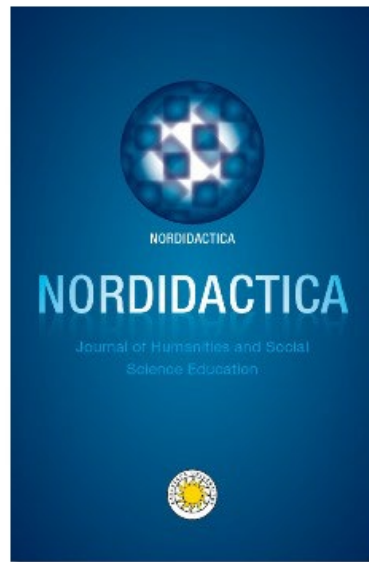


Bilaga till: Why differences in national test results are critical beyond the grades

**David Rosenlund, Johan Deltner, Mikael Bruér,
Magnus Persson**



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Appendix 1: Statistical information

Simple Linear Regression

In all cases, variables were recalculated into dichotomous dummy variables.

Conceptual Knowledge

	Adj. R2	B	t	Sig.
Swedish as a mother tongue (Sv)	0,043	0,619	2,327	0,022
Swedish as a second language (SvA)*	0,043	-0,619	-2,327	0,022
SES weak	0,305	-1,326	-6,665	0,000
SES strong	0,305	1,326	6,665	0,000
Girls	0,023	0,431	1,837	0,069
Boys	0,013	-0,357	-1,511	0,134

Procedural knowledge

	Adj. R2	B	t	Sig.
Swedish as a mother tongue (Sv)	0,102	0,780	3,450	0,001
Swedish as a second language (SvA)*	0,102	-0,780	-3,450	0,001
SES weak	0,277	-1,101	-6,180	0,000
SES strong	0,277	1,101	6,180	0,000
Girls	-0,005	0,144	0,691	0,492
Boys	-0,009	-0,074	-0,351	0,726

Factual knowledge; selected response (SR)

	Adj. R2	B	t	Sig.
Swedish as a mother tongue (Sv)	0,026	0,436	1,922	0,058
Swedish as a second language (SvA)*	0,026	-0,436	-1,922	0,058
SES weak	0,447	-1,359	-9,045	0,000
SES strong	0,447	1,359	9,045	0,000
Girls	-0,010	-0,049	-0,241	0,810
Boys	-0,006	0,124	0,615	0,540

Factual knowledge; constructed response 1 (CR1)

	Adj. R2	B	t	Sig.
Swedish as a mother tongue (Sv)	0,024	0,440	1,857	0,066
Swedish as a second language (SvA)*	0,024	-0,440	-1,857	0,066
SES weak	0,348	-1,256	-7,379	0,000
SES strong	0,348	1,256	7,379	0,000
Girls	-0,008	0,102	0,485	0,629
Boys	-0,009	-0,064	-0,302	0,763

Factual knowledge; constructed response 1 (CR2)

	Adj. R2	B	t	Sig.
Swedish as a mother tongue (Sv)	0,035	0,521	2,149	0,034
Swedish as a second language (SvA)*	0,035	-0,521	-2,149	0,034
SES weak	0,399	-1,380	-8,208	0,000
SES strong	0,399	1,380	8,208	0,000
Girls	-0,007	-0,127	-0,586	0,559
Boys	-0,004	0,170	0,786	0,434

* Note that number of respondents within this group is small (n=24).

Multiple regressions; gender and socioeconomy

	Constructed response				
	Historical concepts	Historical sources	Selected response	Giving Examples	Showing Perspectives
Swedish Course (SvA)	-.414* (.195)	-.120 (.178)	.067 (.150)	.545* (.250)	.112 (.168)
Socioeconomy (weak)	-1.344*** (.196)	-1.106*** (.179)	-1.356*** (.151)	-1.145*** (.289)	-.1375*** (.169)
Constant	3.808*** (.174)	3.404*** (.159)	3.612*** (.151)	2.000*** (.134)	2.790*** (.150)
N	100	98	100	101	101
Adjusted R2	.329	.273	.442	.122	.396

*** = p<.001 ** = p<.01 * p<.05

Multiple Regression; Swedish course and Socioeconomy

	Constructed response				
	Historical concepts	Historical sources	Selected response	Giving Examples	Showing Perspectives
Swedish Course (SvA)	-.263 (.269)	.156 (.241)	-.546** (.196)	-.453* (.226)	-.445* (.223)
Socioeconomy (weak)	-1.451*** (.237)	-1.027*** (.213)	-1.617*** (.173)	-1.470*** (.200)	-1.591*** (.197)
Constant	3.869*** (.308)	3.189*** (.276)	4.192*** (.225)	3.120*** (.259)	3.291*** (.256)
N	100	98	101	101	101
Adjusted R2	.304	.273	.483	.368	.417

*** = p<.001 ** = p<.01 * p<.05

Connections between the present day and the American, French and Russian Revolutions

Appendix 2. Item 4 (SR).

4

Complete each sentence by putting a cross against the American, French or Russian Revolutions. Put **one** cross for each task (1-12).

1. Many flags of the world consist of three stripes in different colours. Such flags are called tricolour. The tricolour comes from ...

The American Revolution

☐

The French Revolution

☐

The Russian Revolution

☐


An example of tricolor: the Belgian flag.

2. One country is governed by a Senate and a House of Representatives. The country decided on this form of government after ...

The American Revolution

☐

The French Revolution

☐

The Russian Revolution

☐

3. A symbol for a particular political ideology is "the hammer and sickle". It comes from ...

The American Revolution

☐

The French Revolution

☐

The Russian Revolution

☐


The hammer and sickle.

4. The Marseillaise is a famous national anthem. The Marseillaise was sung for the first time during ...

The American Revolution

☐

The French Revolution

☐

The Russian Revolution

☐

5. There is a political movement today called the "Tea Party Movement". The name refers to a event during ...

The American Revolution

The French Revolution

The Russian Revolution

6. There is one country where the national day is celebrated on 4 July, because the Declaration of Independence was signed that day. The Declaration of Independence was written during ...

The American Revolution

The French Revolution

The Russian Revolution

7. Lenin's Mausoleum was built to honour Lenin, who led ...

The American Revolution

The French Revolution

The Russian Revolution

8. Finland's Independence day has a connection to events during ...

The American Revolution

The French Revolution

The Russian Revolution

9. The battle cry "liberty, equality and fraternity" was used recently in a Swedish advertising campaign. This slogan was first used during ...

The American Revolution

The French Revolution

The Russian Revolution

10. One country celebrates it's national day on 14 July because of an event that is known as "The Storming of the Bastille". The Storming of the Bastille was an important event during ...

The American Revolution

The French Revolution

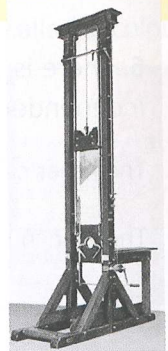
The Russian Revolution

11. In the autumn of 2010 there was a false rumour spread that the state of Georgia had decided to start to execute prisoners sentenced to death by using the guillotine. The guillotine was first used during ...

The American Revolution

The French Revolution

The Russian Revolution



Guillotine at a museum.

12. Today we use the metric system of measurement. The metric system was created during ...

The American Revolution

The French Revolution

The Russian Revolution

Periods of history

Appendix 3. Item 18 (SR).

18

Complete tasks 1-4 by writing the correct **letters** in the table.

You should only write **one letter** in each square.

We have already written in the letter for Great Britain in Column 4: Important areas/states.

Period of History	1: Dates	2: People	3: Events	4: Important regions/ states
Ancient Egypt				
European Colonialism				
The Industrial Revolution in Great Britain				F
The World Wars				
The Post-War Period				

1. Dates

Write **the letter** for the date the period of history **begins** in column 1.
Three letters will remain over.

- A. 3000 BC
- B. 13th century
- C. 14th century
- D. 15th century
- E. 18th century
- F. 1914
- G. 1946
- H. 1989

2. People

Write **the letter** for **the group of people** that corresponds to the correct period of history in column 2.
There will be one letter left over.

- A. James Watt, Mary Wollstonecraft, George Stephenson
- B. Cleopatra, Hatshepsut, Tutankhamun
- C. Olof Palme, Margaret Thatcher, Indira Gandhi
- D. Christopher Columbus, Isabella I of Castile, Vasco da Gama
- E. Gavrilo Princip, Adolf Hitler, Sophie Scholl
- F. Napoleon Bonaparte, Maximilien de Robespierre, Jean Bernadotte

3. Events

Write **the letter** for **the event** that correspond to the correct period of history in column 3.
There will be one letter left over.

- A. The Cuban Missile Crisis
- B. The building of the pyramids
- C. The Storming of the Bastille
- D. The invention of the Spinning Jenny
- E. The dropping of the atomic bomb on Hiroshima
- F. The introduction of triangular trade

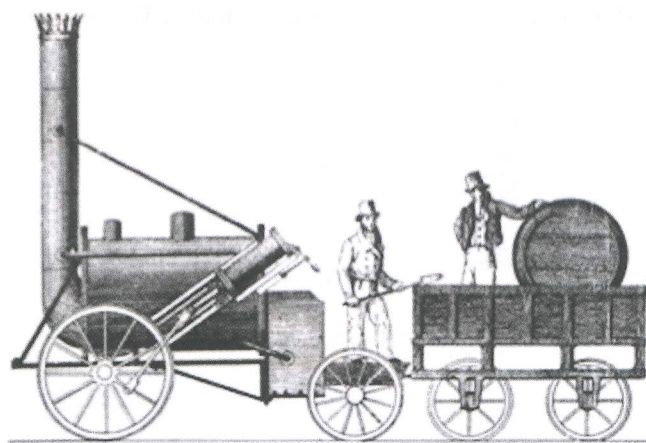
4. Regions/states

Write **the letter** for **the regions/states** that were important and that correspond to the correct period of history in column 4.
There will be one letter left over.

- A. Sumer, region of the Maya civilization, Babylon
- B. USA, the Soviet Union
- C. Portugal, Spain, Great Britain, France
- D. Germany, Great Britain, USA, France, the Soviet Union, Austria-Hungary, Japan, Italy
- E. France, Holy Roman Empire
- F. ~~Great Britain~~ (we have crossed this out, as we have already placed this letter in the table)

Consequences of the industrial revolution

Appendix 4. Item 7 (SR).



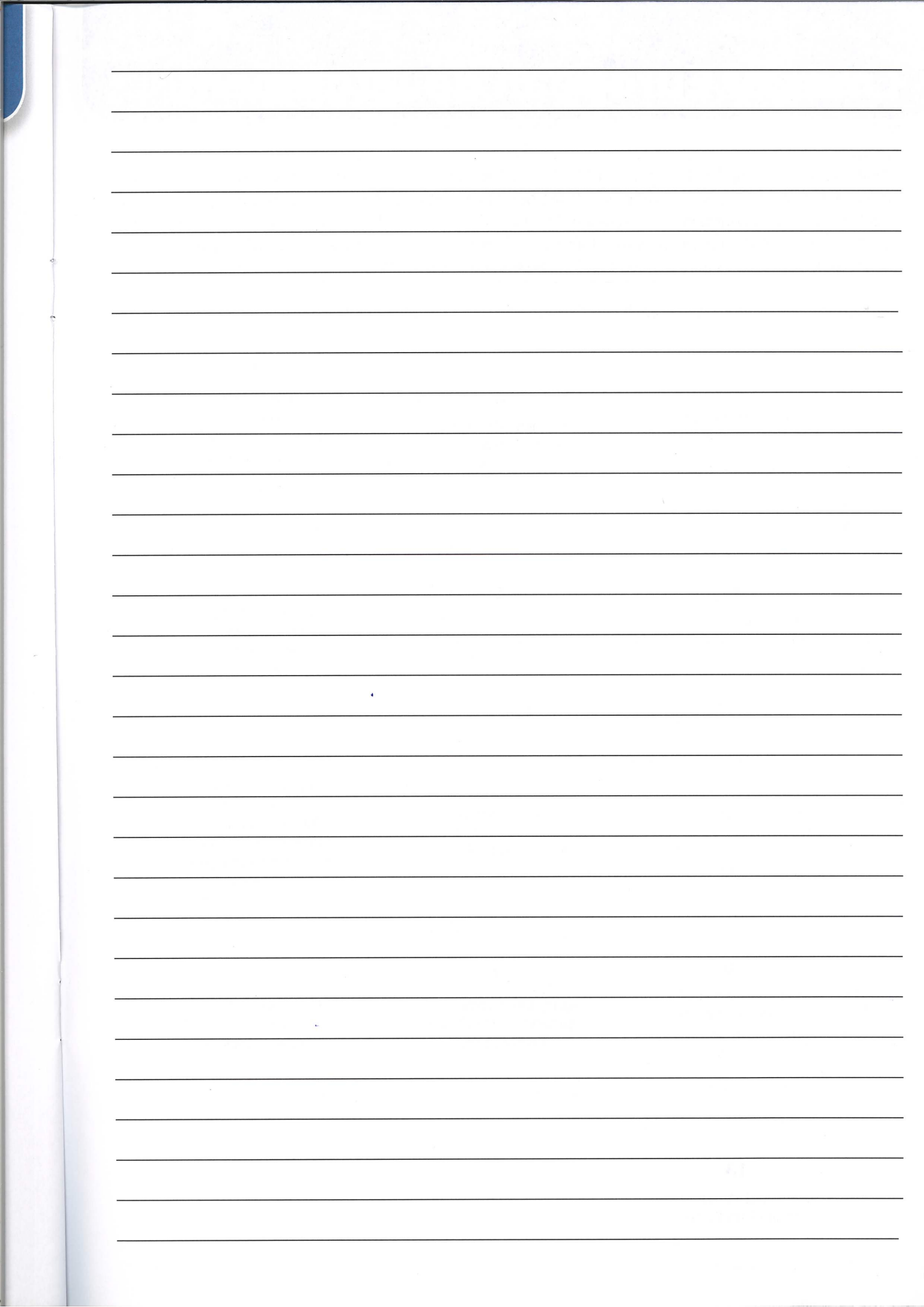
Drawing of Stephenson's steam engine Rocket in an American technical journal from 1829.

7

Write about and discuss the **consequences** of the industrial revolution using **historical examples**.

Your discussion should include		
E	C	A
Two consequences	Three consequences. At least two different types of consequence, for example social, economic, political etc.	The same as for C, but also one consequence that occurred then and a consequence that had a long-term affect . Discuss this by describing in what way it was a consequence that lasted for a long time.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Views of homosexuality in Sweden – continuity and change

Appendix 5. Item 20 (SR).

You can see a timeline below that shows views of homosexuality and homosexuals in Sweden.

20

Task:

Using examples from the periods of history on the timeline, write about and discuss **continuity** and **change** in views of homosexuality/homosexuals in Sweden.

Period: the Middle Ages

The church considers homosexuality to be a sin.

Period: 17th Century

In the 1600s laws were passed making homosexuality a crime.

14th Century

15th Century

16th Century

17th Century

Your discussion should include

E

C

A

One of the concepts, continuity **or** change

Reference should be made to **at least two** of the periods in the timeline in the discussion of continuity **or** change

Both the concepts, continuity **and** change

Examples should be given from **every** period in the timeline that shows continuity **or** change

Both the concepts, continuity **and** change

Examples should be given from **every** period in the timeline that show continuity **and** from every period in the timeline that shows change

Period: 20th Century

In **1944** Parliament decides that homosexuality is not a crime.

In **1979** the Swedish National Board of Health and Welfare decides that homosexuality should no longer be defined as an illness.



A group of homosexuals protest on the steps of the National Board of Health and Welfare against the definition of homosexuality as an illness, 1979.

Period: 19th Century

In the **19th Century**, people began to view homosexuality as an illness.

Period: 21st Century

2008-15 Crimes of hate against sexual orientation are the most commonly-reported crime.

In **2009** the Parliament legalizes gender-neutral marriage. This has the consequence that couples who marry no longer have to consist of a man and a woman.



Same-sex couples marry in church.

18th Century

19th Century

20th Century

21st Century

Lines continues on the next page!

A source on the suffragette movement, 1905

Appendix 6. Item 5 (SR).

Frida Steenhoff wrote a book in 1905 called "Why should women wait?". The picture shows the title page of the book.



5

An historian is writing an article about women demanding the right to vote in Sweden. She considers that the book "Why should women wait?" is both **trustworthy** and **relevant**. What **reasons** can she give for her assessment of the source?

The book is trustworthy because ...

The book is relevant because ...
