

Swedish B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 15	16 - 30	31 - 47	48 - 60	61 - 73	74 - 85	86 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 15	16 - 31	32 - 49	50 - 62	63 - 75	76 - 88	89 - 100

Higher level and Standard level internal assessment

Higher level and Standard level component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

Recommendations for IB procedures, instructions and forms

Some teachers still seemed unaware of the IA guidelines. In such cases, timing of the recording, nature of photo and caption, and rules regarding this, topics chosen and questioning skills were all areas for improvement.

There were some cases of inadequate comments provided by teachers on the 2/BIA forms, or of no comments at all. Teachers should always provide detailed comments to justify the marks awarded to each candidate.

In quite a few cases there were disturbing background noises interfering with the recordings. Please ensure that the assessment is undertaken in a quiet environment.

The range and suitability of the work submitted

Many candidates were able to produce a very good range of sophisticated vocabulary and structures. Some candidates registered at HL were native or near-native speakers of Swedish. Such candidates should be placed in a more challenging course.

At both HL and SL, some presentations sounded artificial and rehearsed and did not generate stimulating discussions.

Some photos were too general (eg Christmas) and/or not culturally relevant to the target language (eg anorexia). Furthermore, often the teachers did not guide the candidates to make connection with the target culture in the discussion part of the examination.

Several photos were not in colour or photographs as such, either because they were photographs pieced together by Photo Shop or were cartoons, graphics, or even diagrams taken off a computer screen. In the cases of collections of pictures, the presentations based on them were often not successful.

Some captions for the photos were either too general, and did not provide any logical support for the candidate, or were too detailed, and leading. There were examples of 'captions' with whole chunks of information as well as commands. There were also centres that did not provide any captions at all. Candidates' performances were affected by such captions; a more challenging caption would possibly improve the quality of the candidate's presentation. The most effective captions succinctly probed a topic in real depth and tried to challenge or even provoke a line of thought or established opinion.

Candidate performance against each criterion

Higher Level

Criterion A: Productive skills

Many candidates received good or even excellent marks in this criterion, demonstrating a good command of Swedish, where the language was often very fluent. The majority of candidates were able to show different registers in an appropriate situation. The vocabulary was generally broad, varied or adequate.

The best could converse as skilfully as many sophisticated native speakers. In a few cases, an inappropriate choice of photograph prevented candidates from demonstrating their linguistic skills. Also, poor questioning technique failed to challenge the candidates. Effective follow-up questions can make a big difference to the success of the discussion part. If questions and comments manage to stimulate the candidate, the responses would reach a greater depth and would demonstrate engagement and more complex thinking.

Criterion B: Interactive and receptive skills

As mentioned above, most candidates produced language with relative ease. However, there were also very competent candidates who chatted on and on which lead them to fail to reflect

carefully enough about what they were saying. In cases like this, the teacher could direct the candidate to exploring the theme on a deeper level.

The success of the discussion in Part 2 depends also on the teacher asking stimulating and appropriate questions based on the presentation. By interrupting candidates or asking them inexplicably long and complicated questions, the teachers sometimes did not give candidates the opportunity to show their real potential or to express their views. In some cases, the follow-up questions were sometimes too easy or fact-finding and did not always encourage the candidates to construct complex sentences or engage in high level thinking. It is advisable to ask more open questions which allow candidates to enter into an authentic conversation.

Most candidates maintained fairly or very competent interaction and responses were prompt and usually quite diverse and deep.

Standard level

Criterion A: Productive skills

Good command of the language with evidence of good use grammar and vocabulary accurately and effectively in general, expressing successfully relevant and complex ideas at times. This ability was often dependent on the teacher's questioning technique; open questions which probed more complex ideas were likely to result in more interesting responses. The candidates were generally fluent and communicated clearly most of the time. Many candidates were able to produce a good range of vocabulary and structures. In the case of weaker candidates, well-selected photographs with a lot of detailed graphic text and a good caption helped them with the presentation stage.

Although almost all candidates displayed errors, such errors were in many cases minor and had virtually no effect on communication.

The weakest candidates struggled to communicate because of significant gaps in their grasp of basic structures or vocabulary.

There seemed to be quite a few mapped, repetitive or rehearsed presentations; in Part 2 these candidates were often not able to maintain an authentic conversation.

Criterion B: Interactive and receptive skills

Generally, candidates were able to express their ideas clearly and coherently. They based their presentation on the photo and in the follow-up discussion, guided by the teacher, often demonstrated their own ideas, cultural awareness and maturity of reasoning. As stated above, the teacher plays an important part in the discussion stage. The ability to ask appropriate questions and to engage the candidates actively in the discussion is crucial in order for them to achieve a high mark for criterion B. In some cases, the gap between Part 1 and Part 2 was too obvious and the communication became disjointed or even stopped. A few teachers resorted to asking very narrow and leading questions, 'fishing' after particular answers. Others asked too general questions, such as "What are your future plans?" In some

rare cases, the teacher introduces several discussion topics quite randomly in the second half without any obvious links.

Recommendations for the teaching of future candidates

Higher level

The choice of photograph is crucial; it should be an appropriate and stimulating image, which is not only connected to Swedish culture, but is close to the candidates' interests and is appropriate to their level of proficiency. The photograph should trigger an interesting discussion but not to be too simplistic or too general.

Captions must not be too general or simplistic. Captions such as 'Midsummer' or 'Swedish traditions' do not engage or stimulate. Try to challenge or even provoke established views or opinions in order to engage the candidate. Sometimes something as simple as a question mark or exclamation mark can trigger a more interesting response.

Regarding questioning, it is advisable to adapt the questions to suit the ability of the candidate. A more able candidate should be pushed into responding with greater depth and be given opportunities to demonstrate his/her ability. Similarly, a weaker candidate should be supported by questions aimed at his/her particular ability, not too complex but suitable to the ability level.

Finally, in order to achieve top marks candidates need to demonstrate excellent language skills by including complex sentence structure and wide and varied vocabulary. These are areas to focus on during the preparation for the IA and ensure that candidates understand the expectations.

Standard level

Teachers should be aware of the importance of using a wide range of vocabulary and complex structures as evidence of this will contribute to a higher mark for Criterion A. So, teaching the language should focus on developing the candidates' skills in these areas.

The choice of photograph is crucial; it should be an appropriate and stimulating image, which is not only connected to Swedish culture, but is close to the candidates' interests and is appropriate to their level of proficiency. The photograph should trigger an interesting discussion but not to be too simplistic or too general. Captions must not be too general or simplistic. Captions such as 'Midsommer' or 'Swedish traditions' do not engage or stimulate. Try to challenge or even provoke established views or opinions in order to engage the candidate. Sometimes something as simple as a question mark or exclamation mark can trigger a more interesting response.

Teachers should prepare candidates to describe visual images by providing them with the appropriate terminology, avoiding repetition of expressions such as: "*Jag har fått en bild om...*" or "*bilden berättar om...*" Activities based on photos should form a natural part of the classroom work. Also, when analysing a photo, candidates should aim to interpret what they see, not just describe it. For example, "*Ansiktsuttrycket visar att...*" or "*Det finns mycket folk*

på bilden vilket betyder att..." and so on. This would naturally take the presentation onto a more interesting and complex level, beyond the more immediate.

Regarding questioning, it is advisable to adapt the questions to suit the ability of the candidate. A more able candidate should be pushed into responding with greater depth and given opportunities to demonstrate his/her ability. Similarly, a weaker candidate should be supported by questions aimed at his/her particular ability, not too complex but suitable to the ability level.

To achieve higher marks, more able candidates should aspire to using complex sentence structures and a wide and varied vocabulary. These are areas to focus on during the preparation for the IA and ensure that candidates understand the expectations.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

Recommendations for IB procedures, instructions and forms

Majority of the centres used the appropriate forms for the WA. However, a small minority used the old coversheets which do not have a space for the examiner to fill in the marks. Please ensure that the latest versions of the forms are used each year.

Please avoid using checked or patterned paper. This makes it hard for the examiners to read the hand-writing.

The range and suitability of the work submitted

A wide range of literary works were used, but some titles proved very popular. The titles were very much the same as last year. Most works were of appropriate level for Language B HL, with content suited for the age group, but some others, for example by Astrid Lindgren, were too simple for HL candidates.

A wide range of text types were chosen, but the most used were letters and diary entries.

Overall the written assignments were written well with interesting tasks and topics. The amount of well prepared, intelligently written assignments was fairly impressive. It was often very enjoyable to read them.

The most popular choice of task was to write a diary or a letter to or from the main character(s).

The most frequently occurring problem was with meeting the word-count requirements. Most assignments met the minimum word-counts but some exceeded the maximum limit, occasionally by 50-100%. Please note that examiners are instructed to stop reading once the maximum word limit has been reached.

Poor handwriting and messy appearance caused some problems with reading.

Candidate performance against each criterion

Criterion A: Language

The language used was overall quite good and effective. Many candidates had a very good command of Swedish and a natural fluency when it came to expressions, idiomatic language, word order and prepositions. But on the other hand many candidates' language was strongly influenced by English.

Criterion B: Content

The candidates generally planned their tasks well within the word limit. Some candidates' texts were too long, resulting in the examiners not reading any further and so the candidate lost marks if some important content was placed at the end.

Most of the candidates managed to show at least some appreciation of the literary work. Some were inclined to summarize events in the book more than showing "appreciation". On the other hand, a few candidates successfully managed in replicating the tone and style of the novel in their assignments.

Criterion C: Format

Candidates did well writing letters and diary entries. The tone and register were usually very good. Text types such as articles and interviews still caused the candidates some problems. They seemed not to have thought about who would read the article and where it would be published etc. The interview sometimes lacked appropriate explanation and needed to be put in context better.

Criterion D: Rationale

This is still the hardest criterion. Most candidates name their literary work, the writer, and what text type they are using, but forget to communicate the aim and what selected aspects of the novel they are going to use to achieve their aim. Some candidates mentioned which Language B topic their tasks relate to, which is not necessary. Other candidates wrote how well they have achieved their aims. This is also not necessary.

Many candidates used a letter or diary because it "shows a person's feelings and thoughts" better than in the novel, when in many cases the novel under consideration did nothing but

explain the character's feelings. Therefore, candidates need to think carefully as to their aims, and should explain what aspects they believe are missing from the original work and why this has to be explored.

Many candidates also mentioned the publishing company in the rationale which is not necessary. Considering the word limit, it is better to focus on the important aspects of the rationale than giving a background of the work (author's biography, publishing history etc.).

Some candidates explained that they will achieve their aim (writing a letter) by using the proper salutations etc. They do not need to explain how they will produce the text types, but rather should explain which aspects of the literary work they are using to achieve their aims.

Recommendations for the teaching of future candidates

Explain all the criteria clearly to the candidates, especially the rationale which should:

- Introduce the literary work by giving a very short summary of the novel and the selected aspects in the novel (love between parents, violence, misunderstanding, ignorance...)
- Specify the aim of the WA (to convince, apologize, explain, campaign for ...). The aim is not only to write a letter. The purpose of the letter has to be explained as well.
- Explain how the aim is achieved by linking it to the aim and the selected aspects. Explaining this is not only about mentioning the text type.

Pay more attention to handwriting, and also how to write a bibliography in standard format with references to all sources.

Children's literature or memoirs of, for example, a football star written by a ghost writer are not appropriate choices.

If candidates choose to write a letter for instance, they should explain why a letter is the most suitable way to achieve their aims.

Make sure the candidates have a clear aim in their mind during the whole process and that they, after they have finished it, read through the task again before they finalise the rationale.

Further comments

Please note that the Written Assignment component has undergone a review and there will be a new specification in place from the May 2015 session onwards. Please ensure that you have read through the new Language B Guide (for first examinations 2015) published on the online curriculum centre (OCC).

Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

Recommendations for IB procedures, instructions and forms

Some centres did not use the appropriate Written assignment cover sheet, so there was nowhere for the examiner to write in the marks. Please ensure that you are using the latest versions each year.

A small minority of centres failed to provide the examiner with the source texts, giving only short summaries.

Most centres were precise in meeting the submission deadlines. This is excellent; please continue to submit by the deadline.

The range and suitability of the work submitted

Most of the source texts were contemporary and interesting for the age group. The majority of the texts were about the internet, or cyber bullying. This is very similar to last year. Please note that texts should be unseen to the candidates and as such it is not recommended that the same source texts are reused across sessions.

Source texts should conform to the length requirements. Some of them were under 100 words long. The length of each source must be 300-400 words.

Content of the source texts was another issue. Some were far too easy. There were also some centres where the source material consisted only of two texts or even one text. Such choices do not lend themselves to the candidate achieving high marks.

Poor handwriting and messy appearance caused some problems with reading.

Candidate performance against each criterion

Criterion A

The language in the assignments was mostly understandable and generally adequate.

Criterion B

The candidates managed quite well to use at least one source texts, many used two or three sources. Some struggled to incorporate the sources in a natural way. In several cases the

candidates could not use more than one source text effectively, or the use of them was rather vague or sketchy. But on the other hand there was also a welcome development in the depth of the content.

Many candidates tended to refer to the headline of the article and the journalist who wrote it and focused more on that than the content of the article. A few copied large sections of texts, which is not permitted and generally resulted in lower marks in this criterion as it cannot be seen as good use of source texts.

Most candidates managed to organize their work quite well.

Criterion C

Most candidates did quite well writing letters. Some still struggled with format, but were quite skilful in addressing the person they were writing to and including some personal information. Some, however, used the letter format and then simply wrote an essay inside the letter. The diary worked quite well for most candidates. So did the speeches. For the interview, candidates did not always state who the intended audience were or where it would be published.

The conventions of the chosen text type were often ignored. Even if some candidates stated in the rationale that they were going to write a letter they failed to take satisfactory account of the required format and/or style.

Criterion D

Most candidates struggled with the rationale. Most knew to state the text type, but could not explain the aims of their assignments, and how they went about it achieving it.

Recommendations for the teaching of future candidates

Explain how to write a rationale and practise this in class. For example, the class can write one written assignment together and go through the process of deciding the different components in a rationale. Then continue to write the written assignment and finally at the end write the rationale when they can see for themselves whether they have reached their aims etc.

Candidates should be encouraged to develop their intertextual reading skills. Also pay more attention to improving handwriting and the rationale.

Candidates should remind themselves of the details of the text type they are producing (eg which are the necessary elements of a newspaper article, a letter or a speech?).

Please avoid photo copies of bad quality. Always clearly state the URL address of the source as well.

Further comments

Please note that the Written Assignment component has undergone a review and there will be a new specification in place from the May 2015 session onwards. Please ensure that you have read through the new Language B Guide (for first examinations 2015) published on the online curriculum centre (OCC).

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 21	22 - 31	32 - 39	40 - 46	47 - 54	55 - 60

The areas of the programme and examination which appeared difficult for the candidates

Compared to last year's problem with short answer questions and selecting the relevant details from the text, this year's performance in this sense was far better.

The True/False with justification questions appeared confusing only for weaker candidates; some gave a correct justification but ticked a wrong box or vice versa, which resulted in zero mark.

Sometimes the justifications are very long, increasing the risk of providing wrong information and thus losing the mark.

Another problematic area was ability to provide a single word or a short phrase from the text; a large number of candidates provided too extensive answers.

The areas of the programme and examination in which candidates appeared well prepared

The general level of competence of the candidates was high.

The majority of candidates had a good range of vocabulary which helped to demonstrate their competence in text handling (the tasks relating to both intensive and extensive reading).

In general the matching and reference exercises did not cause any difficulties to the stronger candidates.

The strengths and weaknesses of the candidates in the treatment of individual questions

Text A turned out to be of average difficulty. The topic of this text (blog) seemed familiar to all candidates. There were, however, some difficulties experienced even by stronger candidates.

Q1-2: Some candidates gave the same answers "*Hennes systrar var med henne*" to both Q1 and Q2.

Q3: The question format "*Vem bad Fia...*" appeared somewhat confusing to many candidates, as they wrote *eg Fias syster/Fias systrar*.

Q4-7: These questions posed some problems. Instead of finding a synonym, many candidates tried to find a context to which the given word referred. Even the stronger candidates often answered "*smöriga uttryck*" to Q7.

Q8: This was most often answered incorrectly. There were only 3 correct answers this year. The underlined word *det* requires a word in *ett-genus*, *ie*, "*det exemplar*", not "*boken*" / "*romanen*".

Q9-10: These were mostly answered correctly.

Q11: Many candidates chose the alternative A, not C.

Q12: Many candidates chose the alternative B, not H.

Q13: This was mostly answered correctly.

Text B was the easiest part of the examination with the most correct answers being given. Nevertheless, in Q15, the phrase "*två och två*" proved difficult. Many wrote "*två och två*" / "*två*" / "*fyra*". In Q16, there were many incorrect answers such as "*kiosker*". In Q17, the weakest candidates had apparently written just something at random: "*byggnader*" (a) and "*pagodkiosker*" (b).

In Q21, there was quite often an incorrect set F, D, G.

Text C is intended to be one of the most demanding parts of the examinations and indeed it appeared to have been quite demanding for many, perhaps due to the literary content. Even average to good candidates had difficulties with Q24 and Q28. Q22 was mostly answered correctly.

In Q24, the most common wrong answers were "*Han kunde ge danska skallar*" (a) and "*Han kunde röra på öronen*" (b).

Q28-35: These were often all incorrectly answered by weak candidates except Q31. Most of the incorrect options offered were often the same ones: Q28 A or C, Q29 C or B, Q30 B, Q32 A, Q33 B, Q34 B and Q35 C.

Text D was intended to be demanding but proved of average difficulty level. However, candidates' performances varied a lot for this text. Almost all candidates gave the right option in Q36. Average to good candidates scored well in Q41-43 and Q44-45 but made many mistakes in Q40 and Q46. The weaker candidates mostly missed Q37-39 and Q45-46.

The most common wrong answer in Q40 was "*reningsverk*" / "*naturen och grundvatten*" and even "*avloppsvatten*". Many had chosen D in Q37, and I in Q38. There were many "no responses" in Q40 and Q44.

Text E resulted in very varied responses in general. Q48 was mostly answered correctly but in Q47, many candidates chose option C and in Q49 option D. Q49 was evidently misunderstood by those candidates who answered "*onsdag*". Many candidates missed the correct word "*såväl*" in Q55 and wrote instead "*dessutom*" / "*vars*".

There were many candidates whose performance was excellent in Text D but who had only managed to score a few marks in Text E. The weakest candidates often received only one or even no marks in this text, and there were a significant number of "no responses"; it seemed that candidates had ran out of time.

Recommendations and guidance for the teaching of future candidates

Teachers are advised to familiarise candidates with the appropriate techniques for answering the various types of questions quickly and effectively as well as to explain and practise written answer techniques required for each particular task.

Please also make sure that the candidates understand the exact meaning of the terms used in the examination paper (word, phrase *etc.*) in order to answer the question correctly. This will benefit especially the weaker candidates.

In True/ False with Justification questions, it is important to remind the candidates that both the correct tick and the correct brief quotation must be provided in order to get the mark and that essential words must not be omitted. The candidates should also bear in mind that the extremely long justifications often include incorrect information that results in zero mark.

In tasks where a single word is required, candidates must write one word only. An answer which includes more than one word usually leads to zero mark. If a phrase/expression is required, giving the whole sentence sometimes reduces the answer's correctness and the candidate may lose the mark.

The scripts are scanned and marked electronically. Clear hand writing and presentation therefore are extremely important.

The candidates should be made aware of how to divide the examination time in appropriate sequences so that they do not leave large portions of the final questions unanswered.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 8	9 - 17	18 - 22	23 - 28	29 - 34	35 - 40	41 - 45

The areas of the programme and examination which appeared difficult for the candidates

A number of candidates had continuous difficulties in providing short, precise answers and selecting the relevant details from the texts. The True/False with justification questions sometimes appeared confusing for some average or weaker candidates; some gave a correct justification but ticked a wrong box or vice versa, which resulted in zero mark. Another problem area was ability to provide a word or a short phrase from the text.

The areas of the programme and examination in which candidates appeared well prepared

Performance in SL P1 appeared to be slightly better than last year - there seemed generally fewer candidates on the lower mark ranges. However, the general level of competence varied a lot among candidates. The majority of candidates had a rather good range of vocabulary which helped to demonstrate their competence in text handling (the tasks relating to both intensive and extensive reading) but there were also rather weak candidates who left many questions unanswered.

The strengths and weaknesses of the candidates in the treatment of individual questions

A large number of the weakest candidates' answers appeared to be mainly guesses, rather than representing understanding of the texts or knowledge of the correct meaning of the words.

Matching and open-ended exercises demonstrated, in some cases, a poor understanding of the text or a limited vocabulary, or they showed that the text was not read carefully enough.

In True/False with justification questions the essential words must be included to be given the mark.

Text A proved to be of average difficulty. Q3 was correctly answered by all candidates. Q2 posed a problem to average or weaker candidates. Many just mentioned the time tables, *ie* the three times when the films are shown. Q6 was the most demanding question; most candidates ticked a wrong box but gave a correct justification.

Q7-9: These were often correctly answered.

Text B seemed to have been the easiest part of the examination, but the general problem of candidates providing too long or vague answers which often resulted in irrelevant responses and mistakes was evident, especially in Q15 and Q16.

Q10-12: These were mostly answered correctly; Q12 was always correctly answered.

Q13: Many candidates gave options F or H instead of E.

Q14: This question posed problems for weaker candidates, either due to the word “*elda*” or the content of “*allemansträtten*”.

Q15: The formulation of the question was obviously somewhat demanding: “*Vilka djur...*”, because a large number of average or weaker candidates desperately tried to count out different animals that are allowed to be killed.

Q19: Many candidates chose option A instead of D.

Q21: The most difficult option in the set was E, which was missed by many candidates; many candidates had chosen option H instead.

Text C is intended to be the most demanding part of the examination paper and indeed it appeared to have proved quite demanding, giving rise to varying sets of responses.

The weakest candidates had apparently written just something at random which often resulted in only one mark being awarded in this part.

Some candidates with apparent problems with basic vocabulary performed well in questions testing the communicative purposes of the text and vice versa.

Here are some examples of the difficulties in text C:

Q17-20: The weaker candidates either offered totally incorrect words such as “*miljöbova*” in Q17, “*längre*” in both Q18 and Q19 and “*förflytta sig*” in Q20, or wrote a long made-up/fictional sequence using the words given in the question paper but without the correct word in the text booklet.

Q21-24: A relatively small proportion of candidates answered these questions correctly. Even many average candidates gave option B in Q22 and B or C in Q23.

Q25-26: These were mostly correctly answered by good and average candidates.

Q27: This question gave many difficulties; the most frequently given incorrect answers were “*sedan*” or “*trots allt*”.

Q28: “*Mof*” was correctly answered only by a few candidates. This question acted as a clear discriminator between all the best candidates.

Text D was of average difficulty and so presented problems for many weaker candidates. The weakest candidates often had either a large number of unanswered questions, or gave an answer at random.

Q29, Q31 and Q33 were mostly answered correctly.

In 30 the phrase "*lite pengar*" was obviously interpreted as no money at all, because many candidates gave answers such as "*De hade ingenstans att bo*" / "*De bara gick och gick*".

Q32: Many candidates gave option D.

Q34: Many candidates gave option H.

Q35: Many candidates repeated the answer in Q34 "*att inte kunna leka*", or wrote "*barndomen*".

Q36-37: These questions posed problems for many candidates. Either they answered "*Hon tyckte att hon var ful och aldrig förälskad*" in Q36 or "*Hon var ful*" in Q37, which - of course - resulted in zero mark. Many also added the word "*melankolisk*" in their respective answers.

Q40: Many candidates gave option A.

Recommendations and guidance for the teaching of future candidates

Practise more vocabulary exercises: rephrasing, synonyms or antonyms.

Please make sure that candidates understand the exact meaning of the terms used in the examination paper (word, phrase etc.) in order to be able to answer correctly. This will benefit especially the weaker candidates.

Where a single word is required, candidates must write one word only. An answer which includes more than one word often leads to zero mark. If a phrase/expression is required, giving the whole sentence sometimes leads to zero mark.

The scripts are scanned and marked electronically. Clear hand writing and presentation are therefore extremely important. Please advise candidates to pay extra attention to the legibility of their responses.

In questions where a letter is required, candidates must write their answer clearly; if the answers cannot be read then marks cannot be awarded.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 9	10 - 18	19 - 24	25 - 28	29 - 32	33 - 36	37 - 45

The areas of the programme and examination which appeared difficult for the candidates

There was no apparent difficulty for the candidates. Section B was more demanding than last year because it required candidates to express more complex thoughts.

Some candidates have a very strong influence of English which creates a very unnatural tone in Swedish when they "translate" what they want to express into Swedish.

The areas of the programme and examination in which candidates appeared well prepared

In general the candidates wrote quite interesting and engaging texts about the different topics. Only one candidate wrote a text that was too short. Most seemed to find it easy to find ideas of what to write and hence had no problems writing the correct amount of words.

The candidates seemed more prepared to tackle different text types this year. They focused more on the text type they had chosen and tried to fulfil the criteria. They also fulfilled most of the requirements within each task question.

The candidates made fewer errors with format such as dates, and used fewer apostrophes (which is not used in Swedish).

The strengths and weaknesses of the candidates in the treatment of individual questions

- Q1, Cultural Diversity: Very few attempted this question, but those who did write about values and did so quite well. One or two forgot that it was supposed to be a speech, but nevertheless wrote about different values in the context of an international conference.
- Q2, Customs and Traditions: Around 10% of the candidates selected this task and wrote about gender roles in another country. Most of them did not manage to go into any depth here, but rather talked about which clothes women were allowed to wear and that women worked as house wives.
- Q3, Health: This was the second most popular choice, on the topic of beauty. This subject seemed to engage the candidates. They had a lot to say and some quite

interesting views about modern society.

- Q4, Leisure: This was selected only by a handful of candidates. The task was about things to see in Sweden as an exchange student. Several candidates focused on Sweden as a whole which is acceptable but missed perhaps the point of thinking about the exchange students' situation living locally. Those candidates who started from the school and then suggested interesting places in the vicinity did better because their texts were more colourful and engaging.
- Q5, Science and technology: This was by far the most popular choice. The task was about the yearly power cut in a diary form. Candidates had many different ideas about how a situation like this could develop and seemed to enjoy writing about it. Some had problems with the diary convention, writing "my sister Emma" etc or explaining where they live, forgetting that in a diary you already know all these things.

Recommendations and guidance for the teaching of future candidates

The candidates should be told to read the task questions carefully so that they are aware of which text type they are choosing and make sure they plan to incorporate the typical features of each text type.

Practise some common expression that candidates very often make mistakes reproducing:

- time expressions especially and expressions such as "det har gått en vecka", which is often incorrectly given by candidates as "det har varit en vecka"
- "jag tycker så" should be "jag tycker det"
- "gå" should be "åka" (mostly)
- "ända" is spelled "enda" (context)
- overuse of the Swedish word "även" when "ens" or "till och med" should be used
- spell months with a small letters not capital like in English
- no apostrophes in Swedish (but great improvement this year)
- "utom" when the candidate mean "utan"
- the conjunction "utan" is hardly every used which it should. Instead the students use "... inte ... men".

Some candidates need to practise punctuation and using paragraphs, but most did this well.

Further comments

Please instruct the candidates to write clearly. Some handwriting was so poor it was hard to get a flow of reading.

Some candidates wrote "blanketter" when they meant "filtar".

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 10	11 - 15	16 - 17	18 - 20	21 - 22	23 - 25

The areas of the programme and examination which appeared difficult for the candidates

Two crucial areas proved weak this year: basic grammar and text type conventions. In terms of grammar, the most common errors could be found in simple sentence structures and word endings (especially verb conjugations) as well as the usual problem with prepositions.

Many candidates lost marks for Criterion C (format). They seem to struggle to demonstrate all expected and appropriate structural details associated with the conventions to the specified text type. This could be obvious features, such as a title, greeting phrase or address and date. In some cases it was more structural features, such as a suitable introduction or conclusion.

Also, the spelling of common words seems to be more of a problem this year. Some low ability candidates struggled with very basic vocabulary, which is expected to be taught and learnt right at the beginning of a language course. In some cases, the skills are there but the candidates are rushing or not thinking carefully when writing their responses. This is evident through their inconsistency of spelling.

The areas of the programme and examination in which candidates appeared well prepared

There was a clear sense that the candidates enjoyed the tasks and felt inspired by them. The result was mostly successful in terms of engagement. The tone and awareness of the audience were often appropriate and effective. The texts that required a more personal and informal tone were more successful than the texts that required a more formal language. However, in places the informality was a little too relaxed and bordering on inappropriate.

The strengths and weaknesses of the candidates in the treatment of individual questions

Q1, Cultural Diversity: Very few chose to write an article comparing the dance form in two different cultures. These texts were often poorly structured and some lacked the essential comparative element. Some candidates simply wrote about the dance culture in one country.

Q2, Customs and Traditions: Around a third wrote a blog informing about how a particular festival was celebrated in the 'olden days', and explaining why this was better. Often the focus was not necessarily on how this tradition has changed, but simply a narration of how it's celebrated. In some cases there was a comparison of cultures which was not the purpose of the task.

Q3, Health: Another popular choice was this task, the anti-smoke interview for the school magazine. Almost all of these were laid out in a transcript format with questions and answers alternated. This style felt rigid, limited and unimaginative, resulting in many interviews being very similar and preventing the candidate from the opportunity to write imaginatively and descriptively. Candidates should try to use the interview task in a more creative way, integrating the questions and answers into an article with indirect speech.

Q4, Leisure: Around 20% wrote the email to a relative, suggesting sports or games activities for his/her sports lessons. The obvious conventions of an e-mail, such as address and date as well as the subject were often ignored, and, as a result candidates lost marks. Many good ideas were expressed, with detailed instructions on how to play the game or sport. It was a good exercise in writing to instruct, and to demonstrate the ability to structure various stages clearly. However, quite often the ideas were very obvious and unimaginative, such as 'play football' followed by an explanation about what football is.

Q5, Science and Technology: This was the least popular task and involved a letter to a party leader suggesting scientific or technical solutions to modern problems in our society. This was a challenging task, which required a secure grasp of the language. The ones that chose this task were able to express themselves confidently and often displayed a wide range of vocabulary and a good level of grammar.

Recommendations and guidance for the teaching of future candidates

- Grammar including basic spelling. It appears that grammar is not addressed as much in lessons and the effect is apparent in the SL responses. Perhaps a specific lesson a week or regular grammar slots would help.
- Prepositions - practise, practise and practise!
- Focus on introduction (opening) and conclusion (ending) in most text types.

- Practise writing in different format and using the appropriate expected conventions, especially the layout. Familiarise the candidates with the different text types and discuss the conventions used.
- Highlight the various ways an interview can be written apart from the simplistic transcript/dialogue type. Move towards a more interesting and creative narrative style with descriptions and details of the interviewee and the situation. Study a selection of various interview formats, in particular interviewing articles which go beyond the simple question and answer transcript style and experiment with indirect speech. This would promote imaginative and descriptive writing and increase the opportunity to gain higher marks.
- Practise reading a variety of exam questions, highlighting key words connected to text type, purpose and target audience. This would prepare candidates for an important part of the exam, which often lets them down – to address the question correctly, using all necessary details.
- Advise candidates that many spelling mistakes could be avoided if the candidates used key words from the question correctly.
- In the case of arguing and persuading, candidates could use more persuasive techniques to convey their message and point of view in a more effective way. This is something that should be focused on in lessons. It could be done in a variety of ways: reading persuasive or polemic texts would convey the crucial skills, as well as practising writing own speeches or adverts etc.