropriate   | Blogg        | Texttypen är generellt passande för att man kan nå ut med ett specifikt meddelande till en stor målgrupp. Den kan bli passande om eleven skriver i skolans blogg eller i en blogg som riktar sig till rätt åldersgrupp. |
| Generally inappropriate | Recension    | Texttypen är generellt olämplig eftersom den inte uppfyller syftet.                                                                                                                                                     |

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Halvformell ton. Den kan vara vänlig och något mindre formell om man skriver ett blogginlägg.
- Uppmuntrande, saklig och positiv ton

Please refer to the appendix for a list of text type conventions.

### Fråga 3

Du har nyligen varit på semester. Du är missnöjd med hotellet och hotellrestaurangen och vill lämna ett klagomål. Skriv en text till researrangören och berätta hur du upplevde din vistelse. Redogör hur du vill att researrangören ska kompensera dig.

Inlägg på sociala medier

Mejl

Recension

#### Criterion B:

- Beskriv missnöjet detaljerat och ge exempel.
- Beskriv klart och tydligt förväntad kompensation.

#### Criterion C:

Choice of text type:

|                         | Text type                | Rationale                                                                                                                                                                   |
|-------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriate             | Mejl                     | Texttypen är passande för att texten är riktad till ett speciellt företag med specifik information och tydligt syfte.                                                       |
| Generally appropriate   | Inlägg på sociala medier | Texttypen är generellt passande för att texten är riktad till ett speciellt företag med specifik information och tydligt syfte. Här vill man också upplysa andra människor. |
| Generally inappropriate | Recension                | Texttypen är generellt olämplig eftersom den inte uppfyller syftet.                                                                                                         |

**Note:** If a response makes the context, audience and purpose of the writing clear, and these conform to the task, the “generally appropriate” text type can be considered “appropriate”, and the “generally inappropriate” text type can be considered “generally appropriate”.

Register and tone:

- Formellt register och saklig, reflekterande ton

Please refer to the appendix for a list of text type conventions.



## **Appendix: Text type conventions (Criterion C)**

The most common and recognisable conventions of the text types are given below:

### **Flygblad**

- intresseväckande rubrik
- presenterar idéerna med hjälp av layout, t.ex. underrubriker, punktlistor, numrering osv.
- kort inledning och avslutning
- praktisk information, t.ex. "Kontakta oss" eller telefonnummer och/eller mejladress

**Obs!** Grafisk design som sådan tas inte med i bedömningen

### **Formell rapport**

- passande rubrik
- neutral och objektiv stil (tankar läggs fram utan förskönande)
- tydligt strukturerad layout med underrubriker, numrerade paragrafer, korta stycken osv.)

### **Presentation**

- fångar publiken i början och lämnar ett starkt intryck i slutet
- tilltalar publiken och riktar sig till den genomgående, t.ex. genom att använda "vi" och "ni" osv.
- retoriska grepp som retoriska frågor, upprepning osv.

### **Recension**

- engagerande rubrik
- recensentens namn
- kort inledning och tydlig avslutning
- balans mellan objektiv information och subjektiva åsikter

### **Blogginlägg**

- lockande rubrik och bloggarens namn
- berättas i första person (jag eller vi)
- medvetenhet om läsarna, t.ex. genom direkt tilltal
- rundar av inlägget (inbjuder till kommentarer, drar slutsatser osv.)

### **Mejl**

- ämnesrad
  - riktar sig tydligt till en särskild person
  - passande hälsnings- och avslutningsfras
  - mejlskrivarens namn
-