



FINNISH NATIONAL
AGENCY FOR EDUCATION

Criteria for Final Assessment in Primary and Lower Secondary Education

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Mother tongue and literature

Assessment of a pupil's learning and competence in mother tongue and literature in grades 7–9

In grades 7–9, the assessment of a pupil's learning is versatile, and encourages as well as guides the pupils. By means of encouraging and constructive feedback the pupils' motivation and language skill development are promoted and this helps the pupil to identify their individual strengths. Pupils are regularly provided with information about the progress of their learning and how their performance meets the objectives. The assessment is closely tied to the learning process. Detailed feedback that promotes learning helps the pupils to become aware of their skills, knowledge, and work processes, and provides tools to develop these areas further. In grades 7–9, all the objectives are equally important in pupil assessment. The assessment is based on a variety of oral and written skill demonstrations, as well as teachers' observations during learning. The pupils must be provided with opportunities to demonstrate their skills comprehensively. Self-assessment skills and the ability to give and receive peer response are developed as part of the formative assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in mother tongue and literature end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in mother tongue and literature by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in mother tongue and literature. All the objectives set for the syllabus in mother tongue and literature in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in mother tongue and literature. A pupil will have achieved the objectives of the syllabus in other tongue and literature set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in mother tongue and literature and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in mother tongue and literature.

In the final assessment descriptions for mother tongue and literature, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades.

Syllabus in Finnish language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to guide the pupil in developing their competence in a goal-oriented, motivated, ethical, and constructive way of acting in different communication environments	C1	The pupil will develop their competence in acting in various communication situations.	Interaction in various situations	The pupil is able to act in a group they are familiar with and in everyday interactive situations.	The pupil is able to work in a goal-oriented manner in groups and ordinary interactive situations.	The pupil is able to work in a constructive manner in various types of groups and interactive situations.	The pupil is able to work in a constructive manner in a wide range of groups, including demanding interactive situations.
O2 to encourage the pupil to diversify their group communication skills and develop skills in justifying their views and	C1	The pupil will diversify their group communication skills and develop their skills in making reasoned arguments.	Group communication skills	The pupil is able to listen to others and take part in conversations. The pupil is able to express their views and provide	The pupil is able to take other people's views into account when communicating. The pupil is able to express their	The pupil is able to use their comments to advance discussions. The pupil is able to express their	The pupil is able to interpret other people's comments and their purposes, and regulate their own way of communicating

linguistic and communication choices				some arguments to justify them.	views in an appropriate manner and provide simple arguments to justify them.	views clearly and provide relatively comprehensive arguments to justify them.	depending on the situation. The pupil is able to express their views in a manner that fits the given circumstances and provide compelling arguments.
O3 to guide the pupil to diversify their overall skills in expressing themselves in different communication and public speaking and performance situations, also using the modes of drama.	C1	The pupil will diversify their overall skills in expressing themselves in various communication and performance situations.	Performance skills	The pupil is able to give a short oral presentation on a concrete and familiar topic. The pupil is able to express themselves in an understandable way.	The pupil is able to give a simple oral presentation, prepared in advance. The pupil is able to express themselves clearly.	The pupil is able to give an oral presentation, prepared in advance, and target their speech specifically to their audience. The pupil is able to express themselves in a manner appropriate for a given situation.	The pupil is able to give an oral presentation, prepared in advance, on a demanding topic. The pupil is able to express themselves in a variety of ways and adapt their expression according to the listeners and the objective.

O4 to encourage the pupil to advance their self-image as a communicator in order to learn to observe their communication and recognise strengths and development areas in different contexts of communication, including multimedia environments	C1	The pupil will learn to observe their communication and identify their strengths and areas that require improvement.	Development of interaction skills	The pupil is able to name one of their interaction strengths or areas that require improvement.	The pupil is able to describe themselves as a communicator and name some of their strengths and areas that require improvement.	The pupil is able to give a detailed description of their communication skills, strengths and areas that require improvement.	The pupil is able to assess their communication skills and strengths and think of ways in which to improve their skills.
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Interpreting texts

O5 to guide the pupil in developing strategies and metacognitive skills needed in understanding, comprehending, and analyzing	C2	The pupil will learn strategies and metacognitive skills required to read texts and to evaluate the areas in their reading skills that need improvement.	Understanding texts and recognising personal strengths and areas that require improvement	The pupil is able to use one simple text comprehension strategy. The pupil is able to name one of their strengths or areas	The pupil is able to utilise a few text comprehension strategies. The pupil is able to describe themselves as a reader and name	The pupil is able to select suitable text comprehension strategies for different text genres. The pupil is able to give a detailed	The pupil is able to utilise text comprehension strategies appropriate for specific reading situations. The pupil is able to
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texts and in learning to evaluate their development needs in reading				that require improvement in connection to reading.	some of their strengths and areas that require improvement.	description of their reading skills, strengths and areas that require improvement.	evaluate their reading skills and think of ways in which to improve them.
O6 to offer the pupil versatile opportunities for selecting, using, interpreting, and evaluating diverse fictional, non-fiction and media texts	C2	The pupil will learn to select, use, interpret and evaluate diverse fictional, non-fiction and media texts.	Diversifying the world of texts and multiliteracy	The pupil is able to read various forms of simple fictional, non-fiction, and media texts.	The pupil is able to select use and read various types of texts but focuses mainly on text genres they are familiar with.	The pupil is able to select use and interpret texts that represent different genres.	The pupil is able to select use, interpret and evaluate also texts that are new to them.
O7 to guide the pupil to develop analytical and critical literacy, to practise making observations from texts and interpreting them using appropriate concepts, and to establish and	C2	The pupil will learn analytical and critical literacy, make observations about non-fiction and media texts and interpret them by using appropriate concepts.	Analysis and interpretation of non-fiction and media texts	The pupil is able to identify the main content of texts with the help of assisting questions. The pupil is able to name a few typical linguistic or textual features of a simple genre.	The pupil is able to identify the key points of texts and describe the objectives of texts. The pupil is able to describe the typical linguistic and textual features of	The pupil is able to analyse the purpose, target groups and meanings of a text. The pupil is able to analyse the features of various text genres and	The pupil is able to interpret and reflect on the meanings created by a text and evaluate the effects that a text has. The pupil is able to analyse the

expand their vocabulary and resource of concepts					common text genres.	describe them by using a few key concepts.	features of different text genres by using appropriate concepts and evaluate a text in relation to its objectives and purposes.
O8 to encourage the pupil to develop their skill of evaluating information acquired from various sources and using the information appropriately	C2	The pupil will learn to enhance their skills in evaluating information acquired from various sources and using it appropriately.	Information acquisition skills and source criticism	<p>The pupil is able to find individual pieces of information from sources provided.</p> <p>The pupil is able to name a few features of a reliable source.</p>	<p>The pupil is able to use ordinary sources and seek information from them.</p> <p>The pupil is able to describe the reliability of the sources they have used.</p>	<p>The pupil is able to describe the key stages of information acquisition, find various types of sources and seek information from them.</p> <p>The pupil is able to evaluate the reliability and useability of various types of sources.</p>	<p>The pupil is able to follow the stages of information acquisition correctly.</p> <p>The pupil is able to use a wide range of sources and seek information from them in an appropriate way.</p> <p>The pupil is able to reflect on the elements pertaining to the reliability of</p>

							sources and the useability of information and motivate their selection of sources.
O9 to encourage the pupil to expand their interest in fictional texts and literary genres new to them, to diversify their reading, listening, and viewing experiences and the ways of sharing them, and to deepen the understanding of the elements of fiction	C2	The pupil will become familiar with various forms of fictional texts new to them, diversify their reading, listening and viewing experiences and share them and deepen their understanding of techniques used in fiction.	Analysis and interpretation of fictional texts	The pupil is able to outline the plot of a simple fictional text and name some techniques used in fiction.	The pupil is able to describe the features of fictional texts and make observations about techniques used in fiction.	The pupil is able to analyse various forms of fictional texts. The pupil is able to use a few key terms in their analysis and identify some of the special features of language used in fiction, means of expression and narrative techniques.	The pupil is able to analyse various forms of fictional texts by using appropriate terminology. The pupil is able to interpret fictional texts and reflect on the ambiguous nature of fiction.
Producing texts							
O10 to encourage the pupil to express their	C3	The pupil will learn to express their thoughts by	Producing diverse forms of texts and developing skills in	The pupil is able to produce simple texts with the help	The pupil is able to produce various forms of texts	The pupil is able to produce texts according to the	The pupil is able to produce texts in a creative way as

thoughts by writing and producing diverse texts and to help the pupil recognise their strengths and development needs as a producer of text		writing and producing diverse texts, and to recognise their strengths and development needs as a producer of texts.	producing texts.	of examples. The pupil is able to name one of their strengths or development need as a producer of texts.	according to instructions. The pupil is able to describe themselves as a producer of texts, and name a few of their strengths and development needs.	objective. The pupil is able to analyse their strengths and development needs as a producer of texts.	well as appropriate for the situation and objective. The pupil is able to evaluate their strengths and development needs and reflect on how to improve their skills.
O11 to offer the pupil opportunities for producing narrative, descriptive, instructive, and most importantly, argumentative and reflective texts, also in multimedia environments, and to help the pupil	C3	The pupil will learn to produce narrative, descriptive, instructive, reflective and argumentative texts, also in multimedia environments, and to choose ways of expression appropriate to each text genre	Command of different text genres	The pupil is able to produce narrative and descriptive texts that are simple and concrete on familiar topics with the help of examples.	The pupil is able to produce instructive and simple argumentative texts and use modes of expression characteristic of them with the help of examples.	The pupil is able to produce reflective and various types of argumentative texts and use modes of expression characteristic of them.	The pupil is able to produce various types of texts independently and use the modes of expression characteristic of them in a comprehensive way.

choose ways of expression appropriate to each text genre and situation		and situation.					
O12 to guide the pupil in developing their text production processes and to provide the pupil with opportunities for producing text together with others as well as to encourage the pupil to strengthen their skills in providing and receiving feedback and evaluating themselves as a producer of text	C3	<p>The pupil will develop their text production processes.</p> <p>The pupil will produce texts together with others.</p> <p>The pupil will improve their ability to give and receive feedback and assess themselves as a producer of texts.</p>	Command of text production processes	<p>The pupil is able to generate ideas and produce text with the help of examples and assisting questions.</p> <p>The pupil is able to give little or one-sided feedback on other people's texts and receive feedback.</p>	<p>The pupil is able to plan and produce text both alone and in a group.</p> <p>The pupil is able to give feedback and occasionally use the feedback they receive to produce texts.</p>	<p>The pupil is able to revise the textual and linguistic features of their texts based on response.</p> <p>The pupil is able to give constructive feedback and take advantage of the feedback they have received during the different stages of producing texts.</p>	<p>The pupil is able to revise the expressions and structures in texts independently and in various ways.</p> <p>The pupil is able to give feedback that helps others to revise their texts and to make advantage of the feedback they have received to develop their text production skills.</p>
O13 to guide the pupil to further the fluency of	C3	The pupil will further the fluency and strengthen	Production of understandable text and command	The pupil is able to produce a simple text which	The pupil is able to produce a text which conveys the	The pupil is able to produce a text which is fluent and	The pupil is able to produce a cohesive and

<p>their writing and strengthen ICT-competence in the production of texts, to deepen their understanding of writing as communication and to strengthen their command of standard language by providing information on the conventions of written language</p>		<p>their text production by hand and using ICT as well as deepen their understanding of writing as a form of communication. The pupil will strengthen their command of standard language.</p>	<p>of conventions of written language.</p>	<p>conveys the message in an understandable way. The pupil is able to use simple sentence structures and for the most part, end marks and capital letters at the start of sentences and in proper names. The pupil is able to write by hand and using ICT.</p>	<p>message easily for the most part. The pupil is able to arrange their texts into logical sequences, pay attention to sentence structures and follow many of the conventions of standard written language.</p>	<p>easy to understand. The pupil is able to arrange their text and paragraphs into logical sequences, pay attention to their word choices and follow most of the conventions of standard written language when producing and revising texts. The pupil is able to write fluently by hand and using ICT.</p>	<p>informative text. The pupil is able to use a wide range of cohesive means and sentence structures, pay attention to the style of their text and follow the conventions of standard written language.</p>
<p>O14 to develop the pupil's competence in strengthening their skills in managing and</p>	<p>C3</p>	<p>The pupil will strengthen their skills in managing and using information, diversify their use</p>	<p>Presenting and managing information, ethical communication</p>	<p>The pupil is able to produce a simple summary based on what they have read, heard or seen.</p>	<p>The pupil is able to make simple notes and cite the sources they have used with the help of examples.</p>	<p>The pupil is able to make comprehensive notes and summarise the information they</p>	<p>The pupil is able to combine information acquired from several sources in their texts.</p>

using information, diversifying the use of sources, and the command of citation techniques in their texts, and to instruct the pupil to act ethically online, respecting privacy and copyright		of sources and citation techniques. The pupil will learn to act in various environments respecting other people's privacy and copyright.		The pupil is able to use sources in a simple and mechanical way in their texts. The pupil is able to follow copyright rules and knows what privacy protection means.		have acquired. The pupil is able to cite their sources appropriately.	
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Understanding language, literature and culture

O15 to guide the pupil to advance their language awareness and become interested in linguistic phenomena as well as to help the pupil recognise linguistic structures, different registers, stylistic characteristics and	C4	The pupil will deepen their language awareness and become interested in linguistic phenomena, recognise linguistic structures, different registers and stylistic characteristics and tones and	Development of language awareness	The pupil is able to recognise simple features in texts. The pupil is able to name some common differences between written and spoken language as well as between colloquial and standard	The pupil is able to recognise textual and linguistic features. The pupil is able to describe linguistic variation in various situations where the language is used.	The pupil is able to specify the features of different registers and styles. The pupil is able to reflect on the significance and effects of linguistic and textual choices.	The pupil is able to analyse the features of texts, registers and styles. The pupil is able to apply their knowledge of the effects of linguistic choices on their communication.
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tones and to understand the significance and consequences of linguistic choices		understand the significance and consequences of linguistic choices.		language.			
O16 to encourage the pupil to expand their perception of literature and culture, familiarise them with literary history, modern literature, and different literary genres as well as to help the pupil consider the meaning of literature and culture in their own life and provide them with opportunities for gathering and sharing reading and other cultural	C4	The pupil will expand their perception of literature, and become familiar with the history of literature, contemporary literature and different genres of literature.	Literary knowledge and reading as an interest	The pupil is able to name the main genres of literature. The pupil has read a few full literary texts, for example short stories.	The pupil is able to describe the typical features of the main genres of literature. The pupil is able to give examples of literary works that belong to the main genres of literature. The pupil has read some of the literary works assigned for the school year.	The pupil is able to describe the diversity of literature. The pupil is able to name some of the literary periods and to relate a few literary works and authors to them. The pupil has read the literary works assigned for the school year.	The pupil is able to analyse the diversity of literature as part of culture. The pupil is able to describe some of the literary periods and their main stylistic features, and name some of the main literary works and authors accordingly. The pupil is familiar with a wide range of literature.

experiences							
O17 to guide the pupil to familiarise themselves with the linguistic and cultural diversity in Finland and the history and the features of the Finnish language, to help the pupil reflect on the meaning of mother tongue and become aware of their own linguistic and cultural identity, and to encourage the pupil to become an active user and creator of culture	C4	The pupil will learn about the linguistic and cultural diversity in Finland, as well as the history and features of the Finnish language and to reflect on the significance of linguistic and cultural identity.	Gaining an understanding of the significance and the status of the language	The pupil is able to name some of the languages spoken in Finland and one of the languages related to Finnish. The pupil is able to name one typical feature of Finnish and tell about the significance of their mother tongue to them personally.	The pupil is able to describe the status of the Finnish language among other languages. The pupil is able to name some of the main features typical to the Finnish language and describe the significance of a mother tongue to an individual.	The pupil is able to describe the linguistic and cultural diversity in Finland. The pupil is able to specify typical features of the Finnish language and reflect on the connection between a mother tongue and identities.	The pupil is able to reflect on the significances of linguistic and cultural diversity to an individual and society. The pupil is able to specify typical features of the Finnish language in relation to other languages and reflect on the concept of a mother tongue and its significance for the formation of identities.

Syllabus in Swedish language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to guide the pupil in developing their competence in a goal-oriented, motivated, ethical, and constructive way of acting in different communication environments	C1	The pupil will develop their competence in acting in various communication situations.	Interaction in various situations	The pupil is able to act in a group they are familiar with and in everyday interactive situations.	The pupil is able to work in a goal-oriented manner in groups and ordinary interactive situations.	The pupil is able to work in a constructive manner in various types of groups and interactive situations.	The pupil is able to work in a constructive manner in a wide range of groups, including demanding interactive situations.
O2 to encourage the pupil to diversify their group communication skills and develop skills in justifying their views and	C1	The pupil will diversify their group communication skills and develop their skills in making reasoned arguments.	Group communication skills	The pupil is able to listen to others and take part in conversations. The pupil is able to express their views and provide	The pupil is able to take other people's views into account when communicating. The pupil is able to express their	The pupil is able to use their comments to advance discussions. The pupil is able to express their	The pupil is able to interpret other people's comments and their purposes, and regulate their own way of communicating

linguistic and communication choices				some arguments to justify them.	views in an appropriate manner and provide simple arguments to justify them.	views clearly and provide relatively comprehensive arguments to justify them.	depending on the situation. The pupil is able to express their views in a manner that fits the given circumstances and provide compelling arguments.
O3 to guide the pupil to diversify their overall skills in expressing themselves in different communication and public speaking and performance situations, also using the modes of drama.	C1	The pupil will diversify their overall skills in expressing themselves in various communication and performance situations.	Performance skills	The pupil is able to give a short oral presentation on a concrete and familiar topic. The pupil is able to express themselves in an understandable way.	The pupil is able to give a simple oral presentation, prepared in advance. The pupil is able to express themselves clearly.	The pupil is able to give an oral presentation, prepared in advance, and target their speech specifically to their audience. The pupil is able to express themselves in a manner appropriate for a given situation.	The pupil is able to give an oral presentation, prepared in advance, on a demanding topic. The pupil is able to express themselves in a variety of ways and adapt their expression according to the listeners and the objective.

O4 to encourage the pupil to advance their self-image as a communicator in order to learn to observe their communication and recognise strengths and development areas in different contexts of communication, including multimedia environments	C1	The pupil will learn to observe their communication and identify their strengths and areas that require improvement.	Development of interaction skills	The pupil is able to name one of their interaction strengths or areas that require improvement.	The pupil is able to describe themselves as a communicator and name some of their strengths and areas that require improvement.	The pupil is able to give a detailed description of their communication skills, strengths and areas that require improvement.	The pupil is able to assess their communication skills and strengths and think of ways in which to improve their skills.
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Interpreting texts

O5 to guide the pupil in developing strategies and metacognitive skills needed in understanding, comprehending, and analyzing	C2	The pupil will learn strategies and metacognitive skills required to read texts and to evaluate the areas in their reading skills that need improvement.	Understanding texts and recognising personal strengths and areas that require improvement	The pupil is able to use one simple text comprehension strategy. The pupil is able to name one of their strengths or areas	The pupil is able to utilise a few text comprehension strategies. The pupil is able to describe themselves as a reader and name	The pupil is able to select suitable text comprehension strategies for different text genres. The pupil is able to give a detailed	The pupil is able to utilise text comprehension strategies appropriate for specific reading situations. The pupil is able to
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texts and in learning to evaluate their development needs in reading				that require improvement in connection to reading.	some of their strengths and areas that require improvement.	description of their reading skills, strengths and areas that require improvement.	evaluate their reading skills and think of ways in which to improve them.
O6 to offer the pupil versatile opportunities for selecting, using, interpreting, and evaluating diverse fictional, non-fiction and media texts	C2	The pupil will learn to select, use, interpret and evaluate diverse fictional, non-fiction and media texts.	Diversifying the world of texts and multiliteracy	The pupil is able to read various forms of simple fictional, non-fiction, and media texts.	The pupil is able to select, use and read various types of texts but focuses mainly on text genres they are familiar with.	The pupil is able to select, use and interpret texts that represent different genres.	The pupil is able to select, use, interpret and evaluate also texts that are new to them.
O7 to guide the pupil to develop analytical and critical literacy, to practise making observations from texts and interpreting them using appropriate concepts, and to establish and	C2	The pupil will learn analytical and critical literacy, make observations about non-fiction and media texts and interpret them by using appropriate concepts.	Analysis and interpretation of non-fiction and media texts	The pupil is able to identify the main content of texts with the help of assisting questions. The pupil is able to name a few typical linguistic or textual features of	The pupil is able to identify the key points of texts and describe the objectives of texts. The pupil is able to describe the typical linguistic and textual features of	The pupil is able to analyse the purpose, target groups and meanings of a text. The pupil is able to analyse the features of various text genres and	The pupil is able to interpret and reflect on the meanings created by a text and evaluate the effects that a text has. The pupil is able to analyse the

expand their vocabulary and resource of concepts				a simple genre.	common text genres.	describe them by using a few key concepts.	features of different text genres by using appropriate concepts and evaluate a text in relation to its objectives and purposes.
O8 to encourage the pupil to develop their skill of evaluating information acquired from various sources and using the information appropriately	C2	The pupil will learn to enhance their skills in evaluating information acquired from various sources and using it appropriately.	Information acquisition skills and source criticism	<p>The pupil is able to find individual pieces of information from sources provided.</p> <p>The pupil is able to name a few features of a reliable source.</p>	<p>The pupil is able to use ordinary sources and seek information from them.</p> <p>The pupil is able to describe the reliability of the sources they have used.</p>	<p>The pupil is able to describe the key stages of information acquisition, find various types of sources and seek information from them.</p> <p>The pupil is able to evaluate the reliability and useability of various types of sources.</p>	<p>The pupil is able to follow the stages of information acquisition correctly.</p> <p>The pupil is able to use a wide range of sources and seek information from them in an appropriate way.</p> <p>The pupil is able to reflect on the elements pertaining to the reliability of</p>

							sources and the useability of information and motivate their selection of sources.
O9 to encourage the pupil to expand their interest in fictional texts and literary genres new to them, to diversify their reading, listening, and viewing experiences and the ways of sharing them, and to deepen the understanding of the elements of fiction	C2	The pupil will become familiar with various forms of fictional texts new to them, diversify their reading, listening and viewing experiences and share them and deepen their understanding of techniques used in fiction.	Analysis and interpretation of fictional texts	The pupil is able to outline the plot of a simple fictional text and name some techniques used in fiction.	The pupil is able to describe the features of fictional texts and make observations about techniques used in fiction.	The pupil is able to analyse various forms of fictional texts. The pupil is able to use a few key terms in their analysis and identify some of the special features of language used in fiction, means of expression and narrative techniques.	The pupil is able to analyse various forms of fictional texts by using appropriate terminology. The pupil is able to interpret fictional texts and reflect on the ambiguous nature of fiction.
Producing texts							
O10 to encourage the pupil to express their	C3	The pupil will learn to express their thoughts by	Producing diverse forms of texts and developing skills in	The pupil is able to produce simple texts with the help	The pupil is able to produce various forms of texts	The pupil is able to produce texts according to the	The pupil is able to produce texts in a creative way as

thoughts by writing and producing diverse texts and to help the pupil recognise their strengths and development needs as a producer of text		writing and producing diverse texts, and to recognise their strengths and development needs as a producer of texts.	producing texts.	of examples. The pupil is able to name one of their strengths or development need as a producer of texts.	according to instructions. The pupil is able to describe themselves as a producer of texts, and name a few of their strengths and development needs.	objective. The pupil is able to analyse their strengths and development needs as a producer of texts.	well as appropriate for the situation and objective. The pupil is able to evaluate their strengths and development needs and reflect on how to improve their skills.
O11 to offer the pupil opportunities for producing narrative, descriptive, instructive, and most importantly, argumentative and reflective texts, also in multimedia environments, and to help the pupil	C3	The pupil will learn to produce narrative, descriptive, instructive, reflective and argumentative texts, also in multimedia environments, and to choose ways of expression appropriate to each text genre	Command of different text genres	The pupil is able to produce narrative and descriptive texts that are simple and concrete on familiar topics with the help of examples.	The pupil is able to produce instructive and simple argumentative texts and use modes of expression characteristic of them with the help of examples.	The pupil is able to produce reflective and various types of argumentative texts and use modes of expression characteristic of them.	The pupil is able to produce various types of texts independently and use the modes of expression characteristic of them in a comprehensive way.

choose ways of expression appropriate to each text genre and situation		and situation.					
O12 to guide the pupil in developing their text production processes and to provide the pupil with opportunities for producing text together with others as well as to encourage the pupil to strengthen their skills in providing and receiving feedback and evaluating themselves as a producer of text	C3	The pupil will develop their text production processes. The pupil will produce texts together with others. The pupil will improve their ability to give and receive feedback and assess themselves as a producer of texts.	Command of text production processes	The pupil is able to generate ideas and produce text with the help of examples and assisting questions. The pupil is able to give little or one-sided feedback on other people's texts and receive feedback.	The pupil is able to plan and produce text both alone and in a group. The pupil is able to give feedback and occasionally use the feedback they receive to produce texts.	The pupil is able to revise the textual and linguistic features of their texts based on response. The pupil is able to give constructive feedback and take advantage of the feedback they have received during the different stages of producing texts.	The pupil is able to revise the expressions and structures in texts independently and in various ways. The pupil is able to give feedback that helps others to revise their texts and to make advantage of the feedback they have received to develop their text production skills.
O13 to guide the pupil to further the fluency of	C3	The pupil will further the fluency and strengthen	Production of understandable text and command	The pupil is able to produce a simple text which	The pupil is able to produce a text which conveys the	The pupil is able to produce a text which is fluent and	The pupil is able to produce a cohesive and

<p>their writing and strengthen ICT-competence in the production of texts, to deepen their understanding of writing as communication and to strengthen their command of standard language by providing information on the conventions of written language</p>		<p>their text production by hand and using ICT as well as deepen their understanding of writing as a form of communication. The pupil will strengthen their command of standard language.</p>	<p>of conventions of written language.</p>	<p>conveys the message in an understandable way. The pupil is able to use simple sentence structures and for the most part, end marks and capital letters at the start of sentences and in proper names. The pupil is able to write by hand and using ICT.</p>	<p>message easily for the most part. The pupil is able to arrange their texts into logical sequences, pay attention to sentence structures and follow many of the conventions of standard written language.</p>	<p>easy to understand. The pupil is able to arrange their text and paragraphs into logical sequences, pay attention to their word choices and follow most of the conventions of standard written language when producing and revising texts. The pupil is able to write fluently by hand and using ICT.</p>	<p>informative text. The pupil is able to use a wide range of cohesive means and sentence structures, pay attention to the style of their text and follow the conventions of standard written language.</p>
<p>O14 to develop the pupil's competence in strengthening their skills in managing and</p>	<p>C3</p>	<p>The pupil will strengthen their skills in managing and using information, diversify their use</p>	<p>Presenting and managing information, ethical communication</p>	<p>The pupil is able to produce a simple summary based on what they have read, heard or seen.</p>	<p>The pupil is able to make simple notes and cite the sources they have used with the help of examples.</p>	<p>The pupil is able to make comprehensive notes and summarise the information they</p>	<p>The pupil is able to combine information acquired from several sources in their texts.</p>

using information, diversifying the use of sources, and the command of citation techniques in their texts, and to instruct the pupil to act ethically online, respecting privacy and copyright		of sources and citation techniques. The pupil will learn to act in various environments respecting other people's privacy and copyright.		The pupil is able to use sources in a simple and mechanical way in their texts. The pupil is able to follow copyright rules and knows what privacy protection means.		have acquired. The pupil is able to cite their sources appropriately.	
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Understanding language, literature and culture

O15 to guide the pupil to advance their language awareness and become interested in linguistic phenomena as well as to help the pupil recognise linguistic structures, different registers, stylistic characteristics and	C4	The pupil will deepen their language awareness and become interested in linguistic phenomena, recognise linguistic structures, different registers and stylistic characteristics and tones and	Development of language awareness	The pupil is able to recognise simple features in texts. The pupil is able to name some common differences between written and spoken language as well as between colloquial and standard	The pupil is able to recognise textual and linguistic features. The pupil is able to describe linguistic variation in various situations where the language is used.	The pupil is able to specify the features of different registers and styles. The pupil is able to reflect on the significance and effects of linguistic and textual choices.	The pupil is able to analyse the features of texts, registers and styles. The pupil is able to apply their knowledge of the effects of linguistic choices on their communication.
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tones and to understand the significance and consequences of linguistic choices		understand the significance and consequences of linguistic choices.		language.			
O16 to encourage the pupil to expand their perception of literature and culture, familiarise them with literary history, modern literature, and different literary genres as well as to help the pupil consider the meaning of literature and culture in their own life and provide them with opportunities for gathering and sharing reading and other cultural experiences	C4	The pupil will expand their perception of literature, and become familiar with the history of literature, contemporary literature and different genres of literature.	Literary knowledge and reading as an interest	<p>The pupil is able to name the main genres of literature.</p> <p>The pupil has read a few full literary texts, for example short stories.</p>	<p>The pupil is able to describe the typical features of the main genres of literature.</p> <p>The pupil is able to give examples of literary works that belong to the main genres of literature.</p> <p>The pupil has read some of the literary works assigned for the school year.</p>	<p>The pupil is able to describe the diversity of literature.</p> <p>The pupil is able to name some of the literary periods and to relate a few literary works and authors to them.</p> <p>The pupil has read the literary works assigned for the school year.</p>	<p>The pupil is able to analyse the diversity of literature as part of culture.</p> <p>The pupil is able to describe some of the literary periods and their main stylistic features, and name some of the main literary works and authors accordingly.</p> <p>The pupil is familiar with a wide range of literature.</p>

<p>O17 to guide the pupil to familiarise themselves with the linguistic and cultural diversity in Finland, the history and the features of the Swedish language, the Nordic languages and Nordic culture, to help the pupil reflect on the meaning of mother tongue and become aware of their own linguistic and cultural identity, and to encourage the pupil to become an active user and creator of culture</p>	<p>C4</p>	<p>The pupil will learn about the linguistic and cultural diversity in Finland. The pupil will learn about the history and features of the Swedish language as well as the Nordic languages and the Nordic culture. The pupil reflects on the significance of their mother tongue and their linguistic and cultural identity.</p>	<p>Gaining an understanding of the significance and the status of the language</p>	<p>The pupil is able to name some of the languages spoken in Finland and one of the languages related to Swedish. The pupil is able to name one typical feature of Swedish, tell about their everyday language use and the significance of their mother tongue to them personally.</p>	<p>The pupil is able to describe the status of the Swedish language among other languages. The pupil is able to name some of the main features typical to the Swedish language and describe the Nordic languages and the Nordic culture. The pupil is able to describe the significance of a mother tongue to an individual.</p>	<p>The pupil is able to describe the linguistic and cultural diversity in Finland. The pupil is able to specify typical features of the Swedish language and place it in a Nordic cultural context. The pupil is able to reflect on the significance of a mother tongue to identities.</p>	<p>The pupil is able to reflect on the significances of linguistic and cultural diversity to an individual and society. The pupil is able to specify typical features of the Swedish language in relation to other languages and is able to understand the significance of the linguistic and cultural ties to the rest of the Nordic countries. The pupil is able to reflect on the concept of a mother tongue and its significance for the formation of identities.</p>
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Syllabus in Sámi language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to encourage the pupil to express themselves and to justify their opinions by offering them diverse opportunities for practising interaction	C1	The pupil will learn to express themselves and their views boldly in various interactive situations.	Self-expression, expression of views and argumentation	The pupil is able to act in a familiar group and everyday interactive situations.	The pupil is able to act in a goal-oriented manner in groups and ordinary interactive situations.	The pupil is able to act in a constructive manner in different types of groups and interactive situations.	The pupil is able to act in a constructive manner in various types of groups, as well as in demanding and multilingual interactive situations.
O2 to encourage the pupil to develop their social skills by guiding them to engage in diverse interaction and to	C1	The pupil will diversify their skills in group communication and develop their ability to give and receive feedback.	Interaction, giving and receiving feedback	The pupil is able to listen to others and take part in conversations. The pupil is able to receive	The pupil is able to take other people's views into account when communicating.	The pupil is able to use their comments to advance discussions. The pupil is able	The pupil is able to interpret other people's comments and their purposes as well as regulate their own way of

develop their ability to give and receive feedback				feedback.	The pupil is able to give little or one-sided feedback.	to give and receive feedback in a constructive way.	communicating depending on the situation. The pupil is able to provide and receive feedback in a way appropriate for a given situation.
O3 to encourage the pupil to develop and diversify their communication skills in different spoken communication environments by guiding them to engage in intercultural dialogue and to interact with different kinds of people, particularly in the	C1	The pupil will learn to make observations about their own communication and diversify their overall expression in various forms of communication and performance situations.	Communication skills and performance skills	The pupil is able to give a short oral presentation on a concrete and familiar topic to themselves. The pupil is able to express themselves in an understandable way.	The pupil is able to give a simple oral presentation, prepared in advance. The pupil is able to express themselves clearly.	The pupil is able to give an oral presentation, prepared in advance, and to target their speech specifically to their audience. The pupil is able to express themselves in a manner appropriate for the given situation.	The pupil is able to give an oral presentation, prepared in advance, on a demanding topic. The pupil is able to express themselves comprehensively and adapt their expression according to the listeners and the objective.

Sámi language							
Interpreting texts							
O4 to encourage the pupil to develop analytical and critical literacy and the knowledge and skills needed in reading, understanding, and analyzing texts	C2	The pupil will learn analytical and critical literacy, make observations about texts and interpret them by using appropriate concepts.	Analysis and interpretation of texts	<p>The pupil is able to identify the main content of texts with the help of assisting questions.</p> <p>The pupil is able to name a few typical linguistic or textual features of a simple text genre.</p>	<p>The pupil is able to identify the key points of texts and describe the objectives of texts.</p> <p>The pupil is able to describe the typical linguistic and textual features of common text genres.</p>	<p>The pupil is able to analyse the objective, target groups and meanings of a text.</p> <p>The pupil is able to analyse the features of various text genres and describe them by using a few key concepts.</p>	<p>The pupil is able to interpret and reflect on the meanings produced by a text, and evaluate the effects that a text has.</p> <p>The pupil is able to analyse the features of different text genres by using appropriate concepts, and evaluate a text in relation to its objectives and purposes.</p>
O5 to guide the pupil to diversify their textual world, to use,	C2	The pupil will learn to select, use, interpret and evaluate Sámi-	Textual competence in interpretation of texts and	The pupil is able to read various forms of simple fictional,	The pupil is able to select, use and read various types of texts but	The pupil is able to select, use and interpret texts that represent	The pupil is able to select, use, interpret and evaluate also

<p>interpret and evaluate diverse literary texts, media and non-fiction texts, and to use them for acquiring information, gathering experiences, and supporting their enthusiasm for reading</p>		<p>language fictional, nonfiction and media texts.</p>	<p>information acquisition</p>	<p>nonfiction and media texts. The pupil is able to name one feature of a reliable source.</p>	<p>focuses mainly on text genres they are familiar with. The pupil is able to describe the reliability of the sources they have used.</p>	<p>diverse text genres. The pupil is able to evaluate the reliability and useability of various types of sources.</p>	<p>texts that are new to them. The pupil is able to reflect on the elements connected to the reliability of sources and the useability of information. The pupil is able to make reasoned arguments for choosing particular sources.</p>
<p>O6 to guide the pupil to evaluate their reading skills and to notice the development needs in them by practising reading and studying strategies suitable</p>	<p>C2</p>	<p>The pupil will learn strategies and metacognitive skills required to read texts and to evaluate the areas in their reading skills that</p>	<p>Analysis of pupil's personal reading skills and reading strategies</p>	<p>The pupil is able to use one simple text comprehension strategy. The pupil is able to name one of their strengths or</p>	<p>The pupil is able to utilise a few text comprehension strategies. The pupil is able to describe themselves as a</p>	<p>The pupil is able to select suitable text comprehension strategies for different text genres. The pupil is able</p>	<p>The pupil is able to utilise text comprehension strategies appropriate for specific reading situations. The pupil is able</p>

for them		need improvement.		areas that require improvement in connection to reading.	reader and name a few of their strengths and areas that require improvement.	to analyse their reading skills and describe their strengths and areas that require improvement.	to evaluate their reading skills and reflect on how to improve them.
O7 to guide the pupil to analyse and interpret literature and to use the necessary concepts in it as well as to observe and interpret texts of Sámi people and other indigenous peoples	C2	The pupil will become familiar with various forms of fictional texts new to them, diversify their reading, listening and viewing experiences and share them and deepen their understanding of the techniques used in fiction.	Analysing and interpreting literature	The pupil is able to outline the plot of a simple fictional text and name some techniques used in fiction.	The pupil is able to describe features of fictional texts and make observations about techniques used in fiction.	The pupil is able to analyse various forms of fictional texts. The pupil is able to use a few key concepts in their analysis and identify some of the special features of the language used in fiction, means of expression and narrative techniques.	The pupil is able to analyse various forms of fictional texts by using appropriate concepts. The pupil is able to interpret fictional texts and reflect on the ambiguous nature of fiction.
Producing texts							
O8 to encourage the pupil to	C3	The pupil will learn to express	Textual competence in	The pupil is able to produce	The pupil is able to produce	The pupil is able to produce texts	The pupil is able to produce texts

express and justify their views with the help of diverse texts in different communication environments		their thoughts by writing and producing diverse texts, and identify their strengths and areas that require improvement as a producer of texts.	producing texts	simple texts with the help of examples. The pupil is able to name one of their strengths or areas that require improvement as a producer of texts.	various forms of texts according to instructions. The pupil is able to describe themselves as a producer of texts, and name a few of their strengths and areas that require improvement.	according to the objective. The pupil is able to analyse their strengths and areas that require improvement as a producer of texts.	appropriate for a specific situation and objective in a creative manner. The pupil is able to evaluate their strengths and areas that require improvement, and to reflect on how to improve their skills.
O9 to offer the pupil opportunities for producing narrative, descriptive, instructive, and most importantly, argumentative and reflective texts, also in multimedia environments, and to help the pupil	C3	The pupil will learn to produce narrative, descriptive, instructive, reflective and argumentative texts, also in multimedia environments, and choose ways of expression appropriate to each text genre	Command of different text genres, text production, observation of pupil's own skills	With the help of examples, the pupil is able to produce simple and concrete narrative and descriptive texts on topics they are familiar with.	The pupil is able to produce instructive and simple argumentative texts and with the help of examples use modes of expression characteristic of them.	The pupil is able to produce reflective and various types of argumentative texts and use modes of expression characteristic of them.	The pupil is able to produce various types of texts independently and use modes of expression characteristic of them comprehensively.

choose ways of expressions appropriate to each text genre and situation		and situation.					
O10 to support the pupil in developing the fluency of their writing and to help them choose the suitable mode of expression for the text genre, target group, and situation as well as to strengthen the command of standard written language	C3	The pupil will strengthen their text production processes.	Fluency of writing and command of written standard language	<p>The pupil is able to plan and produce simple texts with the help of examples or assisting questions.</p> <p>The pupil is able to write by hand and using ICT.</p>	The pupil is able to produce texts and pay attention to the sentence structures.	<p>The pupil is able to produce texts that are fluent and easy to understand.</p> <p>The pupil is able to arrange their text and paragraphs into logical sequences and pay attention to their word choices.</p> <p>The pupil is able to follow the norms of written standard language for the most part when producing and</p>	<p>The pupil is able to produce cohesive and informative texts.</p> <p>The pupil is able to use techniques of cohesion comprehensively.</p> <p>The pupil is able to use diverse sentence structures and pay attention to the style of their texts.</p> <p>The pupil is able to follow the norms of written standard</p>

						<p>modifying texts.</p> <p>The pupil is able to write fluently by hand and using ICT.</p>	language.
<p>O11 to help the pupil establish their text production processes, produce texts together with others, and strengthen their skills in giving and receiving feedback, and to inspire the pupil to strengthen their information acquisition and evaluation skills and to use more diverse sources in their text, respecting</p>	C3	<p>The pupil will strengthen their information management and utilisation skills, diversify their use of sources and command of citation techniques as well as learn to act in various environments respecting privacy and copyright.</p>	<p>Command of text production processes, information acquisition and ethical communication</p>	<p>The pupil is able to produce a simple summary based on what they have read, heard or seen.</p> <p>The pupil is able to use sources in a simple and mechanical way in their texts.</p> <p>The pupil is able to comply with copyright rules and knows what protection of privacy means.</p>	<p>The pupil is able to take simple notes and write down the sources they have used, with the help of examples.</p>	<p>The pupil is able to take comprehensive notes and summarise the information they have acquired.</p> <p>The pupil is able to cite their sources appropriately.</p>	<p>The pupil is able to combine information from several sources in their texts.</p>

copyright laws, ethical online communication, and privacy.							
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Understanding language, literature, and culture

O12 to guide the pupil to advance their language awareness and to become interested in phenomena of the Sámi language, as well as to help the pupil to recognise linguistic structures, different registers, stylistic characteristics, and tones, and to understand the significance and consequences of linguistic choices	C4	The pupil will deepen their language awareness and interest in linguistic phenomena, identify linguistic structures, different registers, stylistic characteristics and tones, and understand the significance and consequences of linguistic choices.	Development of language awareness	<p>The pupil is able to recognise simple textual and linguistic features.</p> <p>The pupil is able to name some common differences between written and spoken language as well as colloquial and standard language.</p>	<p>The pupil is able to identify textual and linguistic features.</p> <p>The pupil is able to describe linguistic variation in various situations where the language is used.</p>	<p>The pupil is able to describe the features of different registers and styles.</p> <p>The pupil is able to reflect on the significance and effects of linguistic and textual choices.</p>	<p>The pupil is able to analyse the features of texts, registers and styles.</p> <p>The pupil is able to apply their knowledge of the effects of linguistic choices in their communication.</p>
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O13 to guide the	C4	The pupil will	Gaining an	The pupil is able	The pupil is able	The pupil is able	The pupil is able
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<p>pupil to acknowledge the Sámi heritage as a resource by learning about the diversity of the Sámi culture and language and to become aware of their personal linguistic and cultural identity by understanding the significance and roots of the Sámi language</p>		<p>become familiar with the linguistic and cultural diversity of the Sámi heritage, as well as the origins and features of the Sámi language, and reflect on the importance of linguistic and cultural identity.</p>	<p>understanding of the significance and status of language</p>	<p>to name some of the Sámi languages.</p> <p>The pupil is able to name one typical feature of one or more Sámi languages.</p> <p>The pupil is able to tell about the personal significance of their mother tongue.</p>	<p>to name some of the main features typical to one or more Sámi languages.</p> <p>The pupil is able to describe the significance of a mother tongue to an individual.</p>	<p>to describe the diversity of the Sámi languages and their status among other languages.</p> <p>The pupil is able to describe some of the features typical to one or more Sámi languages.</p> <p>The pupil is able to reflect on the connection between a mother tongue and identities.</p>	<p>to reflect on the significance of linguistic and cultural diversity to individuals and society.</p> <p>The pupil is able to describe some of the features typical to one or more Sámi languages in relation to other languages.</p> <p>The pupil is able to reflect on the concept of a mother tongue and its significance to the formation of identities.</p>
<p>O14 to encourage the pupil to expand their</p>	<p>C4</p>	<p>The pupil will expand their perception of</p>	<p>Development of literary knowledge,</p>	<p>The pupil is able to name the main text genres of</p>	<p>The pupil is able to describe the typical features of</p>	<p>The pupil is able to describe the diversity of</p>	<p>The pupil is able to analyse the diversity of</p>

perception of literature and culture, to familiarise them with literary history as well as in literature and media in the Sámi language, and to help the pupil to reflect on the significance of literature and culture in their own life		literature and become familiar with literary history, literature in the Sámi language and media.	cultural awareness and reading as an interest	literature. The pupil has read a few full literary texts, such as short stories.	the main text genres of literature. The pupil is able to give examples of literary works that belong to the main text genres of literature. The pupil has read some of the literary works assigned for the school year.	literature. The pupil is able to name some of the literary periods and to relate a few literary works and authors to them. The pupil has read the literary works assigned for the school year.	literature as part of culture. The pupil is able to describe some of the periods of literature and their main stylistic features, and name some of the main literary works from those periods. The pupil is familiar with a wide range of literature.
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Language use as support for all learning

O15 to encourage the pupil to diversify their language skills needed in different subjects and to utilise their	C5	The pupil will learn to use the Sámi language appropriate to different disciplines and make use of their	Command of language used in different disciplines	The pupil is able to describe how different disciplines require different use of language.	The pupil is able to use a simple form of language used in some disciplines.	The pupil is able to use language in ways characteristic to different disciplines and understands their	The pupil is able to use language comprehensively in ways characteristic to different disciplines and
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Sámi language skills in all learning		Sámi-language skills in all learning.				connection to everyday language.	analyse the language that they use.
O16 to guide the pupil to develop their skills in inquiry-based, participatory, and exploratory learning in Sámi and other languages.	C5	The pupil will learn to find information, particularly in the Sámi language, comprehensively from different sources, as well as plan, organise and evaluate their work alone and in a group.	Information acquisition and planning, organising and evaluating pupil's work	The pupil is able to search for information from sources they are familiar with and plan their work with the help of an example.	The pupil is able to search for information from sources that are new to them and plan their work as a member of a group.	The pupil is able to search for information from various sources and plan, organise and evaluate their work independently.	The pupil is able to search for information independently from reliable and comprehensive sources, and actively plan, organise and evaluate their work alone and as a member of a group.

Syllabus in Roma language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to encourage the pupil to express themselves in the Roma language and to act in multilingual and multicultural interactive situations	C1	The pupil will learn to express themselves and their views boldly in various interactive situations.	Communication in interactive situations	The pupil is able to act in a familiar group and everyday interactive situations.	The pupil is able to act in a goal-oriented manner in groups and ordinary interactive situations.	The pupil is able to act in a constructive manner in various types of groups and interactive situations.	The pupil is able to act in a constructive manner in a wide range of groups, including demanding multilingual interactive situations.
O2 to guide the pupil to engage in constructive interaction and to develop their expression and skills in providing and receiving	C1	The pupil will diversify their group communication skills and develop their ability to give and receive feedback.	Interaction, giving and receiving feedback	The pupil is able to listen to others and take part in conversations. The pupil is able to receive feedback.	The pupil is able to take other people's views into account when communicating. The pupil is able	The pupil is able to use their comments to advance discussions. The pupil is able to give and	The pupil is able to interpret other people's comments and their purposes and regulate their own way of communicating

feedback					to give little or one-sided feedback.	receive feedback in a constructive way.	depending on the situation. The pupil is able to provide and receive feedback in a way appropriate for a given situation.
O3 to encourage the pupil to diversify their interaction, and performance skills in different environments and to use the Roma language with people of different ages.	C1	The pupil will learn to make observations about their communication and diversify their overall self-expression in various communication and performance situations.	General self-expression, performance skills	The pupil is able to give a short oral presentation on a concrete and familiar topic. The pupil is able to express themselves in an understandable but limited way.	The pupil is able to give a simple oral presentation, prepared in advance. The pupil is able to express themselves clearly.	The pupil is able to give an oral presentation, prepared in advance, and to target their speech specifically to their audience. The pupil is able to express themselves in a manner appropriate for a given situation.	The pupil is able to give an oral presentation, prepared in advance, on a demanding topic. The pupil is able to express themselves in a variety of ways and adapt their expression according to the listeners and objective.
Interpreting texts							

<p>O4 to encourage the pupil to develop analytical and critical literacy and the knowledge and skills needed in reading, understanding, and analyzing texts</p>	<p>C2</p>	<p>The pupil will learn analytical and critical literacy, make observations about texts and interpret them by using appropriate concepts.</p>	<p>Analysis and interpretation of texts</p>	<p>The pupil is able to identify the main content of texts with the help of assisting questions.</p> <p>The pupil is able to name a few typical linguistic or textual features of a simple text genre.</p>	<p>The pupil is able to identify the key points of texts and describe the objectives of texts.</p> <p>The pupil is able to describe the typical linguistic and textual features of common text genres.</p>	<p>The pupil is able to analyse the purpose, target groups and meanings of a text.</p> <p>The pupil is able to analyse the features of various text genres and describe them by using a few key concepts.</p>	<p>The pupil is able to interpret and reflect on the meanings created by a text and evaluate the effects of it.</p> <p>The pupil is able to analyse the features of different text genres by using appropriate concepts and evaluate a text in relation to its objectives and purposes.</p>
<p>O5 to guide the pupil to use, interpret, and evaluate diverse texts in order to acquire information, gather</p>	<p>C2</p>	<p>The pupil will learn to select, use, interpret and evaluate fiction, non-fiction and media texts.</p>	<p>Diversifying the world of texts; information acquisition</p>	<p>The pupil is able to read various forms of texts.</p> <p>The pupil is able to name one feature of a reliable source.</p>	<p>The pupil is able to select, use and read various types of texts, but focuses mainly on text genres that they are familiar with.</p>	<p>The pupil is able to select, use and interpret diverse texts that represent different text genres.</p>	<p>The pupil is able to select, use, interpret and evaluate previously unfamiliar types of texts.</p>

experiences, and support their enthusiasm for reading					The pupil is able to describe the reliability of the sources they have used.	The pupil is able to assess the reliability and useability of various types of sources.	The pupil is able to reflect on the elements pertaining to the reliability of sources and the useability of information, and state reasoned grounds for choosing particular sources.
O6 to guide the pupil to evaluate their reading skills and to notice the development needs in them by practising reading and studying strategies suitable them	C2	The pupil will develop their strategies and metacognitive skills required in reading texts and to evaluate the areas in their reading skills that need development.	Analysing the pupil's literacy; reading strategies	<p>The pupil is able to use one simple strategy to understand texts.</p> <p>The pupil is able to name one of their strengths or development needs in connection to reading.</p>	<p>The pupil is able to utilise a few strategies to understand texts.</p> <p>The pupil is able to describe themselves as a reader and name some of their strengths and development needs.</p>	<p>The pupil is able to select suitable strategies to understand texts of different genres.</p> <p>The pupil is able to give a detailed description of their reading skills, strengths and development needs.</p>	<p>The pupil is able to utilise strategies appropriate for specific reading situations in order to understand texts.</p> <p>The pupil is able to evaluate their reading skills and think of ways in which to develop</p>

							them.
Producing texts							
O7 to encourage the pupil to express and justify their views with the help of diverse texts in different communication environments	C3	The pupil will learn to express their thoughts by writing and producing diverse texts and recognise their strengths and development needs as a producer of texts.	Textual competence in producing texts	The pupil is able to produce simple texts based on examples. The pupil is able to name one of their strengths or development needs as a producer of texts.	The pupil is able to produce various forms of texts according to instructions. The pupil is able to describe themselves as a producer of texts, and name a few of their strengths and development needs.	The pupil is able to produce texts according to the purpose. The pupil is able to analyse their strengths and development needs as a producer of texts.	The pupil is able to produce texts appropriate for a specific situation and purpose in a creative manner. The pupil is able to evaluate their strengths and development needs and to reflect on ways in which to develop their skills.
O8 to support the pupil in expanding their knowledge of different text genres, to further the fluency of their writing and to help the pupil recognise their	C3	The pupil will learn to produce narrative, descriptive, instructive, reflective and argumentative texts, including in multimedia	Command of different text genres; producing texts; observing personal skills	The pupil is able to follow examples to produce simple concrete narrative and descriptive texts on familiar topics.	The pupil is able to produce instructive and simple argumentative texts, and use modes of expression characteristic to	The pupil is able to produce reflective and various types of argumentative texts and use modes of expression characteristic to	The pupil is able to produce various types of texts independently and use the modes of expression characteristic of

strengths and development needs as a producer of text		environments, and choose ways of expression appropriate to text genres and situations.			these genres by following examples.	these genres.	these genres comprehensively.
O9 to help the pupil establish their text production processes, produce texts together with others, and strengthen their skills in giving and receiving feedback and to inspire the pupil to strengthen their information acquisition and evaluation skills and to use more diverse sources in their text, respecting	C3	The pupil will improve their information management and utilisation skills, diversify their use of sources and citation techniques, and learn to respect other people's privacy and copyrights in various environments.	Command of text creation processes; information acquisition and ethical communication	<p>The pupil is able to produce a simple summary based on what they have read, heard or seen.</p> <p>The pupil is able to use sources in a simple and mechanical way in their texts.</p> <p>The pupil is able to write by hand and by utilising information and communication technology.</p>	The pupil is able to take simple notes and write down the sources they have used, based on examples.	<p>The pupil is able to take complex notes and summarise the information they have acquired.</p> <p>The pupil is able to cite their sources appropriately.</p> <p>The pupil is able to write fluently by hand and by utilising information and communication technology.</p>	The pupil is able to combine information from several sources in their texts.

copyright laws, ethical online communication and privacy.							
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Understanding language, literature, and culture

O10 to guide the pupil to advance their knowledge of the features of the Roma language and to understand the meanings and consequences of linguistic choices	C4	The pupil will deepen their language awareness and interest in linguistic phenomena, recognise linguistic structures, different registers, stylistic characteristics, and understand the significance and consequences of linguistic choices.	Command of the characteristics of the Roma language	<p>The pupil is able to recognise simple characteristics in texts.</p> <p>The pupil is able to name some common differences between written and spoken language as well as colloquial and standard language.</p>	<p>The pupil is able to recognise textual and linguistic characteristics.</p> <p>The pupil is able to describe linguistic variation that depends on the situation.</p>	<p>The pupil is able to describe some of the characteristics of different registers and styles.</p> <p>The pupil is able to reflect on the significance and effects of linguistic and textual choices.</p>	<p>The pupil is able to analyse the features of texts, registers and styles.</p> <p>The pupil is able to apply their knowledge on the effects of linguistic choices to their communication.</p>
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O11 to guide the pupil to become aware of the	C4	The pupil will learn about the diversity of Roma	Understanding the significance of linguistic and	The pupil is able to name one typical feature of	The pupil is able to name some of the main	The pupil is able to describe the diversity and	The pupil is able to reflect on the significance of
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<p>significance of linguistic and cultural identity and to support the pupil in developing their linguistic and cultural identity</p>		<p>language and culture, as well as the origins and features of the Roma language, and reflect on the importance of linguistic and cultural identity.</p>	<p>cultural identity</p>	<p>the Finnish Kalo language.</p> <p>The pupil is able to talk about the personal significance of their mother tongue.</p>	<p>characteristics of the Finnish Kalo language.</p> <p>The pupil is able to describe the significance of a mother tongue to an individual.</p>	<p>status of the Roma language amongst languages in general.</p> <p>The pupil is able to name some of the main characteristics typical to the Finnish Kalo language.</p> <p>The pupil is able to reflect on the connection between a mother tongue and identity.</p>	<p>linguistic and cultural diversity to individuals and society.</p> <p>The pupil is able to name some of the main characteristics typical to the Finnish Kalo language in relation to other languages.</p> <p>The pupil is able to name some of the Roma dialects spoken in other countries.</p> <p>The pupil is able to reflect on the concept of a mother tongue and contemplate its significance to the formation of identities.</p>
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Syllabus in Sign language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to encourage the pupil to develop their ability to cope with various interactive situations expressing their opinions and drawing on other people's views, as well as to develop their ability to give and receive feedback by guiding them to act responsibly in different language	C1	The pupil will learn to express themselves and their views boldly through sign language in various interactive situations and to give and receive feedback.	Interaction in various situations	<p>The pupil is able to act in a group they are familiar with and in everyday interactive situations.</p> <p>The pupil is able to receive feedback.</p>	<p>The pupil is able to act in a goal-oriented manner in groups and in ordinary interactive situations.</p> <p>The pupil is able to give little or one-sided feedback.</p>	<p>The pupil is able to act in a constructive manner in various types of groups and interactive situations.</p> <p>The pupil is able to give and receive feedback in a constructive way.</p>	<p>The pupil is able to act in a constructive manner in a wide range of groups, including demanding and multilingual interactive situations.</p> <p>The pupil is able to give and receive feedback in a way appropriate in the situation.</p>

use situations and to recognise values and attitudes in language							
O2 to offer the pupil opportunities for analysing, taking a stance, and persuading and to encourage the pupil to enhance their understanding as a communicator by supporting them in expressing themselves and in participating and becoming involved while also using different devices	C1	The pupil will learn to make observations about their own communication and diversify their overall self-expression during various forms of communication and performances.	Command of communication techniques and the pupil acting as a communicator	The pupil is able to give a short presentation on a concrete and topic they are familiar with. The pupil is able to express themselves in an understandable way.	The pupil is able to give a simple presentation, prepared in advance. The pupil is able to express themselves clearly.	The pupil is able to give a presentation, prepared in advance, and to target their presentation to the recipients. The pupil is able to express themselves in a manner appropriate in the situation.	The pupil is able to give a presentation, prepared in advance, also on a demanding topic. The pupil is able to express themselves comprehensively and adapt their expression according to the recipients and the objective.
Interpreting texts							
O3 to encourage the pupil to	C2	The pupil will learn analytical	Interpretation skills and their	The pupil is able to identify the	The pupil is able to	The pupil is able to analyse the	The pupil is able to interpret and

observe diverse performances and presentations in an analytical, interpretative, and critical manner, helping the pupil notice development needs in their own interpretation skills		and critical literacy, make observations about diverse signed texts and performances and interpret them by using appropriate concepts.	evaluation	main content of signed texts and performances with the help of assisting questions.	identify the main points of signed texts and performances and describe the objectives of texts.	purpose, target groups and meanings of signed texts and performances.	reflect on the meanings created by signed texts and performances, and evaluate the effects of signed texts and performances.
O4 to inspire the pupil to work with not only narrative, descriptive, and argumentative texts but also instructive and reflective ones, to discuss them, and to share experiences in communication environments using different methods	C2	The pupil will learn to select, use, interpret and evaluate fictional, non-fiction and media texts in sign language.	Working with different texts and sharing experiences	The pupil is able to read various forms of simple fictional, non-fiction and media texts.	The pupil is able to select, use and read various types of texts, but focuses mainly on text genres they are familiar with.	The pupil is able to select, use and interpret texts that represent various text genres.	The pupil is able to select, use, interpret and evaluate also texts that are new to them.

Producing texts							
O5 to guide the pupil to use one of the most commonly used sign language notation systems.	C3	The pupil will learn to express their thoughts by creating diverse texts, as well as to identify their strengths and areas that require improvement as a producer of texts.	Command of sign language notation system	The pupil is able to produce simple texts in sign language notation with the help of examples.	The pupil is able to produce various forms of texts in sign language notation according to instructions.	The pupil is able to produce texts appropriate for the objective by using sign language notation. The pupil is able to analyse their strengths and areas that require improvement as a creator of texts.	The pupil is able to produce texts appropriate for the situation and objective in a creative manner by using sign language notation. The pupil is able to evaluate their strengths and areas that require improvement as a creator of texts and reflect on how to improve their skills.
O6 to encourage the pupil to diversify their expression and enhance their knowledge of the	C3	The pupil will enhance their processes of expression and producing texts in sign language.	Expression in sign language	The pupil is able to plan and produce simple texts with the help of examples or assisting	The pupil is able to produce texts and pay attention to simple structural features of sign	The pupil is able to produce texts that are fluent and easy to understand.	The pupil is able to produce cohesive and informative texts. The pupil is able

structures of sign language, the formulation of signs, and the means of expressing them				questions.	language.	The pupil is familiar with the most common structural features of sign language and formulation of signs, and follows the main norms of sign language notation for the most part when producing and modifying texts.	to use various means of expression in sign language comprehensively. The pupil is able to use comprehensive phenomena connected to sign language sentences and pay attention to the style of texts.
O7 to encourage the pupil to establish processes of producing diverse texts independently and together with others in different communication environments and to diversify their	C3	The pupil will strengthen their skills in managing and making use of information, diversify their use of sources and citation techniques, as well as learn to act in various environments	Producing texts and the command of the process of producing texts, ethical communication	The pupil is able to make a simple summary based on what they have seen. The pupil is able to use sources in a simple and mechanical way in their texts.	The pupil is able to take simple notes and write down the sources they have used with the help of examples.	The pupil is able to take complex notes and summarise the information they have acquired. The pupil is able to cite their sources appropriately.	The pupil is able to combine information from several sources in their texts.

use of sources, respecting copyright laws and ethical communication		respecting other people's privacy and copyright.					
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Understanding language, literature, and culture

O8 to guide the pupil to deepen their knowledge of linguistic phenomena, to recognise linguistic registers, stylistic characteristics, and tones, and to understand the meanings and consequences of linguistic choices	C4	The pupil will deepen their language awareness and interest in linguistic phenomena, recognise linguistic structures, registers, stylistic characteristics and tones and understand the significance and consequences of linguistic choices.	Development of language awareness	<p>The pupil is able to recognise simple textual and linguistic features.</p> <p>The pupil is able to name some common differences between sign language and colloquial and standard language.</p>	<p>The pupil is able to recognise textual and linguistic features.</p> <p>The pupil is able to describe linguistic variation in various situations where the language is used.</p>	<p>The pupil is able to specify some of the features of different registers and styles.</p> <p>The pupil is able to reflect on the significance and effects of linguistic and textual choices.</p>	<p>The pupil is able to analyse the features of texts, registers and styles.</p> <p>The pupil is able to apply their knowledge on the effects of linguistic choices on their communication.</p>
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O9 to guide the pupil to familiarise themselves with	C4	The pupil will become familiar with the cultural	Understanding the significance and status of sign	The pupil is able to name the sign languages used in	The pupil is able to name some of the main features	The pupil is able to describe the diversity of the	The pupil is able to reflect on the significance of
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<p>the cultural and linguistic diversity of the Finnish sign language, to guide them to perceive it as a resource, and to help the pupil reflect on the significance and status of sign language and to understand its history, supporting them in forming a sign-language and cultural identity</p>		<p>and linguistic diversity of sign language, as well as the history of the deaf culture and its situation today, and reflect on the significance of linguistic and cultural identity.</p>	<p>language</p>	<p>Finland. The pupil is able to name one typical feature of sign language. The pupil is able to tell about the personal significance of their mother tongue.</p>	<p>typical to sign language. The pupil is able to describe the significance of a mother tongue to an individual.</p>	<p>and status of sign languages among other languages. The pupil is able to analyse typical features of sign language and describe differences between a spoken and signed language. The pupil is able to reflect on the connection between a mother tongue and identity.</p>	<p>linguistic and cultural diversity to individuals and society. The pupil is able to analyse some of the features typical to sign language in relation to other languages. The pupil is able to reflect on the definition of mother tongue and its significance to the formation of identities.</p>
<p>O10 to encourage the pupil to expand their perception of culture, to familiarise</p>	<p>C4</p>	<p>The pupil will expand their perception of culture by becoming familiar with various</p>	<p>Knowledge of culture and its different forms</p>	<p>The pupil is able to distinguish different forms of culture and is familiar with one cultural</p>	<p>The pupil is able to describe how different forms of culture connect to different cultural</p>	<p>The pupil is able to describe the diversity of culture and is familiar with the main cultural</p>	<p>The pupil is able to analyse cultural diversity in society and their personal life.</p>

<p>themselves with the different forms of culture and cultural institutions, and to help them reflect on the significance of language and culture in their own life</p>		<p>forms of culture and cultural institutions.</p> <p>They will learn about the culture, different user groups and various communication methods of sign language.</p>		<p>institution by name.</p> <p>The pupil is able to name a sign language user group.</p>	<p>institutions.</p> <p>The pupil is able to name the different groups that use sign language.</p>	<p>institutions.</p> <p>The pupil is able to describe some of the sign language user groups and various communication methods.</p>	<p>The pupil is able to analyse the situation of various sign language user groups in society.</p>
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Language use as support for all learning

<p>O11 to offer the pupil the opportunity to establish their ability to use interpreter services and to work with a Finnish sign language interpreter in various service use, study, and cultural situations</p>	<p>C5</p>	<p>The pupil will learn to commission interpretation services and work with an interpreter in various situations.</p>	<p>Competence in using interpretation services</p>	<p>When guided, the pupil is able to use interpretation services.</p>	<p>The pupil is able to use interpretation services and is familiar with simple interpretation practices.</p>	<p>The pupil is able to commission interpretation services independently and work with an interpreter in ordinary situations.</p>	<p>The pupil is familiar with the principles and practices of interpretation and takes them into account in their own actions.</p>
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<p>O12 to guide the pupil to expand their textual world to areas that will facilitate further studies and texts of key societal importance and to develop their command of the language used in different fields of knowledge.</p>	<p>C5</p>	<p>The pupil will learn to find information, particularly in sign language, from a wide range of sources, and plan, organise and evaluate their own work both alone and in a group.</p> <p>They will learn to use a sign language dictionary, become familiar with the evolution of signs and increase the number of signs they know in various disciplines.</p>	<p>Expanding the textual world, command of language used in different disciplines</p>	<p>The pupil is able to search for information from familiar sources and plan their work with the help of examples.</p>	<p>The pupil is able to search for information from sources new to them and plan their work as a member of a group.</p>	<p>The pupil is able to search for information from various sources, and plan, organise and evaluate their work independently.</p>	<p>The pupil is able to search for information independently from reliable and comprehensive sources, and actively plan, organise and evaluate their work, both alone and as a member of a group.</p>
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Syllabus in Finnish as a second language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to encourage the pupil to develop their ability to act in a goal-oriented and ethical manner while striving to build an interactive relationship in interactive situations between the school and the society	C1	The pupil will enhance their ability to act in a goal-oriented and ethical manner while striving to build an interactive relationship in interactive face-to-face situations at school and in society.	Building an interactive relationship	The pupil takes part in predictable interactive situations at school by listening actively.	The pupil takes orally and constructively part in interactive situations at school.	The pupil promotes successful interaction through their actions.	The pupil takes a proactive role in interactive situations and adapts the way they speak according to the situation.
O2 to guide the pupil to enhance their skills in	C1	The pupil will enhance their skills in	Comprehension skills in situations involving	The pupil understands clear examples of	The pupil understands spoken colloquial	The pupil understands the main points of	The pupil identifies the main elements in

understanding formal speaking situations, instructive discourse, and spoken texts in the media		understanding formal speaking situations, instructive discourse, and spoken texts in the media.	interaction	spoken colloquial texts.	texts and evaluates their meaning together with others.	speech used in instruction and in spoken media texts on familiar topics.	speech used in instruction and in spoken media texts, as well as evaluates what they have heard. The pupil is able to obtain information in situations involving formal speech.
O3 to encourage the pupil to develop their public speaking and performing skills and the ability to express themselves in diverse situations in a goal-oriented manner utilising different means of expression	C1	The pupil will develop their presentation skills and ability to express themselves in various situations in a goal-oriented manner utilising different means of expression.	Performance skills	The pupil expresses themselves in everyday situations or talks about a personal topic according to their language skills level. The pupil compensates for their limited language skills	The pupil prepares and gives a speech or an oral presentation on a familiar topic. The pupil expresses themselves comprehensibly.	The pupil prepares and gives a clear presentation on a topic that requires information acquisition. The pupil expresses themselves appropriately in a given situation.	The pupil prepares and gives a coherent and informative presentation that is diverse in content. The pupil expresses themselves appropriately and in a goal-oriented manner.

				with other means of self-expression.			
Interpreting texts							
O4 to guide the pupil to utilise their knowledge on text genres when interpreting texts, to expand their vocabulary and resource of concepts, to use reading strategies effectively, and to draw conclusions on texts based on vocabulary, textual and grammatical hints.	C2	The pupil will learn to utilise their knowledge of genres when interpreting spoken, written and multimedia texts, to expand their vocabulary and range of familiar concepts, to use reading strategies efficiently, and to draw conclusions on meanings in texts based on textual, vocabulary and grammatical hints.	Text genre skills in interpreting spoken, written and multimedia texts	<p>The pupil understands why texts differ from one another.</p> <p>The pupil is able to identify some features of the most common text genres.</p> <p>The pupil understands the content of texts in a limited way.</p>	<p>The pupil recognises the most common text genres.</p> <p>The pupil can understand texts on familiar topics and view texts as a whole.</p> <p>The pupil finds the key words to understand the main message of a text.</p> <p>The pupil uses texts to expand their vocabulary and range of familiar concepts.</p>	<p>The pupil recognises structures and linguistic features of different text genres.</p> <p>The pupil actively expands their vocabulary and range of familiar concepts by reading different texts.</p> <p>The pupil uses appropriate strategies to interpret texts.</p>	<p>The pupil analyses the structures and linguistic features of different text genres by using appropriate terminology.</p> <p>The pupil expands their vocabulary and range of familiar concepts so that they are sufficient for independent interpretation and evaluation of texts.</p>

O5 to guide the pupil to interpret texts critically independently and in a group	C2	The pupil will learn to interpret spoken, written and multimedia texts critically, both independently and in a group.	Interpretation of spoken, written and multimedia texts	<p>The pupil reads and understands simple texts on concrete topics in familiar situations.</p> <p>The pupil asks questions about the texts as well as presents their viewpoints on them, with others and independently.</p>	<p>The pupil reads and understands age-appropriate texts, including abstract ones.</p> <p>The draws conclusions about the texts and presents reasoned opinions on their content.</p>	<p>The pupil uses their ability to interpret texts as a learning resource.</p> <p>The pupil evaluates texts, draws conclusions about them and presents critical questions.</p> <p>The pupil understands that the interpretation of a text is affected by other texts.</p>	<p>The pupil evaluates the means of influence that texts have.</p> <p>The pupil recognises indirectly expressed meanings in texts, such as the train of thought in a text, its attitudes, and perspectives.</p> <p>The pupil interprets how other texts affect the meanings of a particular text.</p>
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Producing texts

O6 to guide the pupil to strengthen their skills in planning,	C3	The pupil will learn to plan, produce, and edit texts. They will be	Competence with genres in producing texts	The pupil produces structurally, linguistically, and	The pupil plans and produces texts on various topics, based on	The pupil plans, produces and edits texts on which features of	The pupil produces texts in which a wide range of genre-
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<p>producing, and editing texts independently and in a group and to utilise different text genres as models and sources for their own texts</p>		<p>able to use narrative, descriptive and argumentative texts as sources and models for their own texts.</p>		<p>contextually simple texts on concrete and familiar topics.</p>	<p>examples, both independently and with others.</p> <p>The pupil is prone to receive feedback on their texts.</p> <p>The pupil creates texts of identifiable genres, but their use of features typical to specific text genres is limited.</p>	<p>various text genres are utilised appropriately.</p>	<p>specific features are utilised versatilely.</p> <p>The pupil also uses other texts as sources for their own texts.</p>
<p>O7 to help the pupil establish their command of the norms of standard written language and the vocabulary and grammatical structures needed in different text</p>	<p>C3</p>	<p>The pupil will learn to follow the norms of standard language when writing texts and use vocabulary and grammatical structures typical to a given genre.</p>	<p>Competence in written language</p>	<p>The pupil writes texts on familiar topics. The texts may be incoherent, relatively difficult to read and very limited in terms of their vocabulary.</p>	<p>The pupil writes understandable texts, despite grammatical flaws. The vocabulary may be limited. The pupil struggles to follow the norms of the written</p>	<p>The pupil writes coherent texts and uses appropriate vocabulary and structures. The pupil follows the norms of the written language relatively well.</p>	<p>The pupil writes diverse texts in terms of context and language. The pupil follows the norms of the written language.</p>

genres		They will improve and enhance their writing skills, both in terms of handwriting and information and communication technology.		The pupil is able to write by hand and by using information and communication technology.	language.	The pupil is able to write fluently by hand and by using information and communication technology.	
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Understanding language, literature, and culture

O8 to guide the pupil to advance their language awareness and become interested in language phenomena, to help the pupil to recognise linguistic structures, different registers, tones, and stylistic characteristics and to understand the meanings and consequences of	C4	The pupil will gain interest in linguistic phenomena. They will learn to recognise linguistic structures and use formal and informal language, as well as stylistic features and nuances, as language-use resources. The pupil will learn to	Development of language awareness	<p>The pupil is aware that language use varies according to situation.</p> <p>The pupil recognises differences between spoken and written language.</p> <p>The pupil recognises where one sentence ends and another</p>	<p>The pupil discusses the linguistic and textual features of texts, as well as their meanings, with others.</p> <p>The pupil recognises differences between the formal and informal language use and between</p>	<p>The pupil recognises and analyses linguistic and textual features of texts, as well as their meanings, using appropriate terms.</p> <p>The pupil understands the effects that the formal and informal language use and different styles</p>	<p>The pupil draws conclusions about the linguistic and textual features of texts.</p> <p>The pupil takes advantage of both formal and informal language in their language use.</p> <p>The pupil understands the impact that linguistic choices</p>
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linguistic choices		understand the significance and consequences of linguistic choices.		one begins and knows that a verb forms the centre of a sentence.	different styles. The pupil breaks down a sentence into its constituent parts.	have. The pupil understands the significance and consequences of linguistic choices.	have on textual meanings.
O9 to inspire the pupil to familiarise themselves with literary genres and Finnish literature and its history and connections to world literature as well as to guide them to recognise relationships between different texts	C4	The pupil will read and interpret Finnish-language literature, particularly contemporary Finnish literature. They will learn about the main periods of Finnish literature and how they are linked to world literature and understand the effects that genre and other texts have on a particular text.	Knowledge of literature and its history	The pupil reads short and easy-to-understand Finnish-language fiction. The pupil can tell fiction apart from other texts. The pupil is aware that different types of texts have been written at different times. The pupil sees connections between texts,	The pupil reads fiction in Finnish and discusses their reading experiences with others. The pupil has read some texts that represent the main periods of Finnish literature. The pupil is familiar with some literary genres and can describe at least one of them.	The pupil reads books in Finnish and analyses their reading experience. The pupil is able to name some of the main periods of Finnish literature. The pupil is able to name genre-specific features of a text they have read.	The pupil reads a variety of Finnish-language literature and analyses what they have read through discussions and in writing. The pupil is familiar with some of the main periods of Finnish literature and their connection to European trends.

				with the help of examples.	The pupil is able to recognise the genre of a text.		
O10 to help the pupil broaden their perception of culture, to analyze multilingualism and cultural diversity in the school and the society, and to identify similarities in cultures and the culturally bound nature of different phenomena	C4	The pupil will learn to understand the significance of a linguistically and culturally diverse school and society. They will recognise cultural differences and similarities, as well as the cultural specificity of various phenomena.	Development of cultural awareness	<p>The pupil is aware that all societies are multilingual and culturally diverse.</p> <p>The pupil identifies and is able to describe cultural links in their own life.</p>	<p>The pupil is aware of the multilingualism and cultural diversity of individuals and their surroundings.</p> <p>The pupil is in the process of diversifying their cultural experiences and is able to talk about them.</p>	<p>The pupil gives examples of the multilingualism and cultural diversity in the society.</p> <p>The pupil analyses their cultural experiences.</p> <p>The pupil makes observations on how culture, actions of individuals and the formation of different groups affect one another.</p>	<p>The pupil presents their viewpoints on what linguistic and cultural diversity means for themselves and to society.</p> <p>The pupil takes actively part in creating shared cultural experiences.</p>
Language use as support for all learning							

<p>O11 to guide the pupil in establishing their positive self-image as a communicator, reader, producer of texts, and a language learner as well as to guide them to perceive and compare different styles and methods of learning and to learn from others</p>	<p>C5</p>	<p>The pupil's positive view of themselves as a language learner and user will improve. They will compare and use different learning methods independently and with others.</p>	<p>Enhancement of personal language learning skills</p>	<p>The pupil makes observations about their language learning progress and learning methods.</p>	<p>The pupil identifies personal strengths and areas that require improvement as a language learner and user and sets personal learning goals.</p>	<p>The pupil is in the process of enhancing their language learning skills and uses their surroundings as a learning resource in versatile ways.</p>	<p>The pupil sets challenging learning goals for themselves and promotes the overall learning in their group.</p>
<p>O12 to guide the pupil to make observations on the ways in which language is used in different fields of knowledge</p>	<p>C5</p>	<p>The pupil's language skills will develop from colloquial language towards the language of different disciplines.</p>	<p>Acquisition of abstract language</p>	<p>The pupil discusses topics of various disciplines by using colloquial language.</p>	<p>The pupil understands cognitively relatively demanding language intended for their age group with plenty of help from context.</p>	<p>The pupil understands cognitively demanding language intended for their age group but requires help from context.</p>	<p>The pupil is familiar with the techniques of abstract language and uses them to interpret texts.</p>

<p>O13 to encourage the pupil to develop their information acquisition skills and the planning, structuring, and assessment of their work independently and in a group</p>	<p>C5</p>	<p>The pupil will use appropriate information acquisition methods while honouring copyrights. They will plan, structure and assess their work performance, both independently and in a group.</p>	<p>Information acquisition; planning, organising and evaluating personal performance</p>	<p>The pupil searches for individual pieces of information from sources that have been provided.</p> <p>The pupil complies with copywrite rules and knows what privacy means.</p> <p>The pupil plans and evaluates their work in a limited way.</p>	<p>The pupil searches for information from sources that are familiar or have been provided, but their use of this information is repetitive.</p> <p>The pupil evaluates their work performance.</p>	<p>The pupil searches for information from various sources, and plans, structures and evaluates their work, both independently and in a group.</p> <p>The pupil contributes to the work carried out by their group.</p>	<p>The pupil searches and combines information from various sources, compares different sources and evaluates the reliability of information.</p> <p>The pupil promotes the overall learning in their group in a goal-oriented manner.</p>
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Syllabus in Swedish as a second language and literature

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Communicating							
O1 to encourage the pupil to develop their ability to act in a goal-oriented and ethical manner while striving to build an interactive relationship in interactive situations between the school and the society	C1	The pupil will enhance their ability to act in a goal-oriented and ethical manner while striving to build an interactive relationship in interactive face-to-face situations at school and in society.	Developing communicative abilities	The pupil takes part in predictable interactive situations at school by listening actively.	The pupil takes orally and constructively part in interactive situations at school.	The pupil promotes successful interaction through their actions.	The pupil takes a proactive role in interactive situations and adapts the way they speak according to the situation.
O2 to guide the pupil to enhance their skills in	C1	The pupil will enhance their skills in	Comprehension skills in situations involving	The pupil understands clear examples of	The pupil understands spoken colloquial	The pupil understands the main points of	The pupil identifies the main elements in

understanding formal speaking situations, instructive discourse, and spoken texts in the media		understanding formal speaking situations, instructive discourse, and spoken texts in the media.	interaction	spoken colloquial texts.	texts and evaluates their meaning together with others.	speech used in instruction and in spoken media texts on familiar topics.	speech used in instruction and in spoken media texts, as well as evaluates what they have heard. The pupil is able to obtain information in situations involving formal speech.
O3 to encourage the pupil to develop their public speaking and performing skills and the ability to express themselves in diverse situations in a goal-oriented manner utilising different means of expression	C1	The pupil will develop their presentation skills and ability to express themselves in various situations in a goal-oriented manner utilising different means of expression.	Performance skills	The pupil expresses themselves in everyday situations or talks about a personal topic according to their language skills level. The pupil compensates for their limited language skills	The pupil prepares and gives a speech or an oral presentation on a familiar topic. The pupil expresses themselves comprehensibly.	The pupil prepares and gives a clear presentation on a topic that requires information acquisition. The pupil expresses themselves appropriately in a given situation.	The pupil prepares and gives a coherent and informative presentation that is diverse in content. The pupil expresses themselves appropriately and in a goal-oriented manner.

				with other means of self-expression.			
Interpreting texts							
O4 to guide the pupil to utilise their knowledge on text genres when interpreting texts, to expand their vocabulary and resource of concepts, to use reading strategies effectively, and to draw conclusions on texts based on vocabulary, textual and grammatical hints.	C2	The pupil will learn to utilise their knowledge of genres when interpreting spoken, written and multimedia texts, to expand their vocabulary and range of familiar concepts, to use reading strategies efficiently, and to draw conclusions on meanings in texts based on textual, vocabulary and grammatical hints.	Text genre skills in interpreting spoken, written and multimedia texts	<p>The pupil understands why texts differ from one another.</p> <p>The pupil is able to identify some features of the most common text genres.</p> <p>The pupil understands the content of texts in a limited way.</p>	<p>The pupil recognises the most common text genres.</p> <p>The pupil can understand texts on familiar topics and view texts as a whole.</p> <p>The pupil finds the key words to understand the main message of a text.</p> <p>The pupil uses texts to expand their vocabulary and range of familiar concepts.</p>	<p>The pupil recognises structures and linguistic features of different text genres.</p> <p>The pupil actively expands their vocabulary and range of familiar concepts by reading different texts.</p> <p>The pupil uses appropriate strategies to interpret texts.</p>	<p>The pupil analyses the structures and linguistic features of different text genres by using appropriate terminology.</p> <p>The pupil expands their vocabulary and range of familiar concepts so that they are sufficient for independent interpretation and evaluation of texts.</p>

O5 to guide the pupil to interpret texts critically independently and in a group	C2	The pupil will learn to interpret spoken, written and multimedia texts critically, both independently and in a group.	Interpretation of spoken, written and multimedia texts	<p>The pupil reads and understands simple texts on concrete topics in familiar situations.</p> <p>The pupil asks questions about the texts as well as presents their viewpoints on them, with others and independently.</p>	<p>The pupil reads and understands age-appropriate texts, including abstract ones.</p> <p>The pupil draws conclusions about the texts and presents reasoned opinions on their content.</p>	<p>The pupil uses their ability to interpret texts as a learning resource.</p> <p>The pupil evaluates texts, draws conclusions about them and presents critical questions.</p> <p>The pupil understands that the interpretation of a text is affected by other texts.</p>	<p>The pupil evaluates the means of influence that texts have.</p> <p>The pupil recognises indirectly expressed meanings in texts, such as the train of thought in a text, its attitudes, and perspectives.</p> <p>The pupil interprets how other texts affect the meanings of a particular text.</p>
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Producing texts

O6 to guide the pupil to strengthen their skills in planning,	C3	The pupil will learn to plan, produce, and edit texts. They will be	Competence with genres in producing texts	The pupil produces structurally, linguistically, and	The pupil plans and produces texts on various topics, based on	The pupil plans, produces and edits texts on which features of	The pupil produces texts in which a wide range of genre-
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<p>producing, and editing texts independently and in a group and to utilise different text genres as models and sources for their own texts</p>		<p>able to use narrative, descriptive and argumentative texts as sources and models for their own texts.</p>		<p>contextually simple texts on concrete and familiar topics.</p>	<p>examples, both independently and with others.</p> <p>The pupil is prone to receive feedback on their texts.</p> <p>The pupil creates texts of identifiable genres, but their use of features typical to specific text genres is limited.</p>	<p>various text genres are utilised appropriately.</p>	<p>specific features are utilised versatilely.</p> <p>The pupil also uses other texts as sources for their own texts.</p>
<p>O7 to help the pupil establish their command of the norms of standard written language and the vocabulary and grammatical structures needed in different text</p>	<p>C3</p>	<p>The pupil will learn to follow the norms of standard language when writing texts and use vocabulary and grammatical structures typical to a given genre.</p>	<p>Competence in written language</p>	<p>The pupil writes texts on familiar topics. The texts may be incoherent, relatively difficult to read and very limited in terms of their vocabulary.</p>	<p>The pupil writes understandable texts, despite grammatical flaws. The vocabulary may be limited. The pupil struggles to follow the norms of the written</p>	<p>The pupil writes coherent texts and uses appropriate vocabulary and structures. The pupil follows the norms of the written language relatively well.</p>	<p>The pupil writes diverse texts in terms of context and language. The pupil follows the norms of the written language.</p>

genres		They will improve and enhance their writing skills, both in terms of handwriting and information and communication technology.		The pupil is able to write by hand and by using information and communication technology.	language.	The pupil is able to write fluently by hand and by using information and communication technology.	
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Understanding language, literature, and culture

O8 to guide the pupil to advance their language awareness and become interested in language phenomena, to help the pupil to recognise linguistic structures, different registers, tones, and stylistic characteristics and to understand the meanings and consequences of	C4	The pupil will gain interest in linguistic phenomena. They will learn to recognise linguistic structures and use formal and informal language, as well as stylistic features and nuances, as language-use resources. The pupil will learn to	Development of language awareness	<p>The pupil is aware that language use varies according to situation.</p> <p>The pupil recognises differences between spoken and written language.</p> <p>The pupil recognises where one sentence ends and another</p>	<p>The pupil discusses the linguistic and textual features of texts, as well as their meanings, with others.</p> <p>The pupil recognises differences between the formal and informal language use and between</p>	<p>The pupil recognises and analyses linguistic and textual features of texts, as well as their meanings, using appropriate terms.</p> <p>The pupil understands the effects that the formal and informal language use and different styles</p>	<p>The pupil draws conclusions about the linguistic and textual features of texts.</p> <p>The pupil takes advantage of both formal and informal language in their language use.</p> <p>The pupil understands the impact that linguistic choices</p>
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linguistic choices		understand the significance and consequences of linguistic choices.		one begins and knows that a verb forms the centre of a sentence.	different styles. The pupil breaks down a sentence into its constituent parts.	have. The pupil understands the significance and consequences of linguistic choices.	have on textual meanings.
O9 to inspire the pupil to familiarise themselves with various literary genres and Swedish literature, and especially Finnish-Swedish literature, and its history and connections to world literature as well as to guide them to recognise relationships between different texts	C4	The pupil will read and interpret Swedish-language literature, particularly contemporary Finnish-Swedish literature. They will familiarise themselves with the main periods of Finnish-Swedish literature and how they are linked to world literature and understand the effects that genre	Knowledge of literature and its history	The pupil reads short and easy-to-understand Swedish-language fiction. The pupil can tell fiction apart from other texts. The pupil is aware that different types of texts have been written at different times. The pupil sees connections between texts,	The pupil reads fiction in Swedish, also Finnish-Swedish, and discuss their reading experiences with others. The pupil is familiar with some literary genres and is able to recognise the genre of a text.	The pupil reads fiction and is able to analyse their reading experience. The pupil is able to name some of the main literary works of Finnish-Swedish literature. The pupil is able to name genre-specific features of a text they have read.	The pupil reads a variety of Swedish-language literature and analyses what they have read through discussions and in writing. The pupil is familiar with the Finnish-Swedish literature and their connection to world literature.

		and other texts have on a particular text.		with the help of examples.			
O10 to help the pupil broaden their perception of culture, to analyze multilingualism and cultural diversity in the school and the society, and to identify similarities in cultures and the culturally bound nature of different phenomena	C4	The pupil will learn to understand the significance of a linguistically and culturally diverse school and society. They will recognise cultural differences and similarities, as well as the cultural specificity of various phenomena.	Development of cultural awareness	The pupil is aware that all societies are multilingual and culturally diverse. The pupil identifies and is able to describe cultural links in their own life.	The pupil is aware of the multilingualism and cultural diversity of individuals and their surroundings. The pupil is in the process of diversifying their cultural experiences and is able to talk about them.	The pupil gives examples of the multilingualism and cultural diversity in the society. The pupil analyses their cultural experiences. The pupil makes observations on how culture, actions of individuals and the formation of different groups affect one another.	The pupil presents their viewpoints on what linguistic and cultural diversity means for themselves and to society. The pupil takes actively part in creating shared cultural experiences.
Language use as support for all learning							
O11 to guide the	C5	The pupil's	Enhancement of	The pupil makes	The pupil	The pupil is in the	The pupil sets

pupil in establishing their positive self-image as a communicator, reader, producer of texts, and a language learner as well as to guide them to perceive and compare different styles and methods of learning and to learn from others		positive view of themselves as a language learner and user will improve. They will compare and use different learning methods independently and with others.	personal language learning skills	observations about their language learning progress and learning methods.	identifies personal strengths and areas that require improvement as a language learner and user and sets personal learning goals.	process of enhancing their language learning skills and uses their surroundings as a learning resource in versatile ways.	challenging learning goals for themselves and promotes the overall learning in their group.
O12 to guide the pupil to make observations on the ways in which language is used in different fields of knowledge	C5	The pupil's language skills will develop from colloquial language towards the language of different disciplines.	Acquisition of abstract language	The pupil discusses topics of various disciplines by using colloquial language.	The pupil understands cognitively relatively demanding language intended for their age group with plenty of help from context.	The pupil understands cognitively demanding language intended for their age group but requires help from context.	The pupil is familiar with the techniques of abstract language and uses them to interpret texts.
O13 to encourage	C5	The pupil will use	Information	The pupil	The pupil	The pupil	The pupil

<p>the pupil to develop their information acquisition skills and the planning, structuring, and assessment of their work independently and in a group</p>		<p>appropriate information acquisition methods while honouring copyrights. They will plan, structure and assess their work performance, both independently and in a group.</p>	<p>acquisition; planning, organising and evaluating personal performance</p>	<p>searches for individual pieces of information from sources that have been provided.</p> <p>The pupil complies with copywrite rules and knows what privacy means.</p> <p>The pupil plans and evaluates their work in a limited way.</p>	<p>searches for information from sources that are familiar or have been provided, but their use of this information is repetitive.</p> <p>The pupil evaluates their work performance.</p>	<p>searches for information from various sources, and plans, structures and evaluates their work, both independently and in a group.</p> <p>The pupil contributes to the work carried out by their group.</p>	<p>searches and combines information from various sources, compares different sources and evaluates the reliability of information.</p> <p>The pupil promotes the overall learning in their group in a goal-oriented manner.</p>
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The second national language

Swedish, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in Swedish in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in Swedish in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the A syllabus in Swedish end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in Swedish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in Swedish. All the objectives set for the A syllabus in Swedish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in Swedish. A pupil will have achieved the objectives of the A syllabus in Swedish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in Swedish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the

final assessment and in the given final grade for studies in the A syllabus in Swedish.

The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to promote the pupil's ability to consider phenomena related to the status of Swedish as a national language and to provide the pupil with prerequisites for developing their intercultural competence	C1	<p>The pupil will become familiar with phenomena connected to the status of Swedish as a national language.</p> <p>The pupil will become familiar with Nordic cultures and ways of life.</p> <p>The pupil will</p>	<p>Awareness of themes related to the status of national languages and the Nordic linguistic and cultural environment as well as intercultural competence</p>	<p>The pupil is able to name the Nordic countries and some Nordic languages.</p> <p>The pupil is able to give some examples of the status of the Swedish language as a national language in Finland.</p>	<p>The pupil is able to name the Nordic countries and their official languages.</p> <p>The pupil is able to tell about some of the key facts about the status of the Swedish language as a national language.</p> <p>The pupil is able to</p>	<p>The pupil is able to tell about the use of the Swedish language in Finland and the other Nordic countries.</p> <p>The pupil is able to tell about the status of the Swedish language as a national language and some of the</p>	<p>The pupil is able to describe the use of the Swedish language in Finland and the other Nordic countries.</p> <p>The pupil is able to reflect on the status of the Swedish language as a national language and the related</p>

		learn to develop their intercultural competence.		The pupil is able to provide some examples of Nordic cultures and ways of life.	describe Nordic cultures and ways of life. The pupil is able to name some cultural aspects of interaction.	related phenomena. The pupil is able to compare Nordic cultures and ways of life. The pupil is able to talk about the cultural features of interaction.	phenomena. The pupil is able to compare and reflect on Nordic cultures and ways of life. The pupil is able to compare and reflect on the cultural features of interaction.
O2 to encourage the pupil to find interesting, Swedish-language environments that expand their worldview	C1	The pupil will learn to find Swedish-language materials and environments that will expand their worldview.	Development of global citizenship skills through the use of Swedish	The pupil is able to give examples of some materials and environments where Swedish can be used.	The pupil is able to name Swedish-language materials and environments that promote their learning.	The pupil is able to compare Swedish-language materials and environments that promote their learning.	The pupil is able to reflect on ways in which they can utilise Swedish-language materials and environments to promote their learning.
O3 to guide the pupil to observe the regularities in the Swedish	C1	The pupil will learn to recognise regularities in the Swedish language	Linguistic reasoning	The pupil is able to make observations about some of	The pupil is able to draw some conclusions about the regularities in	The pupil is able to draw conclusions about the	The pupil is able to draw conclusions about the

language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning		and compare Swedish to other languages. The pupil will learn to use language knowledge concepts to as support for learning.		the regularities in the Swedish language.	the Swedish language. The pupil is able to give some examples of how the same thing is expressed in Swedish and some other language. The pupil is able to give some examples of the linguistic concepts of Swedish and use them to develop their language skills.	regularities in the Swedish language. The pupil is able to give examples of how the same thing is expressed in Swedish and some other language. The pupil is able to tell about the key linguistic concepts of Swedish and use them to develop their language skills.	regularities in the Swedish language and apply them in practice. The pupil is able to compare how the same thing is expressed in Swedish and some other language. The pupil is familiar with some of the linguistic concepts of Swedish and able to use them to develop their language skills.
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Language-learning skills

O4 to encourage the pupil to set goals, utilise	C2	The pupil will learn to set language learning	Setting goals, utilising learning strategies,	The pupil is able to use some methods suitable	The pupil is able to use some of the most common	The pupil is able to use some of the key language	The pupil is able to use various ways of learning
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<p>diverse ways of learning languages, and assess their learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important</p>		<p>goals and reflect on their learning process, both independently and with others.</p> <p>The pupil will learn to use various methods to learn languages and find the personally most effective ones.</p> <p>The pupil will learn ways of interacting constructively.</p>	<p>reflecting on learning, gaining an understanding of ways to interact</p>	<p>for them to learn Swedish.</p> <p>The pupil is able to give some examples of ways of interacting constructively.</p>	<p>methods suitable for them to learn Swedish.</p> <p>The pupil is able to describe some of the ways of interacting constructively.</p>	<p>learning methods Swedish suitable for them.</p> <p>The pupil is able to compare ways of interacting constructively.</p>	<p>Swedish suitable for them.</p> <p>The pupil is able to compare and reflect on ways of interacting constructively.</p>
<p>O5 to support the pupil's initiative and skills in applying their language proficiency creatively and to help the pupil in</p>	<p>C2</p>	<p>The pupil will learn to continue to apply and develop their language skills independently also after finishing school.</p>	<p>Development of continuous language learning skills</p>	<p>The pupil is able to give some examples of opportunities to develop their Swedish-language skills.</p>	<p>The pupil is able to describe their opportunities to develop their Swedish language skills also after finishing school.</p>	<p>The pupil is able to compare different opportunities of applying and developing their Swedish language skills also after</p>	<p>The pupil is able to reflect on and compare opportunities applying and developing their Swedish language skills also after</p>

developing their preconditions for continuous language learning		<p>The pupil will learn to take advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in themselves as a language learner.</p>				finishing school.	finishing school.
Evolving language proficiency, interaction skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level B1.1
O6 to encourage the pupil to practise diverse everyday communication situations and to act in them with initiative	C3	The pupil will learn to act actively in diverse everyday communication situations	Interacting in different situations	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.	The pupil is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication	The pupil is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.

						situations.	
O7 to guide the pupil to be active in communication situations and to enhance their ability to use communication methods, set phrases, circumlocutions and fillers, and other kinds of compensation in Swedish	C3	<p>The pupil will be active role in communication situations.</p> <p>The pupil will learn to use communication strategies.</p>	Using communication strategies	<p>The pupil relies on the most central vocabulary and expressions in their communication.</p> <p>The pupil needs plenty of communication aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>The pupil participates increasingly in communication, resorting to non-verbal expressions less often.</p> <p>The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.</p>	<p>The pupil increasingly participates in communication, using set phrases if necessary, when asking for clarification of key words.</p> <p>The pupil needs to ask for clarification or repetition from time to time.</p> <p>The pupil uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).</p>	<p>The pupil is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message.</p> <p>The pupil has learned to compensate or replace an unknown word or rephrase their message.</p> <p>The pupil is able to negotiate the meanings of unknown</p>

							expressions.
O8 to guide the pupil to pay attention to culturally appropriate language use in communication which involves expressing opinions and attitudes	C3	The pupil will learn to use culturally appropriate language in communication situations.	Cultural appropriateness of communication	The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The pupil is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	The pupil is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The pupil is able to have a polite conversation using common expressions and basic-level communication routines.	The pupil demonstrates knowledge of the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.
Evolving language proficiency, text interpretation skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level B1.1
O9 offer the pupil opportunities for	C3	The pupil will learn to interpret spoken and	Text interpretation skills	The pupil understands written text and	The pupil understands texts that contain easy	The pupil is able to follow the main points of a	The pupil understands the main ideas and

<p>interpreting different texts, also clear-cut non-fiction texts that are used to acquire information, and to guide the pupil to use reasoning skills and the understanding of the key contents to support text interpretation</p>		<p>written texts.</p> <p>The pupil will learn text interpretation strategies.</p>		<p>slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions.</p> <p>The pupil is able to recognise individual facts in a text.</p>	<p>and familiar vocabulary and expressions as well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning supported by the context.</p>	<p>clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or slow speech including familiar vocabulary.</p> <p>The pupil is able to deduce the meanings of unfamiliar words based on the context.</p>	<p>some details of clear standard language speech delivered almost at the regular tempo, and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p> <p>The pupil is able to find the main ideas, keywords, and important details, also without preparation.</p>
<p>Evolving language proficiency, text production skills</p>				<p>Proficiency level A1.1</p>	<p>Proficiency level A1.3</p>	<p>Proficiency level A2.1</p>	<p>Proficiency level A2.2</p>

<p>O10 to offer the pupil opportunities for producing speech and writing on a wider range of topics while also paying attention to key structures and the basic rules of pronunciation</p>	<p>C3</p>	<p>The pupil will learn to express themselves orally and in writing by using the core vocabulary and structures of the Swedish language.</p> <p>The pupil will learn to pronounce words in a comprehensible way.</p>	<p>Text production skills</p>	<p>The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.</p> <p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>	<p>The pupil is able to tell about everyday and concrete topics and those important to them using simple sentences and concrete vocabulary.</p> <p>The pupil masters predictable basic vocabulary and many key structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>	<p>The pupil is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>
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Finnish, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in Finnish in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in Finnish in the local curriculum.

The assessment of the pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment take place during that school year when a pupil's studies of the A syllabus in Finnish end in grades 7, 8 or 9, depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in Finnish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in Finnish. All the objectives set for the A syllabus in Finnish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 and 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in Finnish. A pupil will have achieved the objectives of the A syllabus in Finnish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in Finnish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the A syllabus in Finnish.

Grade 9 for the objectives six to ten (O6–O10) connected to the evolving language proficiency in the A syllabus in Finnish, is combined of two proficiency levels B1.1 and B1.2 constituting proficiency level B1.1/B1.2 (interaction skills, text interpretation skills) and proficiency levels A2.2 and B1.1 constituting proficiency level A2.2/B1.1 (text production skills). The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Learning about cultural diversity and language awareness							
O1 to promote the pupil's ability to notice and reflect on phenomena related to the status of the national languages in Finland and to strengthen the pupil's ability and willingness to cope in Finnish-speaking and multilingual environments.	C1	<p>The pupil will learn to know the status of the Finnish language in Finland.</p> <p>The pupil will learn to notice cultural differences between the national languages.</p> <p>The pupil will learn to develop</p>	Understanding matters related to the status of languages and the significance of languages and cultures	<p>The pupil is familiar with the fact that Finnish and Swedish are spoken in Finland.</p> <p>The pupil is aware of different linguistic environments in Finland and is able to react in Finnish-speaking and multilingual environments.</p>	<p>The pupil is able to explain why Finnish and Swedish are spoken in Finland.</p> <p>The pupil is aware of the significance of the national languages for the individual.</p> <p>The pupil is able to cope in Finnish-speaking and multilingual</p>	<p>The pupil is able to tell about rights and obligations related to the national languages in Finland.</p> <p>The pupil is able to take into account the significance of languages for an individual.</p> <p>The pupil is able to act in Finnish-</p>	<p>The pupil is able to clarify the rights and obligations related to the national languages in Finland.</p> <p>The pupil is able to reflect on the significance of languages for the individual.</p> <p>The pupil is able to act flexibly</p>

		their ability and willingness to cope in Finnish-speaking and multilingual environments.			environments.	speaking and multilingual environments.	according to the situation in Finnish-speaking and multilingual environments.
O2 to encourage the pupil to find opportunities to expand their worldview by using their knowledge of Finnish in different communities and environments	C1	The pupil will learn to find different communities and environments where they can develop their Finnish-language skills.	Development of global citizenship skills through the use of Finnish	The pupil is able to give some examples of communities and environments where Finnish can be used.	The pupil is able to tell about communities and environments where Finnish can be used to promote their learning.	The pupil is able to compare communities and environments where Finnish can be used to promote their learning.	The pupil is able to reflect on how they can utilise Finnish-speaking communities and environments to promote learning.
O3 to guide the pupil to observe the regularities in the Finnish language and to use linguistic concepts as support for learning	C1	The pupil will learn to recognise regularities in the Finnish language and compare Finnish to other languages. The pupil will learn to use linguistic concepts	Linguistic reasoning	The pupil is able to make observations about some of the regularities in the Finnish language.	The pupil is able to draw some conclusions about the regularities in the Finnish language in comparison to other languages. The pupil is able to give some	The pupil is able to draw conclusions about Finnish in comparison to other languages. The pupil is able to tell about key linguistic concepts of Finnish and use them to develop	The pupil is able to, based on their observations, draw conclusions about the regularities in the Finnish language, apply them in practice and compare ways of expressing the

		as support for support learning languages.			examples of linguistic concepts of Finnish and use them to develop their language skills.	their language skills.	same thing in different languages. The pupil knows and is able to use key linguistic concepts of Finnish to develop their language skills.
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Language learning skills

O4 to encourage the pupil to set goals, utilise diverse ways of learning the Finnish language, and reflect on their learning independently and in cooperation with others, and to guide the pupil to interacting constructively where delivering	C2	The pupil will learn to set language learning goals and reflect on their learning process independently and with others. The pupil will learn to use different ways to learn languages and find the personally most	Setting goals; utilising learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use the most common language learning methods suitable for them. The pupil is able to describe some of the ways of interacting constructively.	The pupil is able to use the main methods of learning Finnish suitable for them. The pupil is able to compare ways of interacting constructively.	The pupil is able to, in a versatile way, use a variety of ways to learn Finnish suitable for them. The pupil is able to compare and reflect on ways of interacting constructively.
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the message is most important		effective ones. The pupil will learn ways of interacting constructively.					
O5 to support the pupil in applying their language proficiency actively and creatively and develop their preconditions for continuous language learning	C2	The pupil will learn to apply and develop their language skills independently in various situations after finishing school. The pupil will learn to take advantage of the linguistic stimuli available in their surroundings. The pupil will learn to trust in themselves as a language learner.	Development of continuous language learning skills	The pupil is able to give some examples of how they can improve their Finnish language skills.	The pupil is able to describe how they can improve their Finnish language skills after finishing school.	The pupil is able to compare different opportunities of applying and improving their Finnish language skills after finishing school.	The pupil is able to reflect on and compare different opportunities of applying and improving their Finnish language skills after finishing school.
Evolving language proficiency, interaction skills				Proficiency level	Proficiency level	Proficiency level	Proficiency level

				A1.3	A2.2	B1.1	B1.1/B1.2
O6 to encourage the pupil to practise different everyday communication situations	3	The pupil will learn act proactively in various familiar interactive situations.	Interaction in different situations	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communicative situations.	The pupil is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	The pupil is able to communicate, to participate in discussions, and to express their opinions also in some more challenging communication situations, such as in providing information about a current event.
O7 to guide the pupil to take initiative in communication situations and to enhance their ability to use different forms of communications, established expressions, euphemisms, interjections and	C3	The pupil will learn to take initiative in communication situations and to use different types of compensation strategies.	Use of communication strategies	The pupil participates in communication but continues to need communication aids frequently. The pupil is able to react by using short verbal expressions, small gestures (such as	The pupil increasingly participates in communication, using set phrases if necessary when asking for clarification of key words. The pupil needs to ask for clarification or	The pupil is somewhat able to take initiative in different stages of communication, and knows how to verify whether the communication partner has understood the message. The pupil has	The pupil is able to take initiative in communication involving a familiar topic and is able to verify whether the communication partner has understood the message. The pupil is able to correct

<p>other compensation strategies in Finnish</p>				<p>nodding), sounds, or other kinds of minimal feedback. The pupil to needs to ask for clarification or repetition very frequently.</p>	<p>repetition from time to time. The pupil uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).</p>	<p>learned to compensate or replace an unknown word or rephrase their message. The pupil is able to negotiate the meanings of unknown expressions.</p>	<p>misunderstanding s, or replace an unknown word or rephrase their message. The pupil is able to negotiate the meanings of unknown and and fairly complicated ideas.</p>
<p>O8 to help the pupil pay attention to culturally appropriate use of language in communication situations related to opinions and standpoints</p>	<p>C3</p>	<p>The pupil will learn to recognise cultural features of communication. The pupil will learn to adapt their communication according to the situation.</p>	<p>Cultural appropriateness of communication</p>	<p>The pupil is able to use the most common expressions that are part of respectful language use in many routine social contacts.</p>	<p>The pupil is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The pupil is able to have a polite</p>	<p>The pupil demonstrates knowledge of the most important rules of politeness and follows them. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.</p>	<p>The pupil demonstrates knowledge of the most important rules of politeness and follows them and is able to pay attention to the formality of their language. The pupil is able to take into account key perspectives</p>

					conversation using common expressions and basic-level communication routines.		related to cultural practices in their interaction.
Evolving language proficiency, text interpretation skills				Proficiency level A1.3	Proficiency level A2.2	Proficiency level B1.1	Proficiency level B1.1/B1.2
O9 to offer the pupil opportunities for interpreting different kinds of texts for searching for information, including clear factual texts, and to encourage the pupil to use reasoning skills and understanding of the key contents of the texts in the interpretation	3	<p>The pupil will learn to understand the message of spoken and written texts by using their reasoning skills.</p> <p>The pupil will learn to find the key contents of texts when searching for information.</p>	Text interpretation skills	<p>The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context.</p> <p>The pupil is able to find the simple information they need in a short text.</p>	<p>The pupil is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around themselves and understands the main ideas in a standard language text or slow speech including familiar vocabulary.</p>	<p>The pupil understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p>	<p>The pupil understands the main ideas and several details of spoken standard language that is slightly more demanding and normal in tempo, or of popularised written texts.</p> <p>The pupil is able to understand speech or written text based on a shared experience or general knowledge.</p>

					The pupil is able to deduce the meanings of unfamiliar words based on the context.	The pupil is able to find the main ideas, keywords, and important details without preparation.	The pupil is able to find the main ideas, keywords and important details without preparation.
Evolving language proficiency, text production skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level A2.2/B1.1
O10 to offer the pupil opportunities for producing speech and writing about an increasing number of topics and also paying attention to key structures and basic rules of pronunciation	C3	<p>The pupil will learn to express themselves orally and in writing by using suitable vocabulary and key structures.</p> <p>The pupil will learn to pronounce words in a comprehensible way.</p>	Text production skills	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.</p> <p>The pupil is able to pronounce the majority of expressions they have practised in a</p>	<p>The pupil is able to tell about everyday and concrete topics and those important to them using simple sentences and concrete vocabulary.</p> <p>The pupil masters predictable basic vocabulary and many key structures.</p>	<p>The pupil is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures.</p> <p>The pupil knows</p>	<p>The pupil is able to explain the key points of different real-life or fictional topics connected to daily life that interest them.</p> <p>The pupil uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms.</p>

				comprehensible way and have a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.	The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not practised.	how to apply some basic rules of pronunciation, also in expressions that have not been practised.	The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
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Native-level Swedish, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in native-level Swedish in grades 7–9.

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in native-level Swedish in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio. The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place during that school year when a pupil's studies of the A syllabus in native-level Swedish end in grades 7, 8 or 9, depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in native-level Swedish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in native-level Swedish. All the objectives set for the A syllabus in native-level Swedish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in native-level Swedish. A pupil will have achieved the objectives of the A syllabus in native-level Swedish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in native-level Swedish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the A syllabus in native-level Swedish.

Grade 9 for the objectives six to ten (O6–O10), connected to the evolving language proficiency in the A syllabus in native-level Swedish, is combined of two proficiency levels B1.2 and B2.1 constituting proficiency level B1.2/B2.1. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Learning about cultural diversity and language awareness							
O1 to promote the pupil's ability to reflect on the values and phenomena related to the status of Swedish as a national language and to strengthen the pupil's ability and willingness to act in multilingual and multicultural environments.	C1	The pupil will learn to know the status of Swedish as a national language, and some of the values and phenomena related to it. The pupil will learn to know Nordic cultures and ways of life. The pupil will learn to act in multilingual and multicultural environments.	Phenomena related to the status of national languages and recognising themes related to the Nordic linguistic and cultural environment as well as intercultural competence	<p>The pupil is able to name the Nordic countries and some Nordic languages.</p> <p>The pupil is able to give some examples of the status of the Swedish language as a national language.</p> <p>The pupil is able to provide some examples of Nordic cultures</p>	<p>The pupil is able to name the Nordic countries and their official languages.</p> <p>The pupil is able to tell about some of the key facts about the status of the Swedish language as a national language.</p> <p>The pupil is able to describe Nordic cultures and ways of life.</p>	<p>The pupil is able to tell about the use of the Swedish language in Finland and the other Nordic countries.</p> <p>The pupil is able to tell about the status of the Swedish language as a national language and some of the related phenomena.</p>	<p>The pupil is able to describe the use of the Swedish language in Finland and in the other Nordic countries.</p> <p>The pupil is able to reflect on the status of Swedish as a national language, and some of the related values and phenomena.</p> <p>The pupil is able to</p>

				and ways of life.	The pupil is able to give some examples of the ways of interacting in Swedish.	The pupil is able to compare Nordic cultures and ways of life. The pupil is able to tell about ways of operating in Swedish.	compare and reflect on the Nordic cultures and ways of life. The pupil is able to compare and reflect on ways of interacting in Swedish.
O2 to encourage the pupil to find opportunities for using Swedish in different communities and environments	C1	The pupil will learn to develop their ability to use Swedish in versatile ways in different communities and environments.	Utilising language skills	The pupil is able to give examples of some communities and environments where they can use their Swedish-language skills.	The pupil is able to list communities and environments where they can use their Swedish-language skills.	The pupil is able to describe how Swedish language skills can be utilised in Swedish-language communities and environments.	The pupil is able to reflect on how they can utilise their Swedish language skills in Swedish-language communities and environments.
O3 to guide the pupil to observe the regularities in the Swedish language and how the same concepts are expressed in other languages and to use	C1	The pupil will learn to recognise regularities in the Swedish language and compare Swedish to other languages. The pupil will	Linguistic reasoning	The pupil is able to make observations about some of the regularities in the Swedish language.	The pupil is able to draw some conclusions about the regularities in the Swedish language. The pupil is able to give some	The pupil is able to draw conclusions about the regularities in the Swedish language. The pupil is able to give examples of how the same	The pupil is able to draw conclusions about the regularities in the Swedish language and apply them in practice.

linguistic concepts as support for learning		learn to use linguistic concepts as support for learning. languages.			examples of how the same thing is expressed in Swedish and some other language. The pupil is able to give some examples of the linguistic concepts of Swedish and their use for enhancing their language skills.	thing is expressed in Swedish and some other language. The pupil is able to tell about the key linguistic concepts of Swedish and use them to enhance their language skills.	The pupil is able to compare how the same thing is expressed in Swedish and some other language. The pupil is familiar with some of the linguistic concepts of Swedish and able to use them to enhance their language skills.
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Language learning skills

O4 to encourage the pupil to set goals, utilise diverse ways of learning the Swedish language, and evaluate their learning independently and in cooperation with others, and	C2	The pupil will learn to set language learning goals and reflect on their learning process independently and with others. The pupil will learn to use different ways to learn languages	Setting goals; utilising learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use some of the most common language learning methods suitable for them. The pupil is able to describe some of the ways of interacting	The pupil is able to use some of the main methods of learning Swedish that are suitable for them. The pupil is able to compare ways of interacting constructively.	The pupil is able to use a versatile methods of learning Swedish that are suitable for them. The pupil is able to compare and reflect on ways of interacting constructively.
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to guide the pupil towards positive interaction where delivering the message is most important.		and find the personally most effective ones. The pupil will learn ways of interacting constructively.			constructively.		
O5 to develop the pupil's independence in applying their language proficiency creatively and their preconditions for continuous language learning	C2	The pupil will learn to apply and develop their language skills independently in various situations after finishing school. The pupil will learn to take advantage of the linguistic stimuli in their surroundings. The pupil will learn to trust in themselves as a language learner.	Development of continuous language learning skills	The pupil is able to give some examples of opportunities to improve their Swedish language skills.	The pupil is able to describe their opportunities to improve their Swedish language skills after finishing school.	The pupil is able to compare different opportunities to improve their Swedish language skills after finishing school.	The pupil is able to compare and reflect on opportunities to improve their Swedish-language skills after finishing school.
Evolving language proficiency, interaction skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O6 to encourage	C3	The pupil will	Interacting in	The pupil is able to	The pupil is able to	The pupil is able to	The pupil is able to

the pupil to act in many different diverse communication situations which may already include fairly challenging topics		learn act proactively in interactive situations	various situations	exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.	communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	participate in communication fairly effortlessly in some more challenging communication situations, such as in providing information about a current event.	participate in communication fairly effortlessly, including situations that are new and more challenging.
O7 to guide the pupil to practise taking a turn to speak and joining in a conversation or written communication as well as to negotiate meaning	C3	The pupil will learn to take an active role in communication. The pupil will learn to use communication strategies.	Use of communication strategies	The pupil participates increasingly in communication, resorting to non-verbal expressions less often. The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used	The pupil is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The pupil has learned to compensate or replace an	The pupil is able to take initiative and use suitable expressions in interaction situations that deal with familiar topics. The pupil is able to correct misunderstandings quite easily and to negotiate the meanings of fairly complicated ideas.	The pupil is able to negotiate also the meanings of complicated ideas and concepts. The pupil is able to observe their own level of understanding and communication, and to correct their language.

				by the communication partner in their own communication.	unknown word or rephrase their message. The pupil is able to negotiate the meanings of unknown expressions.		
O8 to guide the pupil to pay attention to the level of formality in communication, to practise communication using different text genres (such as blogs, interviews) and to take into account the requirements of intercultural interaction skills	C3	The pupil will learn to communicate appropriately for a situation. The pupil will learn to use culturally acceptable language in their communication.	Cultural appropriateness of communication	The pupil is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	The pupil demonstrates knowledge of the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.	The pupil is able to use language for different purposes in a way that is not too familiar or formal. The pupil knows the most significant rules of politeness and follows them. The pupil is able to take into account key perspectives related to cultural practices in their	The pupil is able to use language for different purposes in a way that is not too familiar or formal. The pupil strives to express their thoughts appropriately and respectfully for the communication partner, taking the requirements set by differing situations into

						interaction.	account.
Evolving language proficiency; text interpretation skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O9 to offer the pupil, and seek together with the pupils, versatile and meaningful texts which require drawing conclusions and using different text comprehension strategies	C3	The pupil will learn to interpret spoken and written texts. The pupil will learn text interpretation strategies.	Text interpretation skills	<p>The pupil understands texts that contain easy and familiar vocabulary and expressions as well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning</p>	<p>The pupil understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p> <p>The pupil is able to find the main ideas, keywords, and important</p>	<p>The pupil understands spoken language that includes distinct factual information on familiar or fairly common topics and can also manage texts that require some inference.</p> <p>The pupil understands the main points and most important details of a wider formal or informal discussion around them.</p>	<p>The pupil understands speech or written text that is factually and linguistically complex.</p> <p>The pupil is able to follow a long speech and complicated argumentation and to express the main ideas of what they have heard.</p> <p>The pupil is able to follow extensive conversations and complex arguments, and list the main</p>

				supported by the context.	details, also without preparation.		points of what they have heard. The pupil understands a large share of a discussion around them. The pupil understands many types of written texts, that may also deal with abstract subjects, and which contain facts, attitudes, and opinions.
Evolving language proficiency, text production skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O10 to guide the pupil to produce, interpret and share texts on fairly challenging topics while paying attention	C3	The pupil will learn to express themselves orally and in writing by using the core vocabulary and structures of the	Text production skills	The pupil is able to tell about everyday and concrete topics and those important to them using simple	The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily	The pupil is able to describe ordinary, concrete topics using description, analysis, and comparisons.	The pupil is able to express themselves relatively effortlessly and write to personal and public

<p>to the diversity of text genres (including short presentations, opinion pieces, stories), and the diversity and good command of structures</p>		<p>Swedish language. The pupil will learn to pronounce in a comprehensible way.</p>		<p>sentences and concrete vocabulary. The pupil masters predictable basic vocabulary and many key structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>	<p>life that interest them. The pupil uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>	<p>The pupil is able to express themselves relatively effortlessly and to write personal and also more public message, and to express their thoughts on some fictional topics. The pupil uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences. The pupil masters the basic rules of pronunciation also in expressions that have not been practised.</p>	<p>messages, and to express their thoughts on some fictional topics. The pupil is also able to participate in rather formal discussions.</p>
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Native-level Finnish, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in native-level Finnish in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in native-level Finnish in the local curriculum.

The assessment of the pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place during that school year when a pupil's studies of the A syllabus in native-level Finnish end in grades 7, 8 or 9, depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in native-level Finnish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in native-level Finnish. All the objectives set for the A syllabus in native-level Finnish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 and 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in native-level Finnish. A pupil will have achieved the objectives of the A syllabus in native-level Finnish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in native-level Finnish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the A syllabus in native-level Finnish.

Grade 9 for the objectives six to ten (O6–O10) connected to the evolving language proficiency in the A syllabus in native-level Finnish, is combined of two proficiency levels B1.2 and B2.1 constituting proficiency level B1.2/B2.1. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Learning about cultural diversity and language awareness							
O1 to promote the pupil's ability to reflect on the values and phenomena related to the status of Finnish as a national language and to strengthen the pupil's ability and willingness to act in multilingual and multicultural environments	C1	<p>The pupil will learn to know the status of the Finnish language in Finland.</p> <p>The pupil will learn to understand cultural differences between the national languages and their background.</p>	Awareness of matters related to the status of the national languages	<p>The pupil is able to tell about our national languages and give some examples of multilingual environments.</p> <p>The pupil is able to react in multilingual environments.</p>	<p>The pupil is aware of values and phenomena related to the national languages.</p> <p>The pupil is able to cope in multilingual environments.</p>	<p>The pupil is able to take values and phenomena related to the national languages into consideration.</p> <p>The pupil is able to act in multilingual environments.</p>	<p>The pupil is able to take values and phenomena related to the national languages into consideration through their actions.</p> <p>The pupil is able to act flexibly according to the situation in multilingual environments.</p>

		The pupil will learn to act in different linguistic environments.					
O2 to encourage the pupil to find opportunities for using Finnish in different communities and environments	C1	The pupil will learn to develop their ability to use Finnish in versatile ways in different communities and environments.	Development of global citizenship skills through the use of Finnish	The pupil is able to give examples of some communities and environments where they can use their Finnish-language skills.	The pupil is able to tell about communities and environments where they can use their Finnish-language skills to promote their learning.	The pupil is able to compare different communities and environments where they can use Finnish-language skills to promote their learning.	The pupil is able to reflect on how they can utilise their Finnish-language skills suitably in different communities and environments in order to promote their learning.
O3 to guide the pupil to observe the regularities in the Finnish language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	The pupil will learn to recognise regularities in the Finnish language and compare Finnish to other languages. The pupil will learn to use linguistic concepts as support for	Linguistic reasoning	The pupil is able to make observations about regularities and knows some linguistic concepts of Finnish.	The pupil is able to draw conclusions about the regularities in the Finnish language in comparison to other languages. The pupil is familiar with the most common linguistic concepts	The pupil is able to draw conclusions about the regularities in the Finnish language and to compare how the same concepts are expressed in other languages. The pupil is	The pupil is able to draw conclusions about the regularities in the Finnish language, apply them in practice and is able to compare how the same concepts are expressed other languages.

		learning languages.			of Finnish.	familiar with key linguistic concepts of Finnish.	The pupil is familiar with and is able to use key linguistic concepts of Finnish.
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Language learning skills

O4 to encourage the pupil to set goals, utilise diverse ways of learning the Finnish language, and reflect on their learning independently and in cooperation with others, and to guide the pupil towards interacting constructively where delivering the message is most important	C2	<p>The pupil will learn to set language learning goals and reflect on their learning process independently and with others.</p> <p>The pupil will learn to use different ways to learn languages and find the personally most effective ones.</p> <p>The pupil will learn ways of interacting</p>	Setting goals; utilising learning strategies; reflecting on learning; gaining an understanding of ways to interact	<p>The pupil is able to use some language learning methods suitable for them.</p> <p>The pupil is able to give some examples of ways of interacting constructively.</p>	<p>The pupil is able to use some of the most common language learning methods suitable for them.</p> <p>The pupil is able to describe some of the ways of interacting constructively.</p>	<p>The pupil is able to use some of the main methods of learning languages suitable for them.</p> <p>The pupil is able to compare ways of interacting constructively.</p>	<p>The pupil is able to use versatile methods of learning languages suitable for them.</p> <p>The pupil is able to compare and reflect on ways of interacting constructively.</p>
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		constructively.					
O5 to support the pupil in applying their language proficiency actively and creatively and develop their preconditions for continuous language learning	C2	<p>The pupil will learn to apply and develop their language skills independently in various situations after finishing school.</p> <p>The pupil will learn to take advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in themselves as a language learner.</p>	Development of continuous language learning skills	The pupil is able to give some examples of opportunities to improve their Finnish language skills.	The pupil is able to describe different opportunities to improve their Finnish language skills after finishing school.	The pupil is able to compare different opportunities to improve their Finnish language skills after finishing school.	The pupil is able to compare and reflect on opportunities to improve their Finnish language skills after finishing school.
Evolving language proficiency, interaction skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O6 to encourage the pupil to act in many different	C3	The pupil will learn to act proactively in	Interaction in different situations	The pupil is able to exchange thoughts or	The pupil is able to communicate, to	The pupil is able to participate in communication	The pupil is able to participate in communication

diverse communication situations which may already include fairly challenging topics		different interactive situations.		information in familiar and everyday situations and can occasionally maintain a communication situation.	participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	fairly effortlessly in some more challenging communication situations, such as in providing information about a current event.	fairly effortlessly, including situations that are new and more challenging.
O7 to guide the pupil to practise taking a turn to speak and joining in a conversation or written communication as well as to negotiate meaning	3	The pupil will learn to take an active role in communication. The pupil will learn to use communication strategies.	Use of communication strategies	The pupil participates increasingly in communication, resorting to non-verbal expressions less often. The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication	The pupil is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The pupil and has learned to compensate or replace an unknown word or rephrase their	The pupil is able to take initiative and use suitable expressions in interaction situations that deal with familiar topics. The pupil is able to correct misunderstanding quite easily and to negotiate the meanings of fairly complicated ideas.	The pupil is also able negotiate also the meanings of complicated ideas and concepts. The pupil is able to observe their own level of understanding and communication, and to correct their language.

				partner in their own communication.	message. The pupil is able to negotiate the meanings of unknown expressions.		
O8 to guide the pupil to pay attention to the level of formality of communication, to practise communication using different text genres (such as blogs, interviews) and to take into account the requirements of intercultural interaction skills	C3	The pupil will learn to communicate appropriately for a situation. The pupil will learn to use culturally acceptable language in their communication.	Cultural appropriateness of communication	The pupil is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	The pupil demonstrates knowledge of the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.	The pupil is able to use language for different purposes in a way that is not too familiar or formal. The pupil knows the most significant rules of politeness and follows them. The pupil is able to take into account key perspectives related to cultural practices in their interaction.	The pupil is able to use language for different purposes in a way that is not too familiar or formal. The pupil strives to express their thoughts appropriately respectfully for the communication partner, taking the requirements set by different situations into account.

Evolving language proficiency, text interpretation skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O9 to offer the pupil, and seek together with the pupils, versatile and meaningful texts which require drawing conclusions and using different text comprehension strategies	C3	<p>The pupil will learn to interpret spoken and written texts.</p> <p>The pupil will learn text interpretation strategies.</p>	Text interpretation skills	<p>The pupil understands texts that contain easy and familiar vocabulary and expressions as well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning supported by the</p>	<p>The pupil understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p> <p>The pupil is able to find the main ideas, keywords, and important details without</p>	<p>The pupil understands spoken language that includes distinct factual information on familiar or fairly common topics and can also manage texts that require some inference.</p> <p>The pupil understands the main points and most important details of a wider formal or informal discussion around them.</p>	<p>The pupil understands speech or written text that is factually and linguistically complex.</p> <p>The pupil is able to follow a long speech and complicated argumentation and to express the main ideas of what they have heard.</p> <p>The pupil is able to follow extensive conversations and complex arguments, and list the main points of what</p>

				context.	preparation.		they have heard. The pupil understands a large share of of discussions around them. The pupil understands many types of written texts, that may also deal with abstract subjects, and which contain facts, attitudes, and opinions.
Evolving language proficiency, text production skills				Proficiency level A2.1	Proficiency level B1.1	Proficiency level B1.2	Proficiency level B1.2/B2.1
O10 to guide the pupil to produce, interpret and share texts on fairly challenging topics while paying attention to the diversity of	C3	The pupil will learn to express themselves orally and in writing by using the core vocabulary and structures of the Finnish language.	Text production skills	The pupil is able to tell about everyday and concrete topics and those important to them using simple sentences and	The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest	The pupil is able to describe ordinary, concrete topics using description, analysis, and comparisons. The pupil is able to	The pupil is able to express themselves relatively effortlessly and write personal and public messages, and to express

<p>text genres and the diversity and good command of structures</p>		<p>The pupil will learn to pronounce words in a comprehensible way.</p>		<p>concrete vocabulary.</p> <p>The pupil masters an easily predictable basic vocabulary and many key structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practiced.</p>	<p>them.</p> <p>The pupil uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>	<p>express themselves relatively effortlessly and write personal and also more public messages, and to express their thoughts on some fictional topics.</p> <p>The pupil uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences.</p> <p>The pupil masters the basic rules of pronunciation rules also in expressions that have not been practised.</p>	<p>their thoughts on some fictional topics.</p> <p>The pupil is able to participate in relatively formal discussions.</p>
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Swedish, B1 syllabus

Assessment of a pupil's learning and competence in B1 syllabus in Swedish in grades 7–9.

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B1 syllabus in Swedish in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B1 syllabus in Swedish end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B1 syllabus in Swedish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B1 syllabus in Swedish. All the objectives set for the B1 syllabus in Swedish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B1 syllabus in Swedish. A pupil will have achieved the objectives of the B1 syllabus in Swedish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B1 syllabus in Swedish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B1 syllabus in Swedish.

Grade 9 for the objectives five to nine (O5–O9), connected to the evolving language proficiency in the B1 syllabus in Swedish, is combined of two proficiency levels

A1.3 and A2.1 constituting proficiency level A1.3/A2.1. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Learning about cultural diversity and language awareness							
O1 to guide the pupil to familiarise themselves with the Nordic language environment and the values that are common for the Nordic countries.	C1	The pupil will learn to know about the Finnish-Swedish and Nordic language environment, as well as Finnish-Swedish and Nordic cultures and ways of life. They will learn to know about the values that are common for the Nordic countries.	Perceiving the Nordic language environment and values	<p>The pupil is able to list the Nordic countries and some Nordic languages.</p> <p>The pupil is able to give some examples of Finnish-Swedish and Nordic cultures and ways of life.</p>	<p>The pupil is able to list the Nordic countries and their official languages.</p> <p>The pupil is aware that Swedish is spoken differently in Finland and Sweden.</p> <p>The pupil is able to talk about Finnish-Swedish and Nordic cultures and</p>	<p>The pupil is able to tell about the use of the Swedish language in Finland and the other Nordic countries.</p> <p>The pupil is able to give examples of some of the specific features of Swedish used in Finland and Sweden.</p> <p>The pupil is able to describe</p>	<p>The pupil is able to describe the use of the Swedish language in Finland and the other Nordic countries.</p> <p>The pupil is able to talk about some of the specific features of Swedish used in Finland and Sweden.</p> <p>The pupil is able to compare</p>

					ways of life.	Finnish-Swedish and Nordic cultures and ways of life.	Finnish-Swedish and Nordic cultures and ways of life.
O2 to guide the pupil to observe the regularities in the Swedish language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	The pupil will learn to recognise regularities in the Swedish language and compare Swedish to other languages. They will learn to use linguistic concepts as support for learning.	Linguistic reasoning	The pupil is able to make observations about some of the regularities in the Swedish language.	<p>The pupil is able to draw some conclusions about the regularities in the Swedish language.</p> <p>The pupil is able to give some examples of how the same thing is expressed in Swedish and some other language.</p> <p>The pupil is able to give some examples of the linguistic concepts of Swedish and use</p>	<p>The pupil is able to draw conclusions about the regularities in the Swedish language.</p> <p>The pupil is able to explain how the same thing is expressed in Swedish and some other language.</p> <p>The pupil is able to tell about the main linguistic concepts of Swedish and use them to develop their language</p>	<p>The pupil is able to draw conclusions about the regularities in the Swedish language and apply them in practice.</p> <p>The pupil is able to compare how the same thing is expressed in Swedish and some other language.</p> <p>The pupil is familiar with some of the linguistic concepts of Swedish and is</p>

					them to develop their language skills.	skills.	able to use them to develop their language skills.
Language-learning skills							
O3 to encourage the pupil to set goals, utilise diverse ways of learning languages, and evaluate their learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important.	C2	The pupil will learn to set language-learning goals and reflect on their learning process independently and with others. The pupil will learn to use various language learning methods and find the personally most effective ones. The pupil will learn ways of interacting constructively.	Setting goals; utilising learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use some of the most common language learning methods that suit them personally. The pupil is able to describe some of the ways of interacting constructively.	The pupil is able to use some of the main language learning methods that suit them personally. The pupil is able to name ways to interact constructively.	The pupil is able to use a variety of ways that suit them personally to learn the target language. The pupil is able to compare and think of ways of interacting constructively.
O4 to encourage the pupil to recognise	C2	The pupil will learn to find opportunities to	Development of continuous language	The pupil is able to give some examples of the	The pupil is able to tell about opportunities to	The pupil is able to tell how they can use their	The pupil is able to tell how Swedish language

opportunities in their life for using the Swedish language and to guide the pupil to use Swedish confidently in different situations at school and outside it		use Swedish after finishing school. The pupil will learn to use Swedish in various situations at school and outside of it.	learning skills	opportunities to use Swedish language.	use Swedish language skills.	Swedish language skills also outside of school as well as after finishing school.	skills can be utilised in their own life outside of school as well as after finishing school.
Evolving language proficiency, interaction skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O5 to arrange opportunities for the pupil to practise spoken and written interaction using different communication channels	C3	The pupil will learn to act in different situations involving interaction.	Interacting in different situations	Supported by the communication partner, the pupil is at times able to cope with a few of the most common and routine communication situations.	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to cope with routine communication situations. The pupil is able to exchange thoughts or information in familiar day-to-day situations.
O6 to support the pupil in using	C3	The pupil will learn to use	Using communication	The pupil needs plenty of	The pupil relies on the most	The pupil participates in	The pupil participates in

<p>linguistic communication strategies</p>		<p>linguistic communication strategies.</p>	<p>strategies</p>	<p>communication aids (including gestures, drawing, glossaries, the internet).</p> <p>The pupil is at times able to guess or conclude the meanings of individual words based on the context, their general knowledge, or other language proficiency. The pupil is able to indicate whether they have understood.</p>	<p>central vocabulary and expressions in their communication. The pupil needs plenty of communication aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>communication but continues to need communication aids frequently.</p> <p>The pupil is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback. The pupil needs to ask for clarification or repetition very frequently.</p>	<p>communication and needs communication aids only occasionally.</p> <p>The pupil is able to react by using short verbal expressions. The pupil needs to ask for clarifications or repetition relatively often, but rarely needs to use non-linguistic means of expression.</p> <p>The pupil is somewhat able to apply expressions used by the communication partner in their own</p>
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							communication.
O7 to help the pupil expand their knowledge of phrases that are part of respectful language use	C3	The pupil will learn to use a range of polite expressions.	Cultural appropriateness of communication	The pupil is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-byes, thanking) in some of the most routine social contexts.	The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The pupil is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The pupil is able to cope with some short social situations, use some polite greetings and terms of address others, as well as to express requests, invitations, proposals, and apologies etc. and respond to them.
Evolving language proficiency; text interpretation skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O8 to encourage the pupil to interpret spoken and written texts that are age-appropriate and interesting to them	C3	The pupil will learn to interpret spoken and written texts.	Text interpretation skills	The pupil understands a small number of individual spoken and written words and expressions. The pupil is	The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar	The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of	The pupil understands texts that contain easy and familiar vocabulary and expressions as well as slow speech.

				familiar with the alphabet or a very limited number of characters.	vocabulary and expressions. The pupil is able to recognise individual facts in a text.	the context. The pupil is able to find the simple information they need in a short text.	The pupil is able to find the simple information they need in short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.
Evolving language proficiency, text production skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O9 to offer the pupil abundant opportunities for practising small-scale speaking and writing on diverse topics while also paying attention to pronunciation and the structures that	C3	The pupil will learn to express themselves orally and in writing by using the key vocabulary and key structures of the Swedish language. The pupil will learn to pronounce understandably.	Text production skills	The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.	The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.	The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures. The pupil is able to discuss	The pupil is able to tell about everyday and concrete topics and those important to them using simple sentences and concrete vocabulary. The pupil masters

<p>are essential in terms of the content of the text in question</p>				<p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>The pupil is able to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.</p>	<p>everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>	<p>basic vocabulary and structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>
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Finnish, B1 syllabus

Assessment of a pupil's learning and competence in the B1 syllabus in Finnish in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B1 syllabus in Finnish in the local curriculum.

The assessment of the pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B1 syllabus in Finnish end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B1 syllabus in Finnish by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B1 syllabus in Finnish. All the objectives set for the B1 syllabus in Finnish in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 and 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B1 syllabus in Finnish. A pupil will have achieved the objectives of the B1 syllabus in Finnish set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B1 syllabus in Finnish and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B1 syllabus in Finnish.

Grade 9 for the objectives five to nine (O5–O9) connected to the evolving language proficiency in the B1 syllabus in Finnish, is combined of two proficiency levels A1.3 and A2.1 constituting proficiency level A1.3/A2.1. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from the objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Learning about cultural diversity and language awareness							
O1 to encourage the pupil to notice the linguistic environment and similarities and differences in comparison to the second national language	C1	The pupil will learn to notice cultural differences between the national languages. The pupil will become familiar with the linguistic environment.	Awareness of matters related to the meaning of languages and cultures	The pupil is aware that Finnish and Swedish are spoken in Finland. The pupil is able to notice different linguistic environments in Finland.	The pupil is able to explain why Finnish and Swedish are spoken in Finland. The pupil is aware of different linguistic environments and the fact that they are meaningful for the individual.	The pupil is aware of different linguistic environments and is able to describe their features. The pupil is aware of the meaning of language for the individual.	The pupil is able to compare different linguistic environments and their features. The pupil is able to take the significance of the languages into account in different linguistic environments.
O2 to guide the pupil to observe the regularities in the Finnish	C1	The pupil will learn to notice regularities in the Finnish language	Linguistic reasoning	The pupil is able to make observations about some of the regularities in the	The pupil is able to draw some conclusions about the regularities in	The pupil is able to draw conclusions about regularities in the Finnish	The pupil is able to draw conclusions about the regularities in the

language and to use linguistic concepts as support for learning		and to compare Finnish to other languages. They will learn to use linguistic concepts as support for learning.		Finnish language.	the Finnish language in comparison to other languages. The pupil is able to give some examples of linguistic concepts of Finnish and use them to develop their language skills.	language in comparison to other languages. The pupil is able to tell about the main linguistic concepts of Finnish and use them to develop their language skills.	Finnish language, apply them in practice and is able to compare different ways of expressing the same things in different languages. The pupil is familiar with main linguistic concepts of Finnish and is able to use them to develop their language skills.
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Language-learning skills

O3 to encourage the pupil to set goals, utilise diverse ways of learning Finnish and reflect on their learning independently and in cooperation	C2	The pupil will learn to set language-learning goals and reflect on their learning process independently and with others.	Setting goals; utilising learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways	The pupil is able to use some of the most common language learning methods that suit them personally. The pupil is able to describe some of	The pupil is able to use some of the main language learning methods that suit them personally. The pupil is able to name ways to	The pupil is able to use a variety of ways that suit them personally to learn Finnish. The pupil is able to compare and reflect on ways of
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with others, and to guide the pupil towards positive interaction where delivering the message is most important		The pupil will learn to use various language learning methods and find the personally most effective ones. The pupil will learn ways of interacting constructively.		of interacting constructively.	the ways of interacting constructively.	interact constructively.	interacting constructively.
O4 to encourage the pupil to to recognise opportunities for using their language skills and to guide the pupil to use the language confidently in different situations at school and outside of it	C2	The pupil will learn to find opportunities to use their skills by using the language confidently in different situations at school and outside of it.	Development of continuous language learning skills	The pupil is able to give some examples of the opportunities to develop their Finnish language skills.	The pupil is able to describe opportunities to develop their Finnish language skills also after finishing school.	The pupil is able to compare different opportunities to use and develop their Finnish language skills also after finishing school.	The pupil is able to reflect on and compare different opportunities to use and develop their Finnish language skills also after finishing school.
Evolving language proficiency, interaction skills				Proficiency level	Proficiency level	Proficiency level	Proficiency level

				A1.1	A1.2	A1.3	A1.3/A2.1
O5 to offer opportunities for the pupil to practise spoken and written interaction using different communication channels	C3	The pupil will learn to act in various situations involving interaction	Interaction in different situations	Supported by the communication partner, the pupil is at times able to cope with a few of the most common and routine communication situations.	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to cope with routine communication situations. The pupil is able to exchange thoughts and information in familiar day-to-day situations.
O6 to guide the pupil in using linguistic communication strategies	C3	The pupil will learn to use linguistic communication strategies.	Using communication strategies	The pupil needs plenty of communication aids (including gestures, drawing, glossaries, the internet). The pupil is at times able to guess or conclude the meanings of individual words based on the context, their	The pupil relies on the most central vocabulary and expressions in their communication. The pupil needs plenty of communication aids. The pupil is able to ask the communication	The pupil participates in communication but continues to need communications aids frequently. The pupil is able to react by using short verbal expressions, small gestures (such as odding), sounds or other kinds of	The pupil participates in communication and needs communication aids only occasionally. The pupil is able to react by using short verbal expressions. The pupil needs to ask for

				<p>general knowledge, or other language proficiency.</p> <p>The pupil is able to indicate whether they have understood.</p>	<p>partners to repeat what they said or slow down.</p>	<p>minimal feedback.</p> <p>The pupil needs to ask for clarification or repetition very frequently.</p>	<p>clarifications or repetition relatively often, but rarely needs to use non-linguistic means of expressions.</p> <p>The pupil is somewhat able to apply expressions used by the communication partner in their own communication.</p>
<p>O7 to help the pupil expand their knowledge of phrases that are part of respectful language use</p>	C3	<p>The pupil will learn to use polite and appropriate expressions</p>	<p>Cultural appropriateness of communication</p>	<p>The pupil is able to use a few of the most typical polite expressions of the language and the culture (greetings, goodbyes, thanking) in some of the most routine social contexts.</p>	<p>The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.</p>	<p>The pupil is able to use the most common expressions that are part of respectful language use in many routine social contacts.</p>	<p>The pupil is able to cope with some short social situations, use some polite greetings and terms of addressing others, as well as to express requests, invitations,</p>

							proposals and apologies, etc. and respond to them.
Evolving language proficiency, text interpretation skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O8 to encourage the pupil to interpret spoken and written texts that are age-appropriate and interesting to them	C3	The pupil will learn to interpret spoken and written texts that are age-appropriate	Text interpretation skills	<p>The pupil understands a small number of individual spoken and written words and expressions.</p> <p>The pupil is familiar with the alphabet or a very limited number of characters.</p>	<p>The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions.</p> <p>The pupil is able to recognise individual facts in a text.</p>	<p>The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context.</p> <p>The pupil is able to find the simple information they need in a short text.</p>	<p>The pupil is able to understand texts include easy and familiar vocabulary and expressions as well slow speech.</p> <p>The pupil is able to find the simple information they need in short and simple messages that are of interest to them and the main points of a predictable text that are predictable and containing familiar vocabulary.</p>
Evolving language proficiency, text production skills				Proficiency level	Proficiency level	Proficiency level	Proficiency level

				A1.1	A1.2	A1.3	A1.3/A2.1
O9 to offer the pupil plenty of opportunities to practise speaking and writing in age-appropriate situations, and also paying attention to pronunciation and structures that are essential in terms of the content of the text in question	C3	<p>The pupil will learn to express themselves orally and in writing by using suitable vocabulary and key structures.</p> <p>The pupil will learn to pronounce understandably.</p>	Text production skills	<p>The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.</p> <p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.</p> <p>The pupil is able to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.</p>	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>	<p>The pupil is able to tell about everyday and concrete topics and those important to them using simple sentences and concrete vocabulary.</p> <p>The pupil masters basic vocabulary and structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>

Foreign languages

English, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in English in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in English in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio. The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the A syllabus in English end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in English by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in English. All the objectives set for the A syllabus in English in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in English. A pupil will have achieved the objectives of the A syllabus in English set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in English and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment

and in the given final grade for studies in the A syllabus in English.

Grade 9 for the objectives six to ten (O6–O10), connected to the evolving language proficiency in the A syllabus in English, is combined of two proficiency levels B1.1 and B1.2 constituting proficiency level B1.1/B1.2. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to promote the pupil's ability to reflect on phenomena related to the status and the variants of English and to provide the pupil with prerequisites for developing their intercultural competence	C1	The pupil will become familiar with the values connected to the status and variants of the English language. The pupil will learn about the cultures and ways of life in the language area. The pupil will learn to develop their intercultural competence.	Awareness of themes related to the status and variants of the language; intercultural competence	The pupil is able to name some countries where English is spoken. The pupil is able to tell something about the cultures of the language area and ways of life.	The pupil is able to tell where English is spoken and knows that it is spoken in various ways. The pupil is able to describe the cultures of the language area and ways of life. The pupil is able to name some cultural aspects of	The pupil is able to tell about the status of English as a world language. The pupil is able to compare the cultures of the language area and ways of life. The pupil is able to tell about the cultural features of interaction.	The pupil is able to reflect on the status of English as a world language and the related phenomena. The pupil is able to compare and reflect on the cultures of the language area and ways of life. The pupil is able to compare and

					interaction.		discuss the cultural features of interaction.
O2 to encourage the pupil to find interesting English-language contents and environments that expand their perception of the globalising world and opportunities for acting in it	C1	The pupil will learn to find English-language materials and environments that will expand their understanding of the globalising world.	Development of global citizenship skills through the use of English	The pupil is able to give examples of some materials and environments where English can be used.	The pupil is able to name English-language materials and environments that promote their learning.	The pupil is able to compare English-language materials and environments that promote their learning.	The pupil is able to reflect on ways to utilise English-language materials and environments to promote their learning.
O3 to guide the pupil to observe the regularities in the English language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	The pupil will learn to find regularities in the English language and compare English to other languages. The pupil will learn to use linguistic concepts as support for learning.	Linguistic reasoning	The pupil is able to make observations about some regularities in the English language.	The pupil is able to draw some conclusions about the regularities in the English language. The pupil is able to give some examples of how the same thing is expressed in English and some	The pupil is able to draw conclusions about the regularities in the English language. The pupil is able to explain how the same thing is expressed in English and some other language.	The pupil is able to draw conclusions about the regularities in the English language and to apply them. The pupil is able to compare how the same thing is expressed in English and some

					other language. The pupil is able to give some examples of the linguistic concepts of English and use them to develop their language skills.	The pupil is able to tell about the key linguistic concepts of the target language and use them to develop their language skills.	other language. The pupil knows some of the key linguistic concepts of English and knows how to use them to develop their language skills.
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Language learning skills

O4 to encourage the pupil to set goals, utilise different ways for learning English, and assess their learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important.	C2	The pupil will learn to set language learning goals and reflect on their learning process independently and with others. The pupil will learn to use various language learning methods and find the personally most effective ones.	Setting goals, utilising learning strategies, reflecting on learning, gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use the most common language learning methods suitable for them. The pupil is able to describe some of the ways of interacting constructively.	The pupil is able to use the key language learning methods suitable for them. The pupil is able to compare ways of interacting constructively.	The pupil is able to use various ways of learning English suitable for them. The pupil is able to compare and reflect on ways of interacting constructively.
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		The pupil will learn ways of interacting constructively.					
O5 to support the pupil in developing their independence in applying their language proficiency creatively and in developing the preconditions for continuous language learning	C2	<p>The pupil will learn to apply and develop their language skills independently in various situations also after finishing school.</p> <p>The pupil will learn to take advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in themselves as a language learner.</p>	Development of continuous language learning skills	The pupil is able to give some examples of the opportunities to develop their English language skills.	The pupil is able to describe their opportunities to develop their English language skills also after finishing school.	The pupil is able to compare different opportunities of applying and developing their English language skills also after finishing school.	The pupil is able to reflect on and compare different opportunities of applying and developing their English language skills also after finishing school.
Evolving language proficiency, interaction skills				Proficiency level A1.3	Proficiency level A2.2	Proficiency level B1.1	Proficiency level B1.1/B1.2

O6 to encourage the pupil to participate in discussions on diverse topics that are appropriate for the pupil's age and life experience and also deal with opinions	C3	The pupil will learn to act actively in various situations involving interaction.	Interacting in different situations	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The pupil is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	The pupil is able to communicate, to participate in discussions, and to express their opinions also in certain demanding situations, such as in providing information about a current event.
O7 to support the pupil's initiative in communicating, using compensation, and negotiating meaning	C3	The pupil will learn to take initiative in interaction. The pupil will learn to use communication strategies.	Using communication strategies	The pupil participates in communication but continues to need communication aids frequently. The pupil is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback.	The pupil increasingly participates in communication, using set phrases, if necessary, when asking for clarification of key words. The pupil needs to ask for clarification or repetition from time to time.	The pupil is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The pupil has learned to compensate or replace an	The pupil is able to take initiative in an interaction situation that deal with a familiar topic, verify whether the communication partner has understood the message, correct misunderstandings as well as has learned to compensate or replace an

				The pupil needs to ask for clarification or repetition very frequently.	The pupil uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).	unknown word or rephrase their message. The pupil is able to negotiate the meanings of unknown expressions.	unknown word or rephrase their message. The pupil is able to negotiate the meanings of unknown and fairly complicate expressions.
O8 to help the pupil recognise cultural features in communication and to support the pupil in constructive intercultural communication	C3	The pupil will learn to recognise the cultural features of communication. The pupil will learn to use the English language in intercultural communication.	Cultural appropriateness of communication	The pupil is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The pupil is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The pupil is able to have a polite conversation using common expressions and	The pupil demonstrates knowledge of the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.	The pupil demonstrates knowledge of the most important rules of politeness and is able to pay attention to the formality of their language. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.

					basic-level communication routines.		
Evolving language proficiency, text interpretation skills				Level of proficiency A1.3	Level of proficiency A2.2	Level of proficiency B1.1	Level of proficiency B1.1/B1.2
O9 to offer the pupil opportunities for reading and listening to versatile standard-language and popularised texts meaningful for the pupil from various sources and to interpret them using different strategies	C3	<p>The pupil will learn to interpret spoken and written texts.</p> <p>The pupil will learn text interpretation strategies.</p>	Text interpretation skills	<p>The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context.</p> <p>The pupil is able to find the simple information they need in a short text.</p>	<p>The pupil is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or slow speech including familiar vocabulary.</p> <p>The pupil is able to deduce the</p>	<p>The pupil understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p> <p>The pupil is able to</p>	<p>The pupil understands the main ideas and several details of slightly more demanding standard language speech delivered at the regular tempo, or of popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p>

					meanings of unfamiliar words based on the context.	find the main ideas, keywords, and important details, also without preparation.	The pupil is able to find the main ideas, keywords, and important details without preparation.
Evolving language proficiency, text production skills				Proficiency level A1.3	Proficiency level A2.2	Proficiency level B1.1	Proficiency level B1.1/B1.2
O10 to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation	C3	The pupil will learn to express themselves orally and in writing by using the key vocabulary and structures of the English language. The pupil will learn to pronounce words in a comprehensible way.	Text production skills	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce</p>	<p>The pupil is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures.</p> <p>The pupil knows how to apply some basic rules</p>	<p>The pupil is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest them.</p> <p>The pupil uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms.</p>	<p>The pupil is able to explain the key points and several details of different real-life or fictional topics connected to daily life that interest them using a fairly extensive vocabulary and resource of structures as well as common phrases and idioms.</p> <p>The pupil knows</p>

				expressions that have been practised in a comprehensible way.	of pronunciation, also in expressions that have not been practised.	The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.	how to apply many of the main pronunciation rules, also in expressions that have not been practised.
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Foreign language, A syllabus

Assessment of a pupil's learning and competence in the A syllabus in a foreign language in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in a foreign language in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the A syllabus in a foreign language end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in a foreign language by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in a foreign language. All the objectives set for the A syllabus in a foreign language in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in a foreign language. A pupil will have achieved the objectives of the A syllabus in a foreign language set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in a foreign language and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the A syllabus in a foreign language.

Grade 9 for the objectives six to ten (O6–O10), connected to the evolving language proficiency in the A syllabus in a foreign language, is combined of two proficiency levels A2.2 and B1.1 constituting proficiency level A2.2/B1.1. These levels are described in The *Common European Framework of Reference for Languages* (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to promote the pupils' ability to reflect on the values and phenomena related to the status of the studied language and to provide the pupil with prerequisites for developing their intercultural competence	C1	<p>The pupil will become familiar with the values connected to the status and variants of the target language.</p> <p>The pupil will learn about the cultures and ways of life in the language area.</p> <p>The pupil will learn to enhance their intercultural</p>	Awareness of themes connected to the status and variants of the language; intercultural competence	<p>The pupil is able to name some countries where the target language is spoken.</p> <p>The pupil is able to say something about the cultures of the language area and ways of life.</p>	<p>The pupil is able to tell where the target language is spoken and knows that it is spoken in various ways.</p> <p>The pupil is able to describe the cultures of the language area and ways of life.</p> <p>The pupil is able to name some</p>	<p>The pupil is able to tell about the status of the target language in the world.</p> <p>The pupil is able to compare the cultures of the language area and ways of life.</p> <p>The pupil is able to tell about the cultural features of interaction.</p>	<p>The pupil is able to reflect on the phenomena connected to the target language's status in the world.</p> <p>The pupil is able to compare and reflect on the cultures of the language area and ways of life.</p> <p>The pupil is able</p>

		competence.			cultural aspects of interaction.		to compare and discuss the cultural features of interaction.
O2 to encourage the pupil to find interesting target-language environments that expand their worldview	C1	The pupil will learn to find target-language materials and environments that will expand their worldview.	Development of global citizenship skills through the use of the target language	The pupil is able to give examples of some materials and environments where the target language can be used.	The pupil is able to list target language materials and environments that promote their learning.	The pupil is able to compare target language materials and environments that promote their learning.	The pupil is able to think of ways to utilise target language materials and environments to promote their learning.
O3 to guide the pupil to observe the regularities in the target language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	The pupil will learn to find regularities in the target language and compare the target language with other languages. The pupil will learn to use linguistic concepts of the target language	Linguistic reasoning	The pupil is able to make observations about some regularities in the target language.	The pupil is able to draw some conclusions about the regularities in the target language. The pupil is able to give some examples of how the same thing is expressed in the target language and some other	The pupil is able to draw conclusions about the regularities in the target language. The pupil is able to explain how the same thing is expressed in the target language and in some other language.	The pupil is able to draw conclusions about the regularities in the target language and apply them. The pupil is able to compare ways in which the same thing is expressed in the target language

		as support for learning.			language. The pupil is able to give some examples of the linguistic concepts of the target language and use them to enhance their language skills.	The pupil is able to tell about the key linguistic concepts of the target language and use them to enhance their language skills.	and in some other language. The pupil knows some of the linguistic concepts of the target language and knows how to use them use them to enhance their language skills.
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Language learning skills

O4 to encourage the pupil to set goals, utilise diverse ways of learning languages, and assess their learning independently and in cooperation with others, and to	C2	The pupil will learn to set language learning goals and reflect on their learning, both independently and with others. The pupil will learn to use various language	Setting goals; making use of learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use the most common language learning methods suitable for them. The pupil is able to describe some of the ways of interacting constructively.	The pupil is able to use the key language learning methods of the target language suitable for them. The pupil is able to compare ways of interacting constructively.	The pupil is able to use various ways of learning the target language suitable for them. The pupil is able to compare and reflect on ways of interacting constructively.
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<p>guide the pupil towards positive interaction where delivering the message is most important</p>		<p>learning methods and find the personally most effective ones.</p> <p>The pupil will learn ways of interacting constructively.</p>					
<p>O5 to support the pupil in developing their independence in applying their language proficiency creatively and in developing the preconditions for continuous language learning</p>	<p>C2</p>	<p>The pupil will learn to apply and develop their language skills independently also after finishing school.</p> <p>The pupil will learn to take advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in themselves as a</p>	<p>Development of continuous language learning skills</p>	<p>The pupil is able to give some examples of the opportunities to develop their target language skills.</p>	<p>The pupil is able to describe their opportunities to continue to improve their target-language skills also after finishing school.</p>	<p>The pupil is able to compare different opportunities of applying and developing their target language skills also after finishing school.</p>	<p>The pupil is able to reflect on and compare different opportunities of applying and developing their target language skills also after finishing school.</p>

		language learner.					
Evolving language proficiency, interaction skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level A2.2/B1.1
O6 to encourage the pupil to practise diverse everyday communication situations and to act in them with initiative	C3	The pupil will learn to an active role in diverse everyday communication situations.	Interacting in different situations	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.	The pupil is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The pupil is able to cope relatively effortlessly in many everyday communication situations. The pupil is capable of taking initiative in various communication situations.
O7 to guide the pupil to be active in communication situations and to enhance their ability to use communication methods, set	C3	The pupil will learn to be active in communication situations. The pupil will learn to use communication strategies.	Using communication strategies	The pupil relies on the most central vocabulary and expressions in their communication. The pupil needs plenty of	The pupil participates increasingly in communication, resorting to non-verbal expressions less often. The pupil needs	The pupil increasingly participates in communication, using set phrases if necessary when asking for clarification of key words.	The pupil increasingly participates in communication, knows how to ask for clarification on keywords and is able to verify if the communication

<p>phrases, circumlocutions and fillers, and other kinds of compensation</p>				<p>communication aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.</p>	<p>The pupil needs to ask for clarification or repetition from time to time.</p> <p>The pupil uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).</p>	<p>partner has understood the message.</p> <p>The pupil is occasionally able to compensate or replace an unfamiliar word, or rephrase their message.</p>
<p>O8 to guide the pupil to pay attention to culturally appropriate language use in communication which involves expressing opinions and attitudes</p>	<p>C3</p>	<p>The pupil will learn to use the target language in a culturally appropriate way in communication.</p>	<p>Cultural appropriateness of communication</p>	<p>The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.</p>	<p>The pupil is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests,</p>	<p>The pupil is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes.</p>	<p>The pupil is able to use the language for various purposes.</p> <p>The pupil is able to have a polite conversation using common expressions and basic-level</p>

					invitations, proposals, apologies etc. and respond to them.	The pupil is able to have a polite conversation using common expressions and basic-level communication routines.	communication routines.
Evolving language proficiency, text interpretation skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level A2.2/B1.1
O9 to offer the pupils opportunities for interpreting different texts, also clear-cut non-fiction texts that are used to acquire information, and to guide the pupil to use reasoning skills and the understanding of	C3	The pupil will learn to interpret spoken and written texts. The pupil will learn text interpretation strategies.	Text interpretation skills	The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The pupil is able to recognise individual facts in a text.	The pupil understands texts that contain easy and familiar vocabulary and expressions as well as clear speech. The pupil understands the core contents of short and simple messages that are of interest to	The pupil is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or	The pupil is able to follow the main ideas of a clear-cut, non-fiction spoken text, frequently recognises the topic of the conversation around them, understands the main ideas in a standard language text or slow speech

the key contents to support text interpretation					their and the main points of a predictable text containing familiar vocabulary. The pupil is capable of very simple reasoning supported by the context.	slow speech including familiar vocabulary. The pupil is able to deduce the meanings of unfamiliar words based on the context.	including familiar vocabulary. The pupil is able to deduce the meanings of unfamiliar words based on the context.
Evolving language proficiency, text production skills				Proficiency level A1.1	Proficiency level A1.3	Proficiency level A2.1	Proficiency level A2.2
O10 to offer the pupil opportunities for producing speech and writing on a wider range of topics and also paying attention to key structures and the basic pronunciation	C3	The pupil will learn to express themselves orally and in writing by using the key vocabulary and structures of the target language. The pupil will learn to pronounce words	Text production skills	The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.	The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures. The pupil is able to discuss everyday issues	The pupil is able to tell about everyday and concrete topics and those important to their using simple sentences and concrete vocabulary. The pupil masters	The pupil is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and

rules		in a comprehensible way.		The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.	important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.	predictable basic vocabulary and many key structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.	sometimes slightly more demanding structures. The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
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Foreign language, B1 syllabus

Assessment of a pupil's learning and competence in B1 syllabus in a foreign language in grades 7–9.

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B1 syllabus in a foreign language in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B1 syllabus in a foreign language end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B1 syllabus in a foreign language by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B1 syllabus in a foreign language. All the objectives set for the B1 syllabus in a foreign language in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B1 syllabus in a foreign language. A pupil will have achieved the objectives of the B1 syllabus in a foreign language set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B1 syllabus in a foreign language and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B1 syllabus in a foreign language.

Grade 9 for the objectives five to nine (O5–O9), connected to the evolving language proficiency in the B1 syllabus in a foreign language, is combined of two proficiency levels A1.3 and A2.1 constituting proficiency level A1.3/A2.1. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to guide the pupil to observe the regularities in the target language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	<p>The pupil will learn to recognise regularities in the target language and compare the target language with other languages.</p> <p>The pupil will learn to use linguistic concepts as support for learning.</p>	Linguistic reasoning	The pupil is able to make observations about some regularities in the target language.	<p>The pupil is able to draw some conclusions about the regularities in the target language.</p> <p>The pupil is able to give some examples of how the same thing is expressed in the target language and some other language.</p> <p>The pupil is able to give some</p>	<p>The pupil is able to draw conclusions about the regularities in the target language.</p> <p>The pupil is able to tell how the same thing is expressed in the target language and in some other language.</p> <p>The pupil is able to tell about the key linguistic concepts of the target</p>	<p>The pupil is able to draw conclusions about the regularities in the target language and apply them.</p> <p>The pupil is able to compare how the same thing is expressed in the target language and in some other language.</p> <p>The pupil is familiar with linguistic concepts</p>

					examples of the linguistic concepts of the target language and use them to develop their language skills.	language and use them to develop their language skills.	of the target language and is able to use them to develop their language skills.
O2 to promote the pupil's ability to reflect on values and phenomena related to the status of the studied language and to provide the pupils with prerequisites for developing their intercultural competence	C1	The pupil will become familiar with the values connected to the status and variants of the target language. The pupil will learn about the cultures and ways of life in the language area. The pupil will learn to develop their intercultural competence.	Awareness of the themes related to the status and variants of languages; intercultural competence	The pupil is able to list some countries where the target language is spoken. The pupil is able to give some examples of the cultures of the language area and ways of life.	The pupil is able to tell where the target language is spoken and knows that it is spoken in various ways. The pupil is able to tell about the cultures of the language area and ways of life. The pupil is able to name some cultural aspects of interaction.	The pupil is able to tell about the status of the target language in the world. The pupil is able to describe the cultures of the language area and ways of life. The pupil is able to tell about cultural aspects of interaction.	The pupil is able to reflect on the status of the target language in the world and the related phenomena. The pupil is able to compare the cultures of the language area and ways of life. The pupil is able to compare some cultural aspects of interaction.
Language learning skills							
O3 to encourage	C2	The pupil will	Setting goals;	The pupil is able to	The pupil is able to	The pupil is able to	The pupil is able to

<p>the pupil to set goals, utilise diverse ways of learning languages, and evaluate their learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important</p>		<p>learn to set language learning goals and reflect on their learning process independently and with others.</p> <p>The pupil will learn to use various language learning methods and find the personally most effective ones. The pupil will learn ways of interacting constructively.</p>	<p>utilising study strategies; reflecting on learning; ways of interacting</p>	<p>use some language learning methods that suit them personally.</p> <p>The pupil is able to give some examples of ways of interacting constructively.</p>	<p>use some of the most common language learning methods that suit them personally.</p> <p>The pupil is able to describe some of the ways of interacting constructively.</p>	<p>use the key language learning methods that suit them personally.</p> <p>The pupil is able to name ways to interact constructively.</p>	<p>use a variety of ways that suit them personally to learn the target language.</p> <p>The pupil is able to compare and think of ways of interacting constructively.</p>
<p>O4 to encourage and guide the pupil to recognise opportunities in their life for using the target language and to use the language</p>	<p>C2</p>	<p>The pupil will learn to find opportunities to use the target language after finishing school.</p> <p>The pupil will</p>	<p>Development of continuous language learning skills</p>	<p>The pupil is able to give some examples of opportunities to develop their skills in the target language.</p>	<p>The pupil is able to describe their opportunities to develop their skills in the target language also after finishing school.</p>	<p>The pupil is able to compare different opportunities of using their skills in the target language and developing them also after</p>	<p>The pupil is able to reflect on and compare different opportunities of using their skills in the target language and developing them</p>

confidently in different situations at school and outside of it		learn to use the target language in various situations at school and outside of it.				finishing school.	also after finishing school.
Evolving language proficiency, interaction skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O5 to arrange opportunities for the pupil to practise spoken and written interaction using different communication channels	C3	The pupil will learn to act in various situations involving interaction.	Interacting in different situations	Supported by the communication partner, the pupil is at times able to cope with a few of the most common and routine communication situations.	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to cope with routine communication situations. The pupil is able to exchange thoughts or information in familiar day-to-day situations.
O6 to support the pupil in using linguistic communication strategies	C3	The pupil will learn to use linguistic communication strategies.	Using communication strategies	The pupil needs plenty of communication aids (including gestures, drawing, glossaries, the internet). The pupil is at	The pupil relies on the most central vocabulary and expressions in their communication. The pupil needs plenty of communication	The pupil participates in communication but continues to need communication aids frequently. The pupil is able to	The pupil participates in communication and needs communication aids only occasionally. The pupil is able to

				<p>times able to guess or conclude the meanings of individual words based on the context, their general knowledge, or other language proficiency.</p> <p>The pupil is able to indicate whether they have understood.</p>	<p>aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback.</p> <p>The pupil needs to ask for clarification or repetition very frequently.</p>	<p>react by using short verbal expressions.</p> <p>The pupil needs to ask for clarifications or repetition relatively often, but rarely needs to use non-linguistic means of expression.</p> <p>The pupil is somewhat able to apply expressions used by the communication partner in their own communication.</p>
O7 to help the pupil expand their knowledge of phrases that are part of respectful	C3	The pupil will learn to use different polite expressions related to the	Cultural appropriateness of communication	The pupil is able to use a few of the most typical polite expressions of the language and the	The pupil is able to use a few of the most common expressions of politeness typical	The pupil is able to use the most common expressions that are part of	The pupil is able to cope with some short social situations, use some polite

language use		culture of the target language.		culture (greetings, good-byes, thanking) in some of the most routine social contexts.	of the language in routine social contacts.	respectful language use in many routine social contacts.	greetings and terms of address others, as well as to express requests, invitations, proposals, and apologies etc. and respond to them.
Evolving language proficiency, text interpretation skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O8 to encourage the pupil to interpret spoken and written texts that are age-appropriate and interesting to them	C3	The pupil will learn to interpret spoken and written texts.	Text interpretation skills	The pupil understands a small number of individual spoken and written words and expressions. The pupil is familiar with the alphabet or a very limited number of characters.	The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The pupil is able to recognise individual facts in a text.	The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context. The pupil is able to find the simple information they need in a short text.	The pupil understands texts that contain easy and familiar vocabulary and expressions as well as slow speech. The pupil is able to find the simple information they need in short and simple messages that are of interest to them and the

							main points of a predictable text containing familiar vocabulary.
Evolving language proficiency, text production skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A1.3/A2.1
O9 to offer the pupil abundant opportunities for practising small-scale speaking and writing on diverse topics while also paying attention to pronunciation and the structures that are essential in terms of the content of the text in question	C3	The pupil will learn to express themselves orally and in writing by using the key vocabulary and key structures of the target language. The pupil will learn to pronounce in a comprehensible way.	Text production skills	<p>The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.</p> <p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some</p>	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.</p> <p>The pupil is able to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited</p>	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a</p>	<p>The pupil knows a reasonable number of short, memorised expressions, some key vocabulary and basic level sentence structures, and is able to discuss everyday issues important for them using a relatively limited resource of expressions and write relatively simple messages.</p> <p>The pupil is able to pronounce</p>

				individual words and phrases.	basic vocabulary, a few contextual phrases, and elements of basic grammar.	comprehensible way.	expressions that have been practised relatively well.
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Foreign language, B2 syllabus

Assessment of a pupil's learning and competence in B2 syllabus in a foreign language in grades 7–9.

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B2 syllabus in a foreign language in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the Evolving Language Proficiency Scale which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B2 syllabus in a foreign language end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B2 syllabus in a foreign language by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B2 syllabus in a foreign language. All the objectives set for the B2 syllabus in a foreign language in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B2 syllabus in a foreign language. A pupil will have achieved the objectives of the B2 syllabus in a foreign language set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B2 syllabus in a foreign language and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B2 syllabus in a foreign language.

Grade 7 for the objective seven (O7), connected to the evolving language proficiency in B2 syllabus in a foreign language, is combined of two proficiency levels A1.1 and A1.2 constituting an intermediate proficiency level A1.1/A1.2. The proficiency levels are described in the Common European Framework of Reference for Languages (CEFR) and the National Language Proficiency Scale, based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to help the pupil perceive the relationship between the new language they study and previously studied languages and familiarise themselves with some key features of the linguistic region of the language in question and its way of life as well as to support the pupil's linguistic	C1	<p>The pupil will become familiar with the relationship between the target language and other languages.</p> <p>The pupil will become familiar with the language area of the target languages well as the cultures and ways of life.</p> <p>The pupil will</p>	<p>The relationship between the target language and other languages; awareness of the language area and the related cultures and ways of life; linguistic reasoning; plurilingualism</p>	<p>The pupil is able to tell where the target language is spoken.</p> <p>The pupil is able to give some examples of the cultures of the target language area and the related ways of life.</p>	<p>The pupil is able to tell where the target language is spoken and give some examples of the relationship between the target language and other languages.</p> <p>The pupil is able to tell about the cultures of the target language area and the related ways of life.</p>	<p>The pupil is able to tell where the target language is spoken and compare the relationship between the target language and other languages.</p> <p>The pupil is able to describe the cultures of the target language area and the related ways of life.</p>	<p>The pupil is able to compare and reflect on the relationship between the target language and other languages.</p> <p>The pupil is able to make use of the key features of the target language in their learning.</p> <p>The pupil is able to compare the cultures of the</p>

reasoning, curiosity, and plurilingualism.		learn to develop their linguistic reasoning skills and plurilingualism.					target language area and the related ways of life.
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Language learning skills

O2 to encourage the pupil to perceive target language skills as a part of continuous learning and their own increasing linguistic repertoire, to guide the pupil to find ways of learning languages that are most suitable them and their age, and to encourage the pupil to use their language skills, even when they are limited, also outside lessons.	C2	<p>The pupil will learn to find opportunities to use the target language also after finishing school.</p> <p>The pupil will learn to use various language learning methods and find the personally most effective ones.</p>	Development of continuous language learning skills and learning strategies	<p>The pupil is able to give some examples of the opportunities of using the target language.</p> <p>The pupil is able to use some methods that suit them personally to learn the target language.</p>	<p>The pupil is able to tell about the opportunities of using their skills in the target language also after finishing school.</p> <p>The pupil is able to use some of the most common methods that suit them personally to learn the target language.</p>	<p>The pupil is able to tell how they can use their skills in the target language also after finishing school.</p> <p>The pupil is able to use some of the key methods that suit them personally to learn the target language.</p>	<p>The pupil is able to tell how they can make use of their skills in the target language also after finishing school.</p> <p>The pupil is able to use a variety of ways that suit them personally to learn the target language.</p>
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Evolving language proficiency, interaction skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A2.1
O3 to arrange opportunities for the pupil to practise spoken and written interaction using different communication channels	C3	The pupil will learn to interact in different oral and written situations.	Interacting in different situations	Supported by the communication partner, the pupil is at times able to cope with a few of the most common and routine communication situations.	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.
O4 to support the pupil in using linguistic communication strategies	C3	The pupil will learn to use linguistic communication strategies in interaction.	Using communication strategies	<p>The pupil needs plenty of communication aids (including gestures, drawing, glossaries, the internet).</p> <p>The pupil is at times able to guess or conclude the meanings of individual words based on the</p>	<p>The pupil relies on the most central vocabulary and expressions in their communication.</p> <p>The pupil needs plenty of communication aids.</p> <p>The pupil is able to ask the</p>	<p>The pupil participates in communication but continues to need communication aids frequently.</p> <p>The pupil is able to react by using short verbal expressions, small gestures (such as nodding), sounds,</p>	<p>The pupil participates increasingly in communication, resorting to non-verbal expressions less often.</p> <p>The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to</p>

				<p>context, their general knowledge, or other language proficiency.</p> <p>The pupil is able to indicate whether they have understood.</p>	<p>communication partners to repeat what they said or slow down.</p>	<p>or other kinds of minimal feedback.</p> <p>The pupil needs to ask for clarification or repetition very frequently.</p>	<p>apply the expressions used by the communication partner in their own communication.</p>
O5 to help the pupil expand their knowledge of the phrases that are part of respectful language use	C3	The pupil will learn to use polite expressions typical of the target language and the culture of the language area.	Cultural appropriateness of communication	The pupil is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-byes, thanking) in some of the most routine social contacts.	The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The pupil is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The pupil is able to cope with short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.
Evolving language proficiency, text interpretation skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A2.1
O6 to encourage	C3	The pupil will	Text	The pupil	The pupil	The pupil	The pupil

<p>the pupil to interpret spoken and written texts that are age-appropriate and interesting to them</p>		<p>learn to interpret various types of spoken and written texts.</p>	<p>interpretation skills</p>	<p>understands a small number of individual spoken and written words and expressions.</p> <p>The pupil is familiar with the alphabet or a very limited number of characters.</p>	<p>understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions.</p> <p>The pupil is able to recognise individual facts in a text.</p>	<p>understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context.</p> <p>The pupil is able to find the simple information they need in a short text.</p>	<p>understands texts that contain easy and familiar vocabulary and expressions as well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning supported by the context.</p>
<p>Evolving language proficiency, text production skills</p>				<p>Proficiency level A1.1</p>	<p>Proficiency level A1.1/A1.2</p>	<p>Proficiency level A1.2</p>	<p>Proficiency level A1.3</p>

<p>O7 to offer the pupil abundant opportunities for practising age-appropriate small-scale speaking and writing on diverse topics while also paying attention to pronunciation and the structures that are essential in terms of the content of the text in question</p>	<p>C3</p>	<p>The pupil will learn to express themselves orally and in writing using the key vocabulary and key structures of the language.</p> <p>The pupil will learn to pronounce in a comprehensible way.</p>	<p>Text production skills</p>	<p>The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.</p> <p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions.</p> <p>The pupil is able to write some words and phrases.</p> <p>The pupil is able to pronounce the expressions they have practised in a comprehensible way.</p> <p>The pupil has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.</p>	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.</p> <p>The pupil is able to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.</p>	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>
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Sámi language, A-syllabus

Assessment of a pupil's learning and competence in A syllabus in Sámi language in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the A syllabus in Sámi language in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the National Language Proficiency Scale, which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the A syllabus in Sámi language end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the A syllabus in Sámi language by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the A syllabus in Sámi language. All the objectives set for the A syllabus in Sámi language in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the A syllabus in Sámi language. A pupil will have achieved the objectives of the A syllabus in Sámi language set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the A syllabus in Sámi language and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the A syllabus in Sámi language.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to promote the pupil's ability to reflect on the values and phenomena related to the status of Sámi as a language of indigenous people and to strengthen the pupil's ability and willingness to act in environments in which the Sámi language is used and which treasure the Sámi culture	C1	<p>The pupil will become familiar with the values and phenomena related to the status of Sámi as a language of indigenous people.</p> <p>The pupil will become familiar with the Sámi culture and the related ways of life.</p> <p>The pupil will learn to operate in Sámi language</p>	Awareness of themes connected to the status and variants of the Sámi language, knowledge of the Sámi cultures and ways of life, operating in Sámi language environments and ones that uphold the Sámi culture	<p>The pupil is able to name some countries where Sámi languages are spoken as a language of indigenous people.</p> <p>The pupil is able to give some examples of the Sámi culture and the related ways of life.</p>	<p>The pupil is able to name some Sámi languages and tell where they are spoken as a language of indigenous people.</p> <p>The pupil is able to describe the Sámi culture and the related ways of life, as well as the status of the Sámi language.</p> <p>The pupil is able to give some examples of the</p>	<p>The pupil is able to name the Sámi languages and tell where they are spoken as a language of indigenous people, and they are aware that these languages are spoken in various ways.</p> <p>The pupil is able to compare the Sámi culture and the related ways of life.</p> <p>The pupil is able</p>	<p>The pupil is able to contemplate the Sámi languages and their status as languages of indigenous people.</p> <p>The pupil is able to compare and reflect on the Sámi culture and the related ways of life.</p> <p>The pupil is able to compare and reflect on ways of acting in Sámi.</p>

		environments and ones that treasure the Sámi culture.			ways of acting in Sámi.	to tell about ways of acting in Sámi.	
O2 to encourage the pupil to find opportunities for using the Sámi language in different communities and environments and to find interesting contents and phenomena of the Sámi culture and way of life	C1	<p>The pupil will learn to find opportunities to use their Sámi language skills in various communities and environments.</p> <p>The pupil will learn to find content and phenomena connected to the Sámi culture and way of life that interest themselves.</p>	Using Sámi language skills	The pupil is able to give some examples of the opportunities of using Sámi language in various communities and environments.	<p>The pupil is able to tell about the opportunities of using Sámi language in various communities and environments.</p> <p>The pupil is able to name some content and phenomena related to the Sámi culture and way of life that interest themselves.</p>	<p>The pupil is able to compare opportunities of using Sámi language in various communities and environments.</p> <p>The pupil is able to tell about content and phenomena related to the Sámi culture and way of life that interest themselves.</p>	<p>The pupil is able to compare and reflect on opportunities of using Sámi language in various communities and environments.</p> <p>The pupil is able to describe content and phenomena related to the Sámi culture and way of life that interest themselves.</p>
O3 to guide the pupil to observe the regularities in	C1	The pupil will learn to find regularities in	Linguistic reasoning	The pupil is able to make observations	The pupil is able to draw some conclusions about	The pupil is able to draw conclusions about	The pupil is able to draw conclusions about

Sámi language and how the same issues are expressed in other languages, as well as to use linguistic concepts as support for learning		Sámi language and compare Sámi to other languages. The pupil will learn to use linguistic concepts as support for learning.		about some regularities in Sámi language.	the regularities in Sámi language. The pupil is able to give some examples of how the same thing is expressed in Sámi language and some other language. The pupil is able to give some examples of the linguistic concepts of Sámi language and use them to enhance their language skills.	the regularities in the Sámi language. The pupil is able to give examples of how the same thing is expressed in the Sámi language and some other language. The pupil is able to tell about the key linguistic concepts of Sámi language and use them to enhance their language skills.	the regularities in Sámi language and apply them. The pupil is able to compare ways in which the same thing is expressed in Sámi language and some other language. The pupil knows linguistic concepts of Sámi language and knows how to use them to enhance their language skills.
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Language learning skills

O4 to encourage the pupil to set goals, utilise diverse ways of	C2	The pupil will learn to set language learning goals and reflect	Setting goals; making use of learning strategies;	The pupil is able to use some language learning methods suitable	The pupil is able to use the most common language learning	The pupil is able to use the key language learning methods of Sámi	The pupil is able to use various ways of learning Sámi language
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<p>learning languages, and assess their learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important</p>		<p>on their learning, both independently and with others.</p> <p>The pupil will learn to use various language learning methods and find the personally most effective ones.</p> <p>The pupil will learn ways of interacting constructively.</p>	<p>reflecting on learning; gaining an understanding of ways to interact</p>	<p>for them.</p> <p>The pupil is able to give some examples of ways of interacting constructively.</p>	<p>methods suitable for them.</p> <p>The pupil is able to describe some of the ways of interacting constructively.</p>	<p>language suitable for them.</p> <p>The pupil is able to compare ways of interacting constructively.</p>	<p>suitable for them.</p> <p>The pupil is able to compare and reflect on ways of interacting constructively.</p>
<p>O5 to support the pupil in developing their independence in applying their language proficiency creatively and in developing the preconditions for</p>	<p>C2</p>	<p>The pupil will learn to apply and develop their language skills independently after finishing school.</p> <p>The pupil will learn to take</p>	<p>Development of continuous language learning skills</p>	<p>The pupil is able to give some examples of the opportunities to improve their Sámi language skills.</p>	<p>The pupil is able to describe their opportunities to continue to improve their Sámi language skills also after finishing school.</p>	<p>The pupil is able to compare different opportunities of applying and developing their Sámi language skills also after finishing school.</p>	<p>The pupil is able to reflect on and compare different opportunities of applying and developing their Sámi language skills also after finishing school.</p>

continuous language learning		<p>advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in themselves as a language learner.</p>					
Evolving language proficiency, interaction skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level B1.1
O6 to encourage the pupil to practise diverse everyday communication situations and to act in them with initiative	C3	The pupil will learn to act with initiative in everyday communication situations.	Interacting in different situations	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.	The pupil is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.
O7 to guide the pupil to be active	C3	The pupil will learn to be active	Using communication	The pupil relies on the most	The pupil participates	The pupil increasingly	The pupil is somewhat able to

<p>in communication situations and to enhance their ability to use communication methods, set phrases, circumlocutions and fillers, and other kinds of compensation</p>		<p>in communication situations.</p> <p>The pupil will learn to use communication strategies.</p>	<p>strategies</p>	<p>central vocabulary and expressions in their communication. The pupil needs plenty of communication aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>increasingly in communication, resorting to non-verbal expressions less often.</p> <p>The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.</p>	<p>participates in communication, using set phrases if necessary when asking for clarification of key words.</p> <p>The pupil needs to ask for clarification or repetition from time to time.</p> <p>The pupil uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).</p>	<p>take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message.</p> <p>The pupil has learned to compensate or replace an unknown word or rephrase their message.</p> <p>The pupil is able to negotiate the meanings of unknown expressions.</p>
<p>O8 to guide the pupil to pay</p>	<p>C3</p>	<p>The pupil will learn to use Sámi</p>	<p>Cultural appropriateness of</p>	<p>The pupil is able to use a few of</p>	<p>The pupil is able to cope with</p>	<p>The pupil is able to use simple</p>	<p>The pupil demonstrates</p>

attention to culturally appropriate language use in communication which involves expressing opinions and attitudes		language in a culturally appropriate way in communication.	communication	the most common expressions of politeness typical of the language in routine social contacts.	short social situations and use the most common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The pupil is able to have a polite conversation using common expressions and basic-level communication routines.	knowledge of the most important rules of politeness. The pupil is able to take into account some key perspectives related to cultural practices in their interaction.
Evolving language proficiency, text interpretation skills				Proficiency level A1.2	Proficiency level A2.1	Proficiency level A2.2	Proficiency level B1.1
O9 to offer the pupil opportunities for interpreting different texts, also clear-cut	C3	The pupil will learn to interpret spoken and written texts. They will learn	Text interpretation skills	The pupil understands written text and slow speech of a few words' length that has been	The pupil understands texts that contain easy and familiar vocabulary and expressions as	The pupil is able to follow the main points of a clear-cut, non-fiction spoken text very roughly,	The pupil understands the main ideas and some details of clear standard language speech

<p>non-fiction texts that are used to acquire information, and to guide the pupil to use reasoning skills and the understanding of the key contents to support text interpretation</p>		<p>text comprehension strategies.</p>		<p>practised and includes familiar vocabulary and expressions.</p> <p>The pupil is able to recognise individual facts in a text.</p>	<p>well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning supported by the context.</p>	<p>frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or slow speech including familiar vocabulary.</p> <p>The pupil is able to deduce the meanings of unfamiliar words based on the context.</p>	<p>delivered almost at the regular tempo, and popularised written text.</p> <p>The pupil understands speech or written text based on a shared experience or general knowledge.</p> <p>The pupil is able to find the main ideas, keywords, and important details, also without preparation.</p>
<p>Evolving language proficiency, text production skills</p>				<p>Proficiency level A1.1</p>	<p>Proficiency level A1.3</p>	<p>Proficiency level A2.1</p>	<p>Proficiency level A2.2</p>
<p>O10 to offer the pupil</p>	<p>C3</p>	<p>The pupil will learn to express</p>	<p>Text production skills</p>	<p>The pupil is capable of very</p>	<p>The pupil knows a limited amount of</p>	<p>The pupil is able to tell about</p>	<p>The pupil is able to list and</p>

<p>opportunities for producing speech and writing on a wider range of topics while also paying attention to key structures and the basic rules of pronunciation</p>		<p>themselves orally and in writing by using the key vocabulary and structures of Sámi language.</p> <p>The pupil will learn to pronounce words understandably.</p>		<p>limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.</p> <p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>	<p>everyday and concrete topics and those important to their using simple sentences and concrete vocabulary.</p> <p>The pupil masters predictable basic vocabulary and many key structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>	<p>describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures.</p> <p>The pupil knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.</p>
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Sámi language, B2-syllabus

Assessment of a pupil's learning and competence in B2 syllabus in Sámi in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B2 syllabus in Sámi language in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the National Language Proficiency Scale, which is based on the former. Another possible assessment instrument is the European Language Portfolio.

The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B2 syllabus in Sámi language end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B2 syllabus in Sámi language by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B2 syllabus in Sámi language. All the objectives set for the B2 syllabus in Sámi language in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B2 syllabus in Sámi language. A pupil will have achieved the objectives of the B2 syllabus in Sámi language set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B2 syllabus in Sámi language and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B2 syllabus in Sámi language.

Numerical grade 7 for the objective connected to the developing language skills (O7) in B2-syllabus in Sámi language combines two proficiency levels, A1.1 and A1.2, into the intermediate level of A1.1/A1.2. These levels can be found in The Common European Framework of Reference for Languages (CEFR) and the national Language Proficiency Scale, which is based on the former.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to help the pupil to perceive the relationship between the studied Sámi language, other Sámi languages, the Finnish language, and other previously studied languages, to familiarise themselves with the areas in	C1	<p>The pupil will become familiar with the relationship between the Sámi language and other languages.</p> <p>The pupil will become familiar with the Sámi language area, the areas where Sámi language is</p>	Gaining an understanding of the relationship between Sámi language and other languages and the language area as well as knowledge of the Sámi cultures and ways of life	<p>The pupil is able to tell where the Sámi languages are spoken.</p> <p>The pupil is able to give some examples of the Sámi cultures and the related ways of life.</p>	<p>The pupil is able to tell where the Sámi languages are spoken and give some examples of the relationship between the Sámi languages and Finnish.</p> <p>The pupil is able to tell about the Sámi cultures and the related ways</p>	<p>The pupil is able to tell where Sámi languages are spoken and tell about the relationship between the Sámi languages and Finnish.</p> <p>The pupil is able to describe the Sámi cultures and the related ways of life.</p>	<p>The pupil is able to tell where the Sámi languages are spoken and tell about the relationship between the Sámi languages and Finnish and the other languages they have previously studied.</p> <p>The pupil is able</p>

which Sámi languages are spoken, the Sámi area, and some key features of the Sámi culture and way of life		spoken and the Sámi areas as well as the Sámi culture and the related ways of life.			of life.		to compare the Sámi cultures and the related ways of life.
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Language learning skills

O2 to encourage the pupil to perceive the proficiency in the Sámi language as a part of lifelong learning and their own increasing linguistic repertoire, to guide the pupil to find ways of learning languages that are most suitable for them and their age, and to	C2	<p>The pupil will learn to find opportunities to use Sámi language also after finishing school.</p> <p>The pupil will learn to use various language learning methods and find the personally most effective ones.</p>	Development of continuous language learning skills learning strategies	<p>The pupil is able to give some examples of the opportunities of using Sámi language.</p> <p>The pupil is able to use some methods to learn Sámi language suitable for them.</p>	<p>The pupil is able to tell about the opportunities of using their skills in Sámi language also after finishing school.</p> <p>The pupil is able to use some of the most common methods to learn Sámi language suitable for them.</p>	<p>The pupil is able to tell how they can use skills in Sámi language also after finishing school.</p> <p>The pupil is able to use some of the key methods to learn Sámi language suitable for them.</p>	<p>The pupil is able to tell how they can make use of skills in Sámi language also after finishing school.</p> <p>The pupil is able to use a variety of methods to learn Sámi language suitable for them.</p>
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encourage the pupil to use their language skills, even when they are limited, also outside of lessons.							
Evolving language proficiency, interaction skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A2.1
O3 to arrange opportunities for the pupil to practise spoken and written interaction using different communication channels	C3	The pupil will learn to interact in different oral and written situations.	Interacting in different situations	Supported by the communication partner, the pupil is at times able to cope with a few of the most common and routine communication situations.	The pupil can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The pupil is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation.
O4 to support the pupils in using linguistic communication strategies	C3	The pupil will learn to make use of linguistic communication strategies in interaction.	Using communication strategies	The pupil needs plenty of communication aids (including gestures, drawing,	The pupil relies on the most central vocabulary and expressions in their communication.	The pupil participates in communication but continues to need communication	The pupil participates increasingly in communication, resorting to non-verbal

				<p>glossaries, the internet).</p> <p>The pupil is at times able to guess or conclude the meanings of individual words based on the context, their general knowledge, or other language proficiency.</p> <p>The pupil is able to indicate whether they have understood.</p>	<p>The pupil needs plenty of communication aids.</p> <p>The pupil is able to ask the communication partners to repeat what they said or slow down.</p>	<p>aids frequently.</p> <p>The pupil is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback.</p> <p>The pupil needs to ask for clarification or repetition very frequently.</p>	<p>expressions less often.</p> <p>The pupil needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.</p>
O5 to help the pupil expand their knowledge of the phrases that are part of respectful language use	C3	The pupil will learn to use polite expressions typical of Sámi language and the culture of the language area	Cultural appropriateness of communication	The pupil is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-	The pupil is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The pupil is able to use the most common expressions that are part of respectful language use in many routine	The pupil is able to cope with short social situations and use the most common polite greetings and terms of address

				byes, thanking) in some of the most routine social contacts.		social contacts.	as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.
Evolving language proficiency, text interpretation skills				Proficiency level A1.1	Proficiency level A1.2	Proficiency level A1.3	Proficiency level A2.1
O6 to encourage the pupil to interpret spoken and written texts that are age-appropriate and interesting to them	C3	The pupil will learn to understand various types of spoken and written texts.	Text interpretation skills	<p>The pupil understands a small number of individual spoken and written words and expressions.</p> <p>The pupil is familiar with the alphabet or a very limited number of characters.</p>	<p>The pupil understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions.</p> <p>The pupil is able to recognise individual facts in a text.</p>	<p>The pupil understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context.</p> <p>The pupil is able to find the simple information they need in a short text.</p>	<p>The pupil understands texts that contain easy and familiar vocabulary and expressions as well as clear speech.</p> <p>The pupil understands the core contents of short and simple messages that are of interest to their and the</p>

							<p>main points of a predictable text containing familiar vocabulary.</p> <p>The pupil is capable of very simple reasoning supported by the context.</p>
Evolving language proficiency, text production skills				Proficiency level A1.1	Proficiency level A1.1/A1.2	Proficiency level A1.2	Proficiency level A1.3
O7 to offer the pupil abundant opportunities for practising age-appropriate small-scale speaking and writing on diverse topics while also paying attention to pronunciation and the	C3	<p>The pupil will learn to express themselves orally and in writing by using the key vocabulary and structures of the language.</p> <p>The pupil will learn to pronounce in a comprehensible</p>	Text production skills	The pupil is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised.	<p>When guided, the pupil is able to tell about some familiar and personally important things using a limited resource of expressions.</p> <p>The pupil is able to write some words and</p>	<p>The pupil is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised.</p> <p>The pupil is able</p>	<p>The pupil knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures.</p> <p>The pupil is able to discuss everyday issues important for</p>

<p>structures that are essential in terms of the content of the text in question</p>		<p>way.</p>		<p>The pupil pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.</p>	<p>sentences. The pupil is able to pronounce practised expressions comprehensibly. The pupil has a very limited basic vocabulary and knows a few context-specific expressions and elements of basic grammar.</p>	<p>to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.</p>	<p>them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</p>
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Latin, B2-syllabus

Assessment of a pupil's learning and competence in B2 syllabus in Latin in grades 7–9

The assessment is versatile and provides the pupils with an opportunity to emphasise forms of expression most natural for themselves. Feedback that instructs and encourages the pupil's learning is part of the formative assessment. It is used to help the pupils become aware of their skills and develop them. Pupils are encouraged to use what they have learned in different communication situations. Learning is also assessed in various ways through self-assessment and peer response. The summative assessment is based on how well and to what extent a pupil has achieved the objectives set for the B2 syllabus in Latin in the local curriculum.

The assessment of a pupil's evolving language proficiency is carried out according to the Common European Framework of Reference for Languages (CEFR) and the National Language Proficiency Scale, which is based on the former. Another possible assessment instrument is the European Language Portfolio. The assessment must be versatile, so that pupils who have language-related learning difficulties or whose linguistic background is different in some other way, have options for demonstrating their skills.

The final assessment takes place that school year when a pupil's studies of the B2 syllabus in Latin end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the B2 syllabus in Latin by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the B2 syllabus in Latin. All the objectives set for the B2 syllabus in Latin in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the B2 syllabus in Latin. A pupil will have achieved the objectives of the B2 syllabus in Latin set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the B2 syllabus in Latin and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the B2 syllabus in Latin.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Growing into cultural diversity and language awareness							
O1 to guide the pupil to structure their perception of the relationships between the languages they know and to understand the significance of Latin as a European language and the basis for Romance languages	C1	<p>The pupil will learn to structure their understanding about the relationship between Latin and other languages they know.</p> <p>The pupil will learn to understand the status and significance of Latin as a European language and basis for the Romance languages.</p>	Understanding the status and significance of Latin	The pupil is able to give some examples of the status and significance of Latin as a European language.	<p>The pupil is able to give examples of the mutual relationships of the languages they know.</p> <p>The pupil is able to give examples of the status and significance of Latin as a European language and the basis for Romance languages.</p>	<p>The pupil is able to tell about the mutual relationships of the languages they know.</p> <p>The pupil is able to tell about the status and significance of Latin as a European language and the basis for Romance languages.</p>	<p>The pupil is able to compare the mutual relationships of the languages they know.</p> <p>The pupil is able to reflect on the status and significance of Latin as a European language and the basis for Romance languages.</p>

O2 to help the pupil to recognise and understand phenomena related to Latin and the Antique culture and their impacts that extend through the Middle Ages up to the modern day	C1	The pupil will learn to gain an understanding of phenomena connected to Latin and the Antique culture, and their impacts.	Understanding the significance of Latin and the Antique culture	The pupil is able to give some examples of the phenomena of the Antique culture.	The pupil is able to tell about some phenomena connected to Latin and the Antique culture, and their impacts.	The pupil is able to tell about the phenomena connected to Latin and the Antique culture, and their impacts.	The pupil is able to reflect on the phenomena connected to Latin and the Antique culture, and evaluate their impacts.
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Language learning skills

O3 to encourage the pupil to set goals, utilise diverse ways of learning languages, and assess their learning independently and in cooperation with others, and to	C2	The pupil will learn to set goals for their language learning and reflect on their learning process, both independently and with others. The pupil will learn to use	Setting goals; making use of learning strategies; reflecting on learning; gaining an understanding of ways to interact	The pupil is able to use some language learning methods suitable for them. The pupil is able to give some examples of ways of interacting constructively.	The pupil is able to use some of the most common language learning methods suitable for them. The pupil is able to describe some of the ways of interacting constructively.	The pupil is able to use some of the key methods of learning Latin suitable for them. The pupil is able to compare ways of interacting constructively.	The pupil is able to use various ways of learning Latin suitable for them. The pupil is able to compare and reflect on ways of interacting constructively.
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<p>guide the pupil towards positive interaction where delivering the message is most important</p>		<p>various methods to learn languages and find the personally most effective ones.</p> <p>The pupil will learn ways of interacting constructively.</p>					
<p>O4 to support the pupil in developing their independence in applying their language proficiency creatively and in developing the preconditions for continuous language learning</p>	<p>C2</p>	<p>The pupil will learn to apply and develop their language skills independently also after finishing school.</p> <p>The pupil will learn to take advantage of the linguistic stimuli in their surroundings.</p> <p>The pupil will learn to trust in</p>	<p>Development of continuous language learning skills</p>	<p>The pupil is able to give some examples of opportunities to develop their skills in Latin language.</p>	<p>The pupil is able to describe their opportunities to develop their skills in Latin language also after finishing school.</p>	<p>The pupil is able to compare different opportunities of applying and developing their skills in Latin language also after finishing school.</p>	<p>The pupil is able to reflect on and compare different opportunities of applying and developing their skills in Latin language also after finishing school.</p>

		themselves as a language learner.					
Evolving language proficiency, interaction skills							
O5 to guide the pupil to get acquainted with the main features of Latin morphology and syntax, key vocabulary, and the principles of pronunciation, and to structure the language material they are learning	C3	The pupil will learn some of the language knowledge concepts, key vocabulary and pronunciation of Latin.	Development of linguistic knowledge	The pupil knows a limited vocabulary as well as limited morphology and syntax of Latin.	The pupil knows some morphology, syntax and vocabulary and some of the key pronunciation rules of Latin.	The pupil knows some of the key aspects of the morphology and syntax of Latin. The pupil knows some of the key vocabulary and pronunciation rules of Latin.	The pupil knows the key aspects of the morphology and syntax of Latin. The pupil is familiar with the key vocabulary and pronunciation rules of Latin.
O6 to offer the pupil opportunities for practising small-scale verbal and written communication in contexts typical for Latin	C3	The pupil will learn oral and written communication	Skills in using the language in different situations	The pupil knows some familiar vocabulary and standard expressions.	The pupil is able to act in a few situations where the language is used, using familiar vocabulary and standard expressions.	The pupil is able to act in situations where the language is used related to familiar topics using familiar vocabulary and standard	The pupil is able to act in various situations where the language is used related to familiar or common topics using familiar vocabulary and

						expressions.	standard expressions.
Evolving language proficiency, text interpretation and production skills							
07 to encourage the pupil to interpret easily predictable speech or written text based on the context	C3	The pupil will learn to interpret spoken and written texts using the context.	Text interpretation skills	The pupil understands a small number of individual spoken and written words and expressions.	The pupil understands written text and slow speech of a few words' length that includes familiar vocabulary and expressions. The pupil is able to recognise individual facts in a text.	The pupil understands written text and slow speech that include familiar vocabulary and expressions. The pupil is able to find the simple information they need in a short text.	The pupil understands more comprehensive written text that includes vocabulary and expressions mainly familiar to them and slow speech with the support of the context. The pupil understands the core contents of short, simple messages that are of interest to them, and the main points of a predictable text

							containing familiar vocabulary.
O8 to offer the pupil opportunities for practising small-scale speaking and writing while paying attention to pronunciation and the structures that are essential in terms of the content of the text in question	C3	<p>The pupil will learn to express themselves orally and in writing.</p> <p>The pupil will learn to pronounce words in a comprehensible way.</p>	Text production skills	The pupil is able to express themselves in a few words, both orally and in writing.	<p>The pupil is able to express themselves orally in a very limited way using familiar and practised words and memorised standard expressions, as well as to write a few sentences.</p> <p>The pupil is able to pronounce mostly in a comprehensible way.</p>	<p>The pupil is able to tell about some familiar things and things they consider important using a limited resource of expressions, and to write a few short sentences on topics that they have practised.</p> <p>The pupil is able to pronounce in a comprehensible way.</p>	<p>The pupil is able to tell or write about everyday things they consider important using a limited resource of expressions, and to write simple messages.</p> <p>The pupil is able to pronounce well.</p>

Mathematics

Assessment of a pupil's learning and competence in mathematics in grades 7–9

Versatile assessment and supportive feedback are used to support the development of the pupils' mathematical thinking and self-confidence and to maintain and strengthen their learning motivation. The feedback supports the pupils' positive self-image as learners of mathematics. The pupils are regularly provided with information on the progress of their learning and performance in relation to the objectives of mathematics. The assessment guides the pupils to develop their proficiency in and understanding of mathematics as well as their ability to work persistently. The feedback helps the pupils understand which knowledge and skills they should develop further and how.

The pupils have an active role in the assessment. In self-assessment, the pupils learn to set goals for their learning and to make observations on their progress in proportion to the objectives. The pupils are also guided to pay attention to their working practices and to become aware of their attitudes towards studying mathematics.

The pupils shall have the opportunity to demonstrate their knowledge and skills in diverse ways. The assessment focuses on mathematical knowledge and skills as well as the ability to apply them. The assessment also pays attention to the pupils' working practices and their ability to justify solutions, as well as to the structure and correctness of the solutions. The ability to utilise tools, including information and communication technology, is also taken into account in the assessment.

When the pupils work together, the assessment focuses on the actions and products of both the individual group members and the entire group. When assessing the products, attention is paid to the mathematical contents and the way of presenting the products. Feedback guides the pupils to understand the importance of the efforts and development of each group member. The pupils are guided to assess their products and actions.

The final assessment takes place that school year when a pupil's studies of the syllabus in mathematics end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in mathematics by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in mathematics. All the objectives set for the syllabus in mathematics in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in

mathematics. A pupil will have achieved the objectives of the syllabus in mathematics set for numerical grades, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in mathematics and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in mathematics.

In the final assessment descriptions for mathematics, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades. The criteria may also be applied when planning opportunities for a pupil to demonstrate their competence or assessing their demonstration of their competence.

The guidance of the work provided to the pupil in mathematics entails for example giving additional oral instructions, making assisting questions, making use of visualisation aids or giving related examples when the pupil is working.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Significance, values and attitudes							
O1 to enhance the pupil's motivation, positive self-image and self-confidence as learners of	C1–C6	The pupil will learn to recognise what motivates them and which study methods motivate them.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as</i>			

mathematics		The pupil will aim to strengthen a positive self-image and self-confidence as a learner of mathematics.		<i>part of their self-assessment.</i>			
O2 to encourage the pupil to take responsibility for learning mathematics, both alone and together with others	C1–C6	The pupil will initiate work, maintain it and evaluate when the work has been completed. The pupil will learn to participate in their group's activities on their own initiative.	Taking responsibility for studies	When guided, the pupil is able to initiate work and maintain it.	The pupil is able to work partly independently and complete the work when guided. The pupil's participation in the group's actions varies.	The pupil is able to take responsibility for their learning. The pupil is able to participate constructively in the group's actions.	The pupil is able to take responsibility for the group's actions and aims to improve the competence of the entire group.
Work abilities							
O3 to help the pupil recognise and understand the connections between the	C1–C6	The pupil will recognise and understand connections between the	Connections between the things that have been learnt	When guided, the pupil is able to recognise connections between the	The pupil is able to recognise and describe connections between the	The pupil is able to find and explain making reasoned arguments for	The pupil is able to make connections between the things they have

things they have learnt		things they have learnt. The pupil will learn to describe, explain and apply what they have understood.		things they have learnt.	things they have learnt.	the connections between the things they have learnt.	learnt and describe the reasons for these connections.
O4 to encourage the pupil to become familiar with exact mathematical expression, both orally and in writing	C1–C6	The pupil will be able to express their mathematical thinking with precision by using various means of expression.	Mathematical expression	When guided, the pupil is able to express their mathematical thinking in some way.	The pupil is able to express their mathematical thinking either orally or in writing.	The pupil is able to express their mathematical thinking both orally and in writing.	The pupil is able to express their mathematical thinking making reasoned arguments.
O5 to support the pupil in solving mathematical exercises that require logical and creative thinking, and in developing the necessary skills	C1–C6	The pupil will be able to analyse problems, identify mathematical information in them and solve them by using mathematical methods.	Problem solving skills	When guided, the pupil is able to analyse problems and solve parts of a problem.	The pupil is able to collect the mathematical information from a problem and solve problems when guided.	The pupil is able to analyse and solve problems that require logical and creative thinking.	The pupil is able to find out whether there are alternative solutions.

O6 to help the pupil evaluate and improve their mathematical solutions, and critically review whether the solutions are sensible	C1–C6	The pupil will be able to evaluate and improve their mathematical solutions, and review critically whether their solutions are sensible.	Ability to evaluate and improve mathematical solutions	When guided, the pupil is able to explain their solution and reflect on whether their solution is sensible.	The pupil is able to explain their solution, reflect on whether the result is sensible and evaluate their solution when guided.	The pupil is able to review their mathematical solution critically and evaluate whether the solution is sensible.	The pupil is able to evaluate and, if necessary, improve their solution.
O7 to encourage the pupil to apply mathematics to other subjects and in the surrounding society	C1–C6	The pupil will learn to recognise and use mathematics in various environments and other subjects, and formulate problems into the language of mathematics.	Applying mathematics	The pupil is able to recognise opportunities to use mathematics around them and is aware of the importance of formulating problems mathematically.	The pupil is able to apply mathematics by formulating problems into the language of mathematics, with the help of examples.	The pupil is able to apply mathematics in various environments by formulating real-world problems into the language of mathematics.	The pupil is able to give examples of how mathematics is applied in society. The pupil is able to make use of their mathematical skills in various situations.
O8 to help the pupil enhance their information management and	C1, C4, C6	The pupil will learn to acquire and analyse information, and	Analysis and critical observation of Information	When guided, the pupil is able to compare information	The pupil is able to process and present information	The pupil is able to acquire, process and present	The pupil is able to apply their information management and

analysis skills, and make critical observations about information		reflect on its truthfulness and significance.		based on mathematics.	based on an example provided.	information, and reflect on its truthfulness.	analysis skills, interpret information and evaluate its truthfulness.
O9 to help the pupil use ICT when studying mathematics and solving problems	C1–C6	The pupil will learn to apply appropriate technology to study mathematics and solve problems.	Use of information and communication technology	The pupil becomes familiar with software that supports their learning of mathematics and uses it when guided.	The pupil is able to use suitable software to produce their own output and to study mathematics.	The pupil is able to use ICT to explore and solve mathematical problems.	The pupil is able to apply and combine ICT to their inquiry-based work.
Conceptual and discipline-specific objectives							
O10 to help the pupil enhance their skills in deduction and mental arithmetic, and encourage them to use their calculation skills in various situations	C1, C2	The pupil will learn to draw conclusions and make calculations to support their daily activities. The pupil will learn to use their mental arithmetic skills.	Skills in deduction and mental arithmetic	The pupil is able to make one-step calculations in their head and recognise mathematical patterns when guided.	The pupil is able to make calculations in their head and recognise mathematical patterns.	The pupil uses their deduction and mental arithmetic skills actively.	The pupil is able to make calculations in their head requiring multiple stages and use their deduction skills in various situations.

O11 to help the pupil enhance their skills in performing basic arithmetic operations using rational numbers	C2	The pupil will learn to do basic arithmetic operations using rational numbers.	Basic arithmetic operations using rational numbers	<p>The pupil is able to calculate additions and subtractions using positive fractions with common denominators.</p> <p>The pupil is able to multiply fractions with an integer.</p>	<p>The pupil is able to calculate additions and subtractions using positive fractions.</p> <p>The pupil is able to multiply and divide fractions with an integer.</p>	The pupil is able to do basic arithmetic operations with rational numbers effortlessly.	The pupil is able to make use of basic arithmetic operations with rational numbers to solve problems.
O12 to help the pupil expand their understanding of numbers to cover real numbers	C2	The pupil will become familiar with the algebraic, order-related and exactness aspects of real numbers, and learn about pi and square root.	Concept of numbers	<p>The pupil is able to place a given decimal integer to a number line.</p> <p>The pupil knows when rounding is required.</p>	<p>The pupil is able to describe the types of number in number sets and place them on a number line.</p> <p>The pupil is able to round numbers to the required precision.</p>	<p>The pupil recognises the difference between rational and irrational numbers.</p> <p>The pupil is able to round numbers to the correct precision level.</p>	The pupil understands the difference between an exact number and an approximation, and is able to determine the order of numerical values.
O13 to help the	C2, C6	The pupil will	The concept and	The pupil is able	The pupil is able	The pupil is able	The pupil is able

<p>pupil expand their understanding of percentages</p>		<p>learn to understand the concepts of percentage and percentage point, and will be able to tell about their use in different situations.</p> <p>The pupil will learn to calculate a percentage, the amount indicated by a percentage, and a percentage change and difference.</p>	<p>calculation of percentages</p>	<p>to explain, deduce or calculate a percentage and the amount indicated by a percentage value.</p>	<p>to calculate a percentage, the amount of a whole indicated by a percentage value, as well as a change and amount of change in percentages.</p>	<p>to use various percentage calculation methods.</p> <p>The pupil understands the difference between a percentage and a percentage point.</p>	<p>to make relative comparisons and make use of calculating percentages in various situations.</p>
<p>O14 to help the pupils understand the concept of an unknown and enhance their equation solving skills</p>	<p>C3, C4</p>	<p>The pupil will learn to understand the concepts of an unknown and an expression, and will be able to solve linear equations and</p>	<p>The concept of an unknown; equation solving skills</p>	<p>The pupil is able to combine like terms.</p> <p>When guided, the pupil is able to solve linear equations and deduce one</p>	<p>The pupil is able to decrease expressions.</p> <p>The pupil understands that equality remains, and is able to solve a linear</p>	<p>The pupil understands the concept of equality and is able to solve an incomplete quadratic equation symbolically.</p>	<p>The pupil is able to use the unknown effortlessly to create an equation and take advantage of their equation solving skills</p>

		incomplete quadratic equations using deduction and symbolically.		solution to an incomplete quadratic equation.	equation symbolically and an incomplete quadratic equation either using deduction or symbolically.		when solving problems.
O15 to help the pupil understand the concept of a variable and introduce them to the concept of a function, as well as to guide them to practise interpretation and creation of graphs of functions	C3, C4	<p>The pupil will expand their understanding of variables to include equations with two variables, and learn to draw graphs of linear and quadratic functions.</p> <p>The pupil will learn to draw conclusions of the relationship between a function and its graph.</p>	Concepts of a variable and a function; interpretation and creation of graphs	<p>The pupil is able to calculate the value of an expression and read the coordinates of intersection points.</p> <p>The pupil is able to tell whether a line is increasing or decreasing, based on an equation of line.</p> <p>When guided, the pupil is able to draw a linear function graph in</p>	<p>The pupil is able to replace a variable with a number and place the resulting coordinates in the grid.</p> <p>The pupil is able to draw a linear function graph and solve a pair of equations graphically or algebraically when guided.</p>	<p>The pupil understands the concepts of a variable and a function, and is able to draw graphs of functions.</p> <p>The pupil is able to solve a pair of equations graphically and algebraically.</p>	<p>The pupil is able to use a pair of equations in problem solving and understands the geometrical significance of solving an equation.</p> <p>The pupil is able to interpret graphs comprehensively.</p>

				the coordinate grid.			
O16 to help the pupils understand geometrical concepts and their mutual relationships	C5	The pupil will learn about the concepts of point, line, angle, line segment and ray, and about their properties. They will be able to name polygons, be familiar with their properties and calculate their perimeters. The pupil will understand the features of symmetry, similarity and proportionality.	Gaining an understanding of geometrical concepts and their mutual relationships	The pupil is able to recognise and name angles and polygons, and make related calculations when guided. The pupil is able to draw figures symmetrical in relation to a line.	The pupil is able to draw figures symmetrical in relation to a point. The pupil is able to find the matching parts of similar figures, use proportion and determine scale.	The pupil is able to make use of the features connected to the key concepts of geometry and congruence making reasoned arguments. The pupil is able to use proportion and understands the concept of scale.	The pupil is able to use similarity and proportion to solve problems.
O17 to help the pupil understand and utilise the properties of a right-angled	C5	The pupil will learn to understand some of the properties of a right-angled	Gaining an understanding of the properties of a right-angled triangle and a	The pupil is able to calculate the hypotenuse by using the Pythagorean	The pupil is able to calculate the length of a side of a right-angled triangle with the	The pupil is able to solve the magnitude of angles and the length of the	The pupil is able to use the Pythagorean theorem, the inverse

triangle and a circle		<p>triangle and use the Pythagorean theorem and trigonometric functions.</p> <p>The pupil will become familiar with some of the concepts and properties related to a circle, and will be able to calculate the circumference of a circle.</p>	circle	<p>theorem.</p> <p>The pupil is able to study the right-angledness of a triangle.</p> <p>The pupil is able to recognise concepts related to a circle and calculate the circumference of a circle when guided.</p>	<p>Pythagorean theorem, find the adjacent and opposite catheti and the hypotenuse, and knows how they relate to the trigonometric functions.</p> <p>The pupil is able to calculate the circumference of a circle.</p>	<p>sides of a right-angled triangle.</p> <p>The pupil is familiar with the concepts of an inscribed angle and a central angle, and is able to calculate the length of the arc corresponding to the central angle.</p>	Pythagorean theorem and trigonometry to solve problems.
O18 to encourage the pupil to enhance their skills in calculating areas and volumes	C5	<p>The pupil knows the names and properties of three-dimensional shapes.</p> <p>The pupil will learn to calculate the areas of two-</p>	Skills in calculating areas and volumes	<p>The pupil is able to convert the most common units of area and volume.</p> <p>The pupil is able to calculate the area of a rectangle and the</p>	<p>The pupil is able to convert units of area and volume.</p> <p>The pupil is able to calculate the areas of the most common two-dimensional</p>	<p>The pupil is able to use conversions of area and volume units.</p> <p>The pupil is able to calculate the area of an individual two-</p>	The pupil is able to calculate the area of a multiple two-dimensional figure, and the volume and lateral surface of a solid object, and make use of their skills in

		<p>dimensional figures, and the volumes and lateral surfaces of three-dimensional objects.</p> <p>The pupil will learn to apply their knowledge in practice, and make conversions between area and volume and units as well as measures of capacity.</p>		<p>volume of a rectangular prism.</p>	<p>shapes and the volumes of solid objects.</p>	<p>dimensional figure, and the volume and lateral surface of a solid object.</p> <p>The pupil can calculate the area of a sector corresponding to the central angle.</p>	<p>solving problems.</p>
<p>O19 to help the pupil determine statistics and calculate probabilities</p>	<p>C6</p>	<p>The pupil will learn how data is collected, categorised, analysed and reported.</p> <p>The pupil will learn to read and</p>	<p>Statistics and probability</p>	<p>The pupil is able to read the information in bar and line charts as well as in pie charts and tables.</p> <p>When guided, the</p>	<p>The pupil is able to present information by using a suitable diagram or table.</p> <p>The pupil is able to calculate the most common</p>	<p>The pupil has a command of the main statistics. The pupil is able to carry out a small-scale study by using statistics.</p>	<p>The pupil is able to make observations about and comparisons between studies by using statistics.</p>

		<p>interpret diagrams, and make predictions based on them.</p> <p>The pupil will learn to calculate the average, determine the mode and the median, and to draw conclusions based on them.</p> <p>The pupil defines a classical and statistical probability, and is able to understand the information they provide.</p>		<p>pupil is able to calculate the average, and to determine the mode and median.</p> <p>When guided, the pupil is able to deduce classical probabilities.</p>	<p>central tendencies, determine the range and present their findings and conclusions when guided.</p> <p>The pupil is able to calculate classical probabilities.</p>	<p>The pupil is able to determine classical and statistical probabilities.</p>	<p>The pupil is able to use probability theory in solving problems.</p>
O20 to help the pupil enhance their algorithmic thinking and abilities to use	C1	The pupil understands the principles of algorithmic thinking. The	Algorithmic thinking; programming skills	The pupil is able to recognise the steps of a simple algorithm and test existing	The pupil is able to use the conditional structures and loops in	The pupil is able to apply the principles of algorithmic thinking and	The pupil is able to make use of programming in solving problems.

mathematics and programming in solving problems		pupil will learn to read, comment on, interpret, test, design and program small-scale programs for solving mathematical problems.		programs when guided.	programming. The pupil is able to test and interpret programs.	program small-scale programs.	The pupil is able to modify and develop a program.
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Biology

Assessment of a pupil's learning and competence in biology in grades 7–9

Encouraging and constructive response or formative assessment, while learning biology promotes the pupils' motivation and development of research skills, and helps everyone find their personal strengths. The pupils are regularly provided with information about how their learning is progressing and how their performance meets the objectives set for biology. With the response, the pupils are encouraged to take an active and responsible role in their local environment, and apply the biological knowledge they have acquired in practice. The summative assessment in biology must give pupils opportunities to demonstrate their competence comprehensively. The assessment covers a pupil's knowledge-based skills and biological skills in different learning situations and environments. The teacher monitors the pupils' ability to make observations and to collect, process, interpret, evaluate and present various types of material. Furthermore, the pupils' ability to use equipment typical to biology as well as ICT and their ability to carry out small experiments and studies at school and outside of it is assessed. The purpose of the assessment and feedback is to contribute to the development of every pupil's working skills.

The final assessment takes place that school year when a pupil's studies of the syllabus in biology end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in biology by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in biology. All the objectives set for the syllabus in biology in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in biology. A pupil will have achieved the objectives of the syllabus in biology set for numerical grades, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in biology and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in biology.

In biology, a pupil's competence will usually continue to develop in various target areas until the conclusion of the syllabus. The guidance provided to pupils in biology includes for example giving additional oral instructions, making assisting questions, making use of visualisation aids or giving related examples when the pupil is working. In biology, each description of a criterion also indicates the description of competence included in the lower numerical grade.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Biological knowledge and understanding							
O1 to guide the pupil to understand the basic structure and functions of the ecosystem as well as to compare different ecosystems and recognise species	C1–C4, C6	<p>The pupil will deepen their knowledge of the basic structure and functions of the ecosystem. The pupil will learn to compare various ecosystems.</p> <p>The pupil will learn to identify species.</p>	Knowledge of the structure and functions the ecosystem	<p>The pupil is able to categorise the components of a forest ecosystem as animate and inanimate.</p> <p>The pupil is able to construct a simple food chain with example species.</p> <p>The pupil is able to identify and name some species.</p>	<p>The pupil is able to categorise and name parts of a forest ecosystem and tell about their functions.</p> <p>The pupil is able to identify and name different ecosystems.</p> <p>The pupil is able to identify and name species.</p>	<p>The pupil is able to describe and tell about the basic structure and function of a forest ecosystem.</p> <p>The pupil is able to identify, name and compare different ecosystems.</p> <p>The pupil is able to identify and name species from different ecosystems.</p>	<p>The pupil is able to explain and make reasoned arguments for the basic structure and function of a forest ecosystem.</p> <p>The pupil is able to compare ecosystems and explain some of the factors that affect their formation.</p> <p>The pupil is able to identify and</p>

							name species from various ecosystems comprehensively.
O2 to help the pupil describe the structures and vital functions of organisms and to understand the structure of the biological taxonomy	C1–C5	<p>The pupil will learn to describe the structures and vital functions of organisms.</p> <p>The pupil will learn to categorise organisms into different biological kingdoms and give examples of the typical features of each biological kingdom.</p>	Knowledge of the biological kingdoms and knowledge of the structures and vital functions of organisms	The pupil is able to name the biological kingdoms, as well as some of the common basic structures and functions of groups of organisms.	<p>The pupil is able to name the biological kingdoms.</p> <p>The pupil is able to name and compare the basic structures of organisms and describe their vital functions.</p>	<p>The pupil is able to name the biological kingdoms and describe the principles of the kingdom classifications with the help of species examples.</p> <p>The pupil is able to name and compare the basic structures of organisms, and tell about the vital functions of organisms and their purposes.</p>	<p>The pupil is able to name the biological kingdoms and make reasoned arguments for the principles of the kingdom classifications. The pupil is able to identify, categorise and compare the main groups of organisms.</p> <p>The pupil is able to name and compare the structures of organisms, and explain the vital functions of</p>

							organisms and their purposes.
O3 to guide the pupil to examine the adaptation of organisms to various habitats and to understand the significance of diverse habitats for biodiversity	C1–C4, C6	<p>The pupil will learn to make observations about the adaptation of organisms to different habitats and understand how this is reflected as structural variation, for example.</p> <p>The pupil will learn that different habitats increase biodiversity.</p>	Gaining an understanding of the adaptation of organisms and the diversity of habitats	<p>The pupil is able to recognise features of organisms that live in different habitats.</p> <p>The pupil is able to give some examples of organisms that live in different habitats.</p>	<p>The pupil is able to describe how species become adapted to different habitats.</p> <p>The pupil is able to tell what diversity means.</p>	<p>The pupil is able to tell about and give examples of the distribution and adaptation of species to different habitats.</p> <p>The pupil is able to give examples of the importance of habitats to biodiversity.</p> <p>The pupil is able to tell why diversity is important.</p>	<p>The pupil is able to explain how organisms adapt to different habitats and tell about causal links connected to adaptation.</p> <p>The pupil is able to make reasoned arguments for the importance of habitats to biodiversity.</p> <p>The pupil is able to make reasoned arguments for why diversity is important.</p>
O4 to help the	C1, C4, C5	The pupil will	Gaining an	The pupil is able	The pupil is able	The pupil is able	The pupil is able

<p>pupil understand the basic principles of heredity and evolution</p>		<p>learn the basic principles of heredity and evolution.</p>	<p>understanding of the basic principles of heredity and evolution</p>	<p>to tell that both genetics and the environment have an impact on an individual's characteristics.</p> <p>The pupil is able to tell that organisms have developed as a result of evolution.</p>	<p>to give examples of the effects of genetics and the environment on an individual's characteristics.</p> <p>The pupil knows what biotechnology means.</p> <p>The pupil is able to describe how life and diversity have developed through evolution.</p>	<p>to give examples of the effects of genetics and the environment on an individual's characteristics.</p> <p>The pupil is able to give practical examples of what biotechnology is used for.</p> <p>The pupil is able to describe how life and diversity have developed through evolution.</p> <p>The pupil is able to explain the connection between heredity and evolution.</p>	<p>to explain the combined effect of genetics and the environment on an individual's characteristics, and apply their knowledge to practical examples.</p> <p>The pupil is able to give examples of what biotechnology is used for, and of its possibilities and challenges.</p> <p>The pupil is able to describe how life and diversity have developed through evolution, and give examples of evolution as a continuous</p>
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							process. The pupil is able to explain the connection between heredity and evolution with examples.
O5 to guide the pupil to understand human development and basic functions of the human body	C5	The pupil will learn the stages of human ontogeny and development. The pupil will learn the basic functions of the human body.	Gaining an understanding of the structure and functions of the human body	The pupil is able to name the main organs and organ systems of the human body. The pupil is able to describe the functions of the main organ systems.	The pupil is able to name the main organs and organ systems of the human body. The pupil is able to describe the main vital functions. The pupil is able to describe the main stages of human growth and development.	The pupil is able to name organs and organ systems of the human body. The pupil is able to describe the main vital functions and regulatory systems. The pupil is able to tell about the main stages of human growth and	The pupil is able to name and describe organs and organ systems of the human body. The pupil is able to describe the main vital functions and regulatory systems, and explain how they form functional combinations. The pupil is able

						development.	to explain, making reasoned arguments, the main stages of human growth and development.
O6 to guide the pupil to evaluate changes occurring in the natural environments and human impact on the environment, and to understand the significance of ecosystem services	C6	<p>The pupil will learn about the impact of human activity on the changes occurring in the environment.</p> <p>The pupil will learn to understand the importance of biology in achieving a sustainable future.</p> <p>The pupil will learn to understand the</p>	Gaining an understanding of the relationship between people and nature; gaining an understanding of a sustainable future	<p>The pupil is able to give examples of the effects of human activity on the environment.</p> <p>The pupil is able to list the pillars of sustainability.</p>	<p>The pupil is able to describe and give examples of the effects of human activity on the environment.</p> <p>The pupil is able to describe the pillars of sustainability and give some examples of how to build a sustainable future from the biological perspective.</p> <p>The pupil is able</p>	<p>The pupil is able to tell about and give examples of the effects of human activity on the environment.</p> <p>The pupil is able to describe the pillars of sustainability and give examples of how to build a sustainable future from the biological perspective.</p> <p>The pupil is able to tell about</p>	<p>The pupil is able to make reasoned arguments for the effects of human activity on the environment and examine the consequences of the changes.</p> <p>The pupil is able to explain causal links in building a sustainable future and make reasoned arguments based on their biological knowledge.</p>

		significance of bioeconomy and ecosystem services.			to give examples of bioeconomy and ecosystem services.	bioeconomy and ecosystem services.	The pupil is able to evaluate the significance of bioeconomy and ecosystem services to a sustainable future.
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Biological skills

O7 to guide the pupil to develop their scientific thinking skills and understanding of causal relationships	C1–C6	The pupil will learn about causal relationships related to biology.	Skills in scientific thinking	<p>The pupil is able to use some biological key concepts and link them to the examples of biological phenomena provided.</p> <p>The pupil is able to tell simply in their own words about a biological phenomenon they have learnt.</p>	<p>The pupil is able to use biological key concepts.</p> <p>The pupil is able to explain in their own words a biological phenomenon they have learnt and choose an appropriate way to present the information.</p> <p>The pupil can</p>	<p>The pupil is able to use biological concepts appropriately.</p> <p>The pupil is able to explain in their own words what they have learnt in a way typical of biology and choose an appropriate way of presenting the information.</p>	<p>The pupil is able to use biological concepts appropriately.</p> <p>In their own words, the pupil is able to explain in a structured way and in a way typical of biology what they have learnt, and choose an appropriate way of presenting the</p>
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					make simple questions about nature and natural phenomena.	The pupil is able to make some meaningful questions about nature and natural phenomena, and tell about causal links related to natural sciences.	information. The pupil is able to make meaningful questions about nature and natural phenomena, and explain and make reasoned arguments for causal links related to natural sciences.
O8 to guide the pupil to use biological research equipment and information and communication technology	C1–C5	The pupil will learn to use biological research equipment. The pupil will learn to make use of information and communication technology and	Use of biological research equipment, technology and information	The pupil is able to take part in instruction in a laboratory and in the field. When guided, the pupil is able to use some biological research equipment.	When guided, the pupil is able to work safely in a laboratory and in the field. The pupil is able to use biological research equipment according to instructions.	The pupil is able to work safely in a laboratory and in the field. The pupil is able to use biological research equipment appropriately. The pupil is able	The pupil is able to work independently and in a goal-oriented way in a laboratory and in the field. The pupil is able to use biological research equipment and

		various information sources to study biology.		When guided, the pupil is able to search biological information from various sources.	The pupil is able to search biological information from a few sources.	to search biological information from various sources and select some reliable sources.	evaluate the suitability of different pieces of equipment to a given task. The pupil is able to search biological information from various sources and evaluate the reliability and suitability of the sources.
O9 to guide the pupil to compile a collection of organisms and grow plants in order to understand biological phenomena	C1–C4, C6	The pupil will learn to compile a collection of organisms. The pupil will learn to grow plants in order to understand biological phenomena.	Compiling a collection of organisms and experimental growing of plants	The pupil is able to compile a small collection of organisms according to instructions. The pupil takes part in growing plants.	The pupil is able to compile a small-scale traditional or digital collection of plants or other digital collection of organisms according to instructions. When guided,	The pupil is able to compile a traditional or a digital collection of plants or other digital collection of organisms according to instructions. The pupil is able to carry out a	The pupil is able to compile a relatively extensive and carefully constructed traditional or digital collection of plants or other digital collection of organisms according to

					the pupil is able to carry out a growing experiment and present its results.	growing experiment and draw conclusions from it related to the biological phenomenon being studied.	instructions. The pupil is able to plan and carry out a growing experiment, evaluate the reliability of the results and explain how the experiment is related to the biological phenomenon being studied.
O10 to guide the pupil to conduct research both in and outside of school	C1–C6	The pupil will learn to conduct biological research.	Conducting a biological research	The pupil is able to take part in conducting biological research and tell what was done.	The pupil is able to make observations in a laboratory and in the field. The pupil is able to conduct small-scale biological research.	The pupil is able to make observations and store the information they have gathered in a laboratory and in the field. The pupil is able to plan and to conduct small-	The pupil is able to make observations and store the information they have gathered in a laboratory and in the field. The pupil is able to plan and conduct their

						scale biological research and report the results.	own research independently and report the results clearly.
O11 to encourage the pupils to apply biological knowledge and skills in their lives, as well as in social debate and decision-making	C6	The pupil will learn to give examples of how they can make use of their knowledge of and skills in biology in their lives, social debate and decision-making.	Applying of biological knowledge and skills in daily life	The pupil is able to give examples of how their own choices affect health and the environment.	The pupil is able to give examples of how their own choices affect health and the environment based on their knowledge of biology.	The pupil is able to tell about and give examples of how biological knowledge and skills can be applied in daily life and social debate.	The pupil is able to reflect on and make reasoned arguments for how biological knowledge and skills can be applied in daily life, social debate and decision-making.

Objectives related to attitudes and values in biology

O12 to inspire the pupil to deepen the interest in nature and its phenomena and to strengthen their relationship with nature as well as their	C1–C6	The pupil will become interested in nature and its phenomena. The pupil's relationship with nature will be strengthened.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
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environmental awareness							
O13 to guide the pupil to make ethically founded decisions	C6	The pupil will learn to make ethically reasoned choices.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O14 to inspire the pupil to become actively involved in building a sustainable future	C6	The pupil will become inspired to have an influence on and act for building a sustainable future.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			

Geography

Assessment of a pupil's learning and competence in geography in grades 7–9

Encouraging and constructive response or formative assessment, while learning geography promotes motivation and development of research skills, and helps the pupils find their strengths. The pupils are regularly provided with information about how their learning is progressing and how their performance meets the objectives set for geography. With the response, the pupils are encouraged to take an active and responsible role in their local environment, and apply the knowledge they have acquired in practice. The summative assessment in geography must give pupils opportunities to demonstrate their competence comprehensively. The assessment covers both a pupil's knowledge-based skills and geographical skills, such as geomeia skills, and the ability to evaluate information critically. Furthermore, a pupil's ability to use equipment typical of geography as well as ICT is assessed. The purpose of the assessment and response is to contribute to the development of every pupil's working skills.

The final assessment takes place that school year when a pupil's studies of the syllabus in geography end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in geography by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in biology. All the objectives set for the syllabus in geography in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in geography. A pupil will have achieved the objectives of the syllabus in geography set for numerical grades, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in biology and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in geography.

In geography, a pupil's competence will usually continue to develop in various target areas until the conclusion of the syllabus. The guidance provided to pupils in biology includes for example giving additional oral instructions, making assisting questions, making use of visualisation aids or giving related examples when the pupil is working. In biology, each description of a criterion also indicates the description of competence included in the lower numerical grade.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Geographical knowledge and understanding							
O1 to support the pupil in developing a structured understanding of the world map	C1–C6	<p>The pupil will learn to gain an understanding of the world map and its basic features.</p> <p>The pupil will learn the locations and names of key places.</p>	Gaining an understanding of with the world map and knowledge of key place names	<p>The pupil is able to tell the difference between a continent and a country.</p> <p>The pupil is able to place the oceans and continents on a map.</p>	<p>The pupil is able to name some cities and key places in Finland, as well as some countries in Europe and elsewhere in the world.</p> <p>The pupil knows the location of the places and countries they are able to name.</p>	The pupil is familiar with the main features of the world map, such as mountain ranges, peninsulas, straits and sea areas, and knows the locations and names of key places.	The pupil is able to use the basic features of a map appropriately, like applying the locations and the names of places, when describing and explaining geographical phenomena.
O2 to guide the pupil to examine phenomena of physical geography and to	C1–C4, C6	The pupil will learn the effects of the phenomena of physical	Knowledge of the phenomena of physical geography	The pupil is able to give examples of the phenomena caused by the	The pupil is able to tell about the phenomena caused by the shape and	The pupil is able to explain some of the phenomena caused by the	The pupil understands that the Earth is a part of the solar system and is

<p>compare natural landscapes in Finland and elsewhere on Earth</p>		<p>geography.</p> <p>The pupil will learn to identify and describe natural landscapes in Finland and elsewhere on Earth.</p>		<p>shape and movement of the Earth.</p> <p>The pupil is able to name different natural landscapes.</p>	<p>movement of the Earth using examples.</p> <p>The pupil is able to name the climate zones.</p> <p>The pupil is able to name and give examples of some climate and vegetation regions.</p> <p>The pupil is able to identify and describe natural landscapes in Finland and on Earth.</p>	<p>shape and movement of the Earth with using examples.</p> <p>The pupil is able to name and place the main climate and vegetation regions of the Earth on a map and list some of the factors that affect their formation.</p> <p>The pupil is able to give examples of some of the factors that have affected the formation of the natural landscapes in Finland and on Earth.</p>	<p>able to explain the phenomena caused by its shape and movement, and how they affect human activity.</p> <p>The pupil is able to compare the main climate and vegetation regions of the Earth and explain the factors that affect their formation.</p> <p>The pupil is able to explain the factors that have affected the formation of the natural landscapes in Finland and on Earth.</p>
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<p>O3 to guide the pupil to examine phenomena of human geography and cultural landscapes and to understand diverse cultures, industries, and the way of life in Finland and in other parts of the world</p>	<p>C1–C6</p>	<p>The pupil will learn the effects of the phenomena of human geography.</p> <p>The pupil will learn about the variation of the cultural characteristics and landscapes in Finland and around the world.</p>	<p>Knowledge of phenomena of human geography</p>	<p>The pupil is able to name some phenomena of human geography, such as population, livelihoods, modes of transport and tourism in Finland and elsewhere in the world.</p>	<p>The pupil is able to name and give examples of the phenomena of human geography in Finland and elsewhere in the world.</p> <p>The pupil is able to name some factors that affect the cultural characteristics.</p> <p>The pupil is able to describe various cultural landscapes.</p>	<p>The pupil is able to tell about the phenomena of human geography in Finland and elsewhere in the world.</p> <p>The pupil is able to tell what kind of factors affect cultural characteristics in different areas.</p> <p>The pupil is able to compare the cultural landscapes in different areas.</p>	<p>The pupil is able to explain the various phenomena of human geography in Finland and elsewhere in the world and make reasoned arguments for the background factors.</p> <p>The pupil is able to describe the variation of the cultural characteristics in Finland and elsewhere in the world.</p> <p>The pupil is able to explain what affects the formation of cultural</p>
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							landscapes in Finland and elsewhere in the world.
O4 to encourage the pupil to consider the interaction between human activities and the natural environment and to understand the significance of sustainable use of natural resources	C1–C6	The pupil will learn about the interaction between human activity and the natural environment. The pupil will learn to understand the significance of using natural resources sustainably.	Understanding the interaction between human activity and the natural environment, and a sustainable use of natural resources	The pupil is able to recognise how the natural environment affects human activity, such as livelihoods. The pupil is able to name different natural resources.	The pupil is able to describe how the natural environment affects human activity. The pupil is able to categorise natural resources in terms of sustainability.	The pupil is able to tell how the natural environment affects human activity in Finland and elsewhere in the world. The pupil is able to tell why the sustainable use of natural resources is important.	The pupil is able to explain how the natural environment affects human activity and give region-specific examples of them. The pupil can make reasoned arguments for how human activity causes various environmental problems. The pupil is able to explain the relationship between the

							sustainable use of natural resources and environmental problems, and make reasoned arguments for the importance of using natural resources sustainably.
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Geographical skills

O5 to guide the pupil to develop their geographical thinking skills and the ability to ask geographical questions	C1–C6	<p>The pupil will learn skills in geographical thinking.</p> <p>The pupil will learn to ask geographical questions.</p>	Geographical thinking skills	<p>The pupil is able to tell the meaning of geographical key concepts.</p> <p>The pupil is able to describe an area on maps or in pictures.</p>	<p>The pupil is able to define geographical key concepts.</p> <p>The pupil is able to identify different hierarchical area levels, such as the immediate surroundings, the municipality, Finland, Europe</p>	<p>The pupil is able to describe phenomena using geographical key concepts.</p> <p>The pupil is able to describe the differences between areas at some hierarchical area level.</p> <p>The pupil is able</p>	<p>The pupil is able to explain phenomena using geographical concepts appropriately.</p> <p>The pupil is able to compare geographical phenomena at different hierarchical area levels and explain</p>
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					<p>and the world.</p> <p>The pupil is able to describe an area on maps or in pictures.</p> <p>The pupil is able to formulate simple geographical questions about a topic being studied.</p>	<p>to ask geographical questions and reflect on how to answer them.</p>	<p>reasons for the differences between the areas.</p> <p>The pupil is able to ask reasoned geographical questions and give answers to them.</p>
<p>O6 to guide the pupil to develop their sense of space and the understanding of symbols, proportions, directions, and distances</p>	<p>C1–C6</p>	<p>The pupil will learn to apply their map skills in practice.</p> <p>The pupil will learn to use map symbols and proportions, as well as to set directions and measure distances.</p>	<p>Development of spatial awareness</p>	<p>The pupil knows the compass points.</p> <p>The pupil is able to identify and name some map symbols.</p>	<p>The pupil is able to tell the location of a place using compass points.</p> <p>The pupil is able to identify and name map symbols.</p> <p>The pupil is able to measure</p>	<p>The pupil is able to orient a topographic map and move in the terrain using a map.</p> <p>The pupil is able to measure distances on the map using the map scale.</p>	<p>The pupil is able to use different types of maps, and aerial and satellite images appropriately.</p>

					distances using the map scale.		
O7 to guide the pupil to develop their everyday geomeia skills and to read, interpret, and draw up maps and other models of geographical phenomena	C1–C6	<p>The pupil will learn geomeia skills.</p> <p>The pupil will learn to read, interpret and create maps and other models on geographical phenomena.</p>	Geomeia skills	The pupil is able to recognise simple elements on maps, and in diagrams and images.	<p>The pupil is able to interpret images, diagrams, maps and map services related to geographical phenomena.</p> <p>The pupil is able to create simple maps and diagrams.</p>	<p>The pupil is able to interpret images, diagrams, maps, map services and other geomeia related to geographical phenomena.</p> <p>The pupil is able to create maps, diagrams and other geographical models.</p>	The pupil is able to draw conclusions from the maps, diagrams, other geomeia material and geographical models they have created.
O8 to guide the pupil to develop their geographical research skills	C1–C6	The pupil will learn skills in geographical research.	Geographical research skills	The pupil is able to take part in carrying out a small-scale study and explain what was done in the study.	<p>The pupil is able to carry out a small-scale geographical study.</p> <p>The pupil is able to choose an</p>	<p>The pupil is able to carry out a geographical study.</p> <p>The pupil is able to use geomeia to illustrate the</p>	<p>The pupil is able to carry out a structurally coherent geographical study.</p> <p>The pupil is able</p>

					appropriate way to present the results of the study.	results of the study and present them using means typical of geography.	to illustrate and present their results using geomeia comprehensively, and link the results of the study to geographical phenomena.
O9 to guide the pupil in making observations on the environment and its changes and to activate the pupil to follow current events in their surroundings, in Finland and in the world	C1–C6	<p>The pupil will learn to observe the environment and changes in it, particularly climate change and declining biodiversity.</p> <p>The pupil will learn to follow current events in their surroundings, Finland and in the world.</p>	Environmental literacy; evaluation of environmental changes	<p>When guided, the pupil is able to take part in field studies.</p> <p>The pupil is able to recognise changes in the environment.</p>	<p>The pupil is able to take part in field studies independently according to instructions.</p> <p>The pupil is able to observe changes in the environment, such as climate change and declining biodiversity, in Finland and elsewhere in the</p>	<p>The pupil is able to take part in field studies and when guided, link their observations to a phenomenon being studied.</p> <p>The pupil is able to tell about changes in the environment and name reasons for the key changes in the environment.</p>	<p>The pupil is able to take part in field studies and link observations to the phenomenon being studied.</p> <p>The pupil is able to explain some of the reasons for environmental changes.</p> <p>The pupil is able to make critical evaluations of the</p>

					<p>world, and give examples of these.</p> <p>The pupil follows current events related to geographical phenomena.</p>	<p>The pupil follows current events related to geographical phenomena and is able to explain the background of some events.</p>	<p>impact of geographical events followed by them in their surroundings, in Finland and in the world.</p>
<p>O10 to support the pupil to develop their interaction and teamwork skills, and to make arguments, and to present geographical information clearly</p>	C1–C6	<p>The pupil will learn interaction and teamwork skills, and to reflect on their action as a member of a group.</p> <p>The pupil will learn to make arguments and present geographical information clearly.</p>	<p>Teamwork skills; skills in presenting geographical information and making arguments</p>	<p>When guided, the pupil is able to act as part of a group.</p> <p>The pupil can tell apart geographical information and an opinion.</p>	<p>The pupil is able to act as part of a group.</p> <p>The pupil is able to present geographical information in their own words.</p> <p>The pupil is able to listen to other people’s views and is able to express their own views on geographical matters.</p>	<p>The pupil is able to act as part of a group constructively.</p> <p>The pupil is able to present geographical information in a way typical of the subject.</p> <p>The pupil is able to make reasoned arguments for their own views on geographical</p>	<p>The pupil is able to act as an encouraging member of a group.</p> <p>The pupil is able to make reasoned arguments for the geographical information they present.</p> <p>The pupil is able to make reasoned arguments based</p>

						matters.	on geographical knowledge their own views on geographical matters.
O11 to guide the pupil to preserve nature, the built environment, and the diversity in them as well as to enhance their participation and involvement skills	C1–C6	The pupil will learn participation and influencing skill in different areas of preservation.	Applying participation and influencing skills in different areas of preservation	When guided, the pupil is able to take part in preserving their local environment, for example improving the attractiveness or safety of the environment or maintaining its diversity.	The pupil is able to take part in preserving their local environment. The pupil is able to give examples of ways to participate and have an influence on the local environment, global phenomena and questions related to local development.	When guided, the pupil is able to plan and take part in preserving the local environment. The pupil is able to explain how they can participate and have an influence on the local environment, global phenomena and questions related to local development.	The pupil is able to plan measures to preserve the local environment and implement one of them. The pupil is able to compare and evaluate different ways of participating and having an influence on the local environment, global phenomena and questions related to local development.

Objectives related to attitudes and values in geography							
O12 to support the pupil in becoming an active citizen who acts responsibly and is committed to a sustainable way of living	C1–C6	The pupil will become an active and responsible citizen who is committed to a sustainable lifestyle.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O13 to guide the pupil to appreciate their regional identity as well as the diversity of nature, human activity, and cultures and to respect human rights in all parts of the world	C1–C6	The pupil will learn to value their regional identity and the diversity of nature, human activity and cultures, and to respect human rights everywhere in the world.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			

Physics

Assessment of a pupil's learning and competence in physics in grades 7–9

Dividing the work into smaller assignments, projects or experiments that have their individual objectives and assessment criteria supports comprehensive assessment. The assessment of experimentation may proceed hierarchically from the basic work, observation and measuring skills to instructed research tasks and, ultimately, open experiments. The pupils are guided in becoming aware of their existing knowledge, skills and preconceptions. The work process is guided with constructive feedback and questions. Encouraging feedback promotes the development of research skills and particularly motivation. At the end of each module, the achievement of the objectives is assessed, and the attention is focused on new development challenges. In addition to a wide range of output, the assessment is based on observations regarding the pupils' work performance. On top of the output content, the study process and different work stages are assessed, including the pupils' ability to formulate questions, limit topics, seek information, make reasoned arguments, use concepts, express themselves clearly and complete assignments. The pupils' self-assessment skills, as well as their ability to give and receive peer-response, are enhanced as part of the formative assessment. Furthermore, discussions between teacher and pupil may be used as support in the assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in physics end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in physics by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in physics. All the objectives set for the syllabus in physics in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in Physics. A pupil will have achieved the objectives of the syllabus in physics set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in physics and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in physics.

The guidance provided to pupils in physics includes e.g., additional oral instructions, assisting questions, visualisation aids and similar help given during work. The descriptions of the final assessment criteria are cumulative, i.e., the competence descriptions of the lower numerical grades are included in the descriptions

of the higher numerical grades, even though this has not been explicitly stated for every objective.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Significance, values and attitudes							
O1 to encourage and inspire the pupil to study physics	C1–C6	The pupil will find the study of physics meaningful.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences and abilities as part of their self-assessment when studying physics.</i>			
O2 to guide and encourage the pupil to recognise their own competence in physics, set goals for their own work, and to work	C1–C6	The pupil will assess their skills in physics, set goals for their work performance and work persistently.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences and abilities as part of their self-</i>			

persistently				<i>assessment when studying physics.</i>			
O3 to guide the pupil to perceive the significance of competence in physics in their daily life, living environment, and the society.	C1–C6	The pupil will perceive the significance of competence in physics in their own life, living environment and society.	Perceiving the significance of physics	The pupil recognises connections between some phenomena and physics and realises the significance of competence in physics in some professions.	<p>The pupil is able to give examples of everyday situations that require knowledge of and skills in physics.</p> <p>The pupil is able to name professions that require knowledge of physics.</p>	<p>With the help of examples, the pupil explains what kind of knowledge and skills in physics are useful in their own environment.</p> <p>The pupil is able to give examples of the significance of competence in physics in various professions and further studies.</p>	<p>With the help of examples, the pupil explains what kind of knowledge and skills in physics are useful in their own life and the society.</p> <p>The pupil is able to give reasons for the significance of competence in physics various professions and further studies.</p>
O4 to guide the pupil to use their competence in physics in building a sustainable future and to	C1–C6	The pupil becomes aware of the significance of physics in building a	Knowledge and skills of sustainable development from the perspective of	The pupil is able to give examples of their choices that are significant for a sustainable use of	The pupil is able to give examples of situations where physics is needed in building a	With the help of examples, the pupil is able to describe how physics is used to build a	With the help of examples, the pupil gives grounds for how physics is used to build a

evaluate their personal choices in terms of sustainable use of energy resources		sustainable future and evaluates their personal choices in terms of sustainable use of energy resources.	physics	energy resources.	sustainable future. The pupil is able to name some viable solutions for a sustainable use of energy resources.	sustainable future. The pupil is able to compare different solutions for a sustainable use of energy resources.	sustainable future. The pupil is able to explain some of the causal links pertaining to building a sustainable future and to provide grounds for different solutions for a sustainable use of energy resources.
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Research skills

O5 to encourage the pupil to formulate questions about the studied phenomena and to further develop the questions to serve as a basis for research and other activities	C1–C6	The pupil will be able to formulate questions for research about the studied phenomena.	Formulating questions; planning research and other activities	The pupil identifies phenomena for which research questions can be formulated.	The pupil formulates simple questions on the studied topic that may be further developed to serve as a basis for research.	The pupil formulates more detailed questions to study the examined phenomena for example by limiting the variables.	The pupil formulates reasoned questions about the examined phenomena, by using existing information about the phenomenon. The pupil
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							develops questions to serve as a basis for research and other activities.
O6 to guide the pupil to conduct experimental research in cooperation with others and to work safely and consistently	C1–C6	<p>The pupil will conduct experimental research in cooperation with others.</p> <p>The pupil will work safely and consistently.</p>	Conducting an experimental research	The pupil takes part in experimental work by making observations about how the studies are carried out by taking the safety aspects into account and is able to tell about their observations.	<p>The pupil is able to make observations and take measurements according to a plan and, if necessary, guided.</p> <p>The pupil works safely with others.</p>	<p>The pupil works safely, makes observations and takes measurements according to instructions or a plan.</p> <p>The pupil works in cooperation with others.</p>	<p>The pupil works safely and consistently, as well as independently when necessary. The pupil makes observations and takes measurements appropriately.</p> <p>The pupil is able to carry out different types of research with others and support the other group members when necessary.</p>
O7 to guide the	C1–C6	The pupil will be	Processing,	The pupil	The pupil	The pupil	The pupil

<p>pupil to process, interpret, and present the results of their own research and to evaluate them and the entire research process</p>		<p>able to process and analyse research results and evaluate the research process.</p>	<p>presenting, and evaluating research results</p>	<p>describes the carried-out research and its results with the help of data or observations gained therein.</p>	<p>processes the data collected in the research, presents the results according to instructions and draws simple conclusions.</p> <p>The pupil is able to give examples of factors that affect the accuracy and reliability of the results.</p>	<p>processes and presents the research results and draws conclusions.</p> <p>The pupil is able to give examples of factors that affect the accuracy and reliability of the results, and the functionality of the research process.</p>	<p>processes, interprets and presents the research results in a way characteristic to physics, and justifies the conclusions by using the material gained through the research process.</p> <p>The pupil is able to evaluate both the results and the process.</p>
<p>O8 to guide the pupil to understand the operating principles and significance of technological applications and to inspire the</p>	<p>C1–C6</p>	<p>The pupil will understand the operating principles and significance of technological applications.</p> <p>The pupil will</p>	<p>Technological competence and cooperation in technological problem solving</p>	<p>The pupil recognises the significance of technological applications in their own life and is able to name some examples of those that</p>	<p>The pupil is able to give examples of the appliance of physics in technology and describe their use.</p> <p>The pupil takes</p>	<p>The pupil is able to describe technological solutions that apply physics and explain their operating principles.</p>	<p>The pupil is able to describe technological solutions that apply physics, explain their operating principles and provide reasons</p>

pupil to participate in forming ideas for simple technological solutions and designing, developing, and applying them in cooperation with others		develop and apply simple technological solutions in cooperation with others.		apply physics.	part in forming ideas and designing a technological solution to a problem.	The pupil works in cooperation with others to form ideas, design, develop and apply a simple technological solution that takes advantage of physics.	for their significance to society. The pupil works independently as well as constructively in cooperation with others to form ideas, design, develop and apply a technological solution.
O9 to guide the pupil to use information and communication technology for acquiring, processing, and presenting information and measurement results and to support the	C1–C6	The pupil will use information and communication technology and simulations in their learning.	Using information and communication technology	When guided, the pupil uses information and communication technology to acquire information. The pupil gets acquainted with a simulation that supports their	The pupil uses information and communication technology to acquire and present information according to instructions. The pupil is able to make	The pupil uses information and communication technology devices or applications in order to acquire, process and present information and measurement results.	The pupil uses information and communication technology devices or applications independently in order to acquire, process and present information and measurement

pupil's learning by using illustrative simulations				learning.	observations about a simulation.	The pupil is able to make observations and draw conclusions about a simulation.	results. The pupil is able to make observations and draw conclusions about a simulation. The pupil is able to make generalisations with the help of a simulation.
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Knowledge of physics and its use

O10 to guide the pupil to use the concepts of physics accurately and to develop their conceptual structures to be increasingly consistent with the concepts of scientific theories.	C1–C6	The pupil will use the concepts of physics accurately and utilise scientific theories in their thinking.	Use and structuring of concepts	The pupil explains physical phenomena by using some concepts of physics.	The pupil explains physical phenomena by using key concepts of physics.	The pupil explains physical phenomena by using key concepts of physics. The pupil is able to link together a phenomenon, its characteristics and the	The pupil explains physical phenomena by using key concepts of physics accurately. The pupil is able to connect the characteristics of a phenomenon
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						descriptive quantities related to it.	and the descriptive quantities related to it to form a conceptual structure.
O11 to guide the pupil to use different models in describing and explaining phenomena and in making predictions	C1–C6	The pupil will use different models when studying phenomena.	Use of models	The pupil is able to give some examples of models used to explain phenomena.	The pupil uses simple models to explain phenomena and make predictions.	The pupil uses simple models to make predictions and explain how the model has been created based on measurement results. The pupil is able to evaluate the relation between a model and the reality.	The pupil uses models, makes predictions based on them and creates simple models based on measurement results. The pupil is able to evaluate the relation between a model and the reality, as well as the limitations or deficiencies of a model.
O12 to guide the pupil to use and evaluate different	C1–C6	The pupil will use and critically evaluate	Argumentation skills and using sources of	When guided, the pupil searches for information from	The pupil searches for information from	The pupil searches for information from	The pupil searches for information from

sources of information critically and to express and justify different views in a manner characteristic of physics		different sources of information as well as express and justify different views in a manner characteristic of physics.	information	various sources.	various sources. The pupil is able to express various viewpoints and is practising to justify them in a manner characteristic of physics.	various sources and selects the ones that are generally considered to be reliable. The pupil is able to express various viewpoints and to justify them in a manner characteristic of physics.	various sources and reflects on the reliability of the sources. The pupil is able to express various viewpoints and to justify them in a manner characteristic of physics as well as to compare the conflicting ones.
O13 to guide the pupil to perceive the quality and development of scientific knowledge and scientific approaches to producing information	C1, C4	The pupil will perceive the quality and development of scientific knowledge and scientific approaches to producing information.	Perceiving the quality and development of scientific knowledge and scientific approaches to producing information	The pupil recognises experimentation as a means to produce scientific information in physics.	The pupil is able to give examples of the development of scientific knowledge and means of producing it.	By using examples related to physics, the pupil is able to describe the quality and development of scientific knowledge. The pupil is able to describe	By using examples related to physics, the pupil is able to explain and justify the quality and development of scientific knowledge. The pupil is able to provide

						scientific approaches to producing information.	reasoned explanations of scientific approaches to producing information.
O14 to guide the pupil to obtain sufficient knowledge on interaction, motion, and electricity needed in further studies	C5, C6	The pupil will obtain sufficient knowledge on interaction, motion and electricity for further studies.	Obtaining necessary knowledge on interaction, motion and electricity for further studies	The pupil is able to recognise some concepts, phenomena and physical quantities connected to interaction, motion and electricity in familiar situations.	The pupil is able to use some of the key concepts, bodies, phenomena, properties, physical quantities, models and laws connected to interaction, motion and electricity in familiar situations.	The pupil is able to use the key concepts, bodies, phenomena, properties, physical quantities, models and laws connected to interaction, motion and electricity in familiar situations.	The pupil is able to use the key concepts, bodies, phenomena, properties, physical quantities, models and laws connected to interaction, motion and electricity in familiar and applied situations.
O15 to guide the pupil to apply their knowledge and skills in physics in	C1–C6	The pupil will apply their knowledge and skills in physics in various		<i>Not used to determine the grade. The skills being assessed are included in</i>			

<p>multidisciplinary learning modules and to provide opportunities for getting acquainted with applying physics in different situations, such as in nature, industries, organisations, or scientific communities</p>		<p>situations.</p>		<p><i>the descriptions of other objectives.</i></p>			
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Chemistry

Assessment of a pupil's learning and competence in chemistry in grades 7–9

Dividing the work into smaller assignments, projects or experiments that have their individual objectives and assessment criteria supports comprehensive assessment. The assessment of experimentation may proceed hierarchically from the principles of safe working methods to skill exercises and from closed research tasks all the way to open experiments. The pupils are assisted in becoming aware of their existing knowledge, skills, and preconceptions. The work process is steered along with constructive feedback and questions. Encouraging feedback promotes the development of research skills and particularly motivation. At the end of each module, the achievement of the objectives is assessed, and the attention is focused on new development challenges. In addition to a wide range of output, the assessment is based on observations regarding the pupils' work performance. On top of the output content, the study process and different work stages are assessed, including the pupils' ability to formulate questions, limit topics, seek information, make reasoned arguments, use concepts, express themselves clearly and complete assignments. The pupils' self-assessment skills, as well as their ability to give and receive peer-response, are enhanced as part of the formative assessment. Furthermore, discussions between teacher and pupil may be used as support in the assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in chemistry end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in chemistry by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in chemistry. All the objectives set for the syllabus in chemistry in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in chemistry. A pupil will have achieved the objectives of the syllabus in chemistry set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in chemistry and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in chemistry.

The guidance provided to pupils in chemistry includes e.g., additional oral instructions, assisting questions, visualisation aids and similar help given during work. The descriptions of the final assessment criteria are cumulative, i.e., the proficiency content of a lower grade is included in the higher grade, even though this

has not been explicitly stated for every objective.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Significance, values, and attitudes							
O1 to encourage and inspire the pupil to study chemistry	C1–C6	The pupil will find the study of chemistry meaningful.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences and abilities as part of their self-assessment when studying chemistry.</i>			
O2 to guide and encourage the pupil to recognise their own competence in chemistry, set	C1–C6	The pupil will assess their skills in chemistry, set goals for their work performance and work		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences and abilities as part of</i>			

goals for their own work, and to work persistently		persistently.		<i>their self-assessment when studying chemistry.</i>			
O3 to guide the pupil to perceive the significance of competence in chemistry in their daily life, living environment, and the society	C1–C6	The pupil will perceive the significance of competence in chemistry in their own life, living environment and society.	Perceiving the significance of chemistry	The pupil is able to recognise connections between some phenomena and chemistry and realises the significance of competence in chemistry in some professions.	The pupil is able to give examples of everyday situations that require knowledge of and skills in chemistry. The pupil is able to name professions that require a knowledge of chemistry.	With the help of examples, the pupil explains what kind of knowledge and skills in chemistry are useful in their own environment. The pupil is able to give examples of the significance of competence in chemistry in various professions and further studies.	With the help of examples, the pupil explains what kind of knowledge and skills in chemistry are useful in their own life and the society. The pupil is able to give reasons for the significance of competence in chemistry in different professions and further studies.
O4 to guide the pupil to use their competence in	C1–C6	The pupil becomes aware of the	Knowledge and skills of sustainable	The pupil is able to give examples of their choices	The pupil is able to give examples of situations	With the help of examples, the pupil is able to	With the help of examples, the pupil gives

chemistry in building a sustainable future and to evaluate their personal choices in terms of sustainable use of natural resources and product life cycles		significance of chemistry in building a sustainable future and evaluates their personal choices in terms of a sustainable use of natural resources as well as product lifecycles.	development from the perspective of chemistry	that are significant for a sustainable use of natural resources and product lifecycles.	where chemistry is needed in building a sustainable future. The pupil is able to name some viable solutions for a sustainable use of natural resources and product lifecycles.	describe how chemistry is used to build a sustainable future. The pupil is able to compare different solutions for a sustainable use of natural resources and product lifecycles.	grounds for how chemistry is used to build a sustainable future. The pupil is able to explain some of the causal links pertaining to building of a sustainable future and provide grounds for different solutions for a sustainable use of natural resources and product lifecycles.
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Research skills

O5 to encourage the pupil to formulate questions about the studied	C1–C6	The pupil will be able to formulate questions for research about	Formulating questions; planning research and other activities	The pupil identifies phenomena for which research questions can be	The pupil formulates simple questions on the studied topic that may be	The pupil formulates more detailed questions to study the	The pupil formulates reasoned questions about the examined
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phenomena and to further develop the questions to serve as a basis for research and other activities		the studied phenomena.		formulated.	further developed to serve as a basis for research.	examined phenomena for example by limiting the variables.	phenomena, by using existing information about the phenomenon. The pupil develops questions to serve as a basis for research and other activities.
O6 to guide the pupil to conduct experimental research in cooperation with others and to work safely and consistently	C1–C6	The pupil will conduct experimental research in cooperation with others. The pupil will work safely and consistently.	Conducting an experimental research	The pupil takes part in experimental work by making observations about how the studies are carried out by taking the safety aspects into account and is able to tell about their observations.	The pupil is able to make observations and take measurements according to a plan and, if necessary, guided. The pupil works safely with others.	The pupil works safely, makes observations and takes measurements according to instructions or a plan. The pupil works in cooperation with others.	The pupil works safely and consistently, as well as independently when necessary. The pupil makes observations and takes measurements appropriately. The pupil is able to carry out different types of

							research with others and support the other group members when necessary.
O7 to guide the pupil to process, interpret, and present the results of their own research and to evaluate them and the entire research process	C1–C6	The pupil will be able to process and analyse research results and evaluate the research process.	Processing, presenting, and evaluating research results	The pupil describes the carried-out research and its results with the help of data or observations gained therein.	The pupil processes the data collected in the research, presents the results according to instructions and draws simple conclusions. The pupil is able to give examples of factors that affect the accuracy and reliability of the results.	The pupil processes and presents the research results and draws conclusions. The pupil is able to give examples of factors that affect the accuracy and reliability of the results, and the functionality of the research process.	The pupil processes, interprets and presents the research results in a way characteristic to chemistry, and justifies the conclusions by using the material gained through the research process. The pupil is able to evaluate both the results and the process.
O8 to guide the pupil to perceive	C1–C6	The pupil will learn how	Technological competence and	The pupil recognises the	The pupil is able to give examples	The pupil is able to describe	The pupil is able to describe

the application of chemistry in technology and to participate in forming ideas for solutions connected to chemistry, and designing, developing, and applying them in cooperation with others		chemistry is used in technology. The pupil will develop and apply simple technological solutions in cooperation with others.	cooperation in technological problem solving	significance of technological applications in their own life and is able to name some examples of those that apply chemistry.	of the appliance of chemistry in technology and describe their use. The pupil takes part in forming ideas and designing a solution to a problem that uses chemistry.	technological solutions that apply chemistry and explain their operating principles. The pupil works in cooperation with others to form ideas, design, develop and apply a simple technological solution that takes advantage of chemistry.	technological solutions that apply chemistry, explain their operating principles and provide reasons for their significance to society. The pupil works independently as well as constructively in cooperation with others to form ideas, design, develop and apply a solution that applies chemistry.
O9 to guide the pupil to use information and communication technology for	C1–C6	The pupil will use information and communication technology and simulations in	Using information and communication technology	When guided, the pupil uses information and communication technology to	The pupil uses information and communication technology to acquire and	The pupil uses information and communication technology devices or	The pupil uses information and communication technology devices or

acquiring, processing, and presenting information and research results and to support the pupil's learning by using illustrative simulations		their learning.		acquire information. The pupil gets acquainted with a simulation that supports their learning.	present information according to instructions. The pupil is able to make observations about a simulation.	applications in order to acquire, process and present information and measurement results. The pupil is able to make observations and draw conclusions about a simulation.	applications independently in order to acquire, process and present information and measurement results. The pupil is able to make observations and draw conclusions about a simulation. The pupil is able to make generalisations with the help of a simulation.
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Knowledge of chemistry and its use

O10 to guide the pupil to use the concepts of chemistry accurately and	C1–C6	The pupil will use the concepts of chemistry accurately and utilise scientific	Use and structuring of concepts	The pupil explains chemical phenomena by using some concepts of	The pupil explains chemical phenomena by using key concepts of	The pupil explains chemical phenomena by using key concepts of	The pupil explains chemical phenomena by using key concepts of
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to develop their conceptual structures to be increasingly consistent with the concepts of scientific theories		theories in their thinking.		chemistry.	chemistry	chemistry. The pupil is able to link together a phenomenon, its properties and the concepts related to it.	chemistry accurately. The pupil is able to connect the properties of phenomena and the concepts related to them to form a conceptual structure.
O11 to guide the pupil to use different models to describe and explain the structure of matter and chemical phenomena	C1–C6	The pupil will use different models when studying the structure of matter and chemical phenomena.	Use of models	The pupil is aware that models are used to illustrate the structure of matter.	The pupil is able to give examples in which the structure of matter and chemical phenomena are illustrated with models.	The pupil is able to illustrate the structure of matter and chemical phenomena by using various models. The pupil is able to evaluate the relation between a model and the reality.	The pupil is able to illustrate and explain the structure of matter and chemical phenomena by using various models. The pupil is able to evaluate the relation between a model and the reality, as well as

							limitations or deficiencies of a model.
O12 to guide the pupil to use and evaluate different sources of information critically and to express and justify different views in a manner characteristic of chemistry	C1–C6	The pupil will use and critically evaluate different sources of information as well as express and justify different views in a manner characteristic of chemistry.	Argumentation skills and using sources of information	When guided, the pupil searches for information from various sources. The pupil is able to recognise views justified in a manner characteristic of chemistry.	The pupil searches for information from various sources. The pupil is able to express different viewpoints and is practising to justify them in a manner characteristic of chemistry.	The pupil searches for information from various sources and selects the ones that are generally considered to be reliable. The pupil is able to express different viewpoints and to justify them in a manner characteristic of chemistry.	The pupil searches for information from various sources and reflects on the reliability of the sources. The pupil is able to express different viewpoints and to justify them in a manner characteristic of chemistry as well as to compare the conflicting ones.
O13 to guide the pupil to perceive the quality and development of scientific	C1, C4	The pupil will perceive the quality and development of scientific	Perceiving the quality and development of scientific knowledge and	The pupil recognises experimentation as a means to produce scientific	The pupil is able to give examples of the development of scientific	By using examples related to chemistry, the pupil is able to describe the	By using examples related to chemistry, the pupil is able to explain and

knowledge and scientific approaches to producing information		knowledge and scientific approaches to producing information.	scientific approaches to producing information	information in chemistry.	knowledge and means of producing it.	quality and development of scientific knowledge. The pupil is able to describe scientific approaches to producing information.	justify the quality and development of scientific knowledge. The pupil is able to provide reasoned explanations of scientific approaches to producing information.
O14 to guide the pupil to understand the basic principles of the characteristics and structure of matter and changes in substances	C5, C6	The pupil understands the basic principles of the characteristics and structure of matter and changes in substances.	Obtaining necessary knowledge on the characteristics and structure of matter and changes in substances for further studies	The pupil is able to recognise some concepts and phenomena connected to the characteristics and structure of matter and changes in substances in familiar situations.	The pupil is able to use some of the key concepts, phenomena and models regarding the characteristics and structure of matter and changes in substances in familiar situations.	The pupil is able to use the key concepts, phenomena and models regarding the characteristics and structure of matter and changes in substances in familiar situations.	The pupil is able to use the main concepts, phenomena and models regarding the characteristics and structure of matter and changes in substances in familiar and applied situations.

<p>O15 to guide the pupil to apply their knowledge and skills in chemistry in multidisciplinary learning modules and to provide opportunities for getting acquainted with applying chemistry in different situations, such as in nature, industries, organisations, or scientific communities</p>	<p>C1–C6</p>	<p>The pupil will apply their knowledge and skills in chemistry in various situations.</p>		<p><i>Not used to determine the grade. The skills being assessed are included in the descriptions of other objectives.</i></p>			
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Health education

Assessment of a pupil's learning and competence in health education in grades 7–9

The assessment in Health education focuses on assessing the different competence areas related to health knowledge. The purpose of assessment and feedback is to promote learning, and encourage pupils to develop their health knowledge and apply it in daily life. Pupils must be given opportunities to demonstrate their competence in versatile ways during different stages of the instruction, while taking into account the specific elements of each competence area. Self-assessment and peer response are also used as support for learning. In Health education, it is particularly important to ensure that the pupil's values, attitudes, health behaviour, social behaviour, temperament or other individual features are not assessed. When assessing the objectives connected to ethical thinking and self-knowledge one has to pay attention to how well a pupil is able to contemplate and make reasoned arguments for a given topic from a health perspective by using the discipline's terminology and various information sources.

The final assessment takes place that school year when a pupil's studies of the syllabus in Health education and literature end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in Health education by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in Health education. All the objectives set for the syllabus in Health education in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in Health education. A pupil will have achieved the objectives of the syllabus in Health education set for numerical grades, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in Health education and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in Health education.

The guidance provided to pupils in health education includes e.g. additional oral instructions, assisting questions, visualisation aids or providing similar examples. In the criteria descriptions, the descriptions of the lower grades are included in the descriptions of the higher ones.

Objective of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Growth and development supporting health							
O1 to guide the pupil to understand the extensiveness of health as well as health promotion, the life course, growth, and development in a resource-based manner	C1–C3	The pupil will learn to consider the extensive nature of health, health promotion, and the life course, growth and development in a resource-based manner.	Conceptions regarding health	<p>The pupil is able to name a single area of health.</p> <p>The pupil is able to name a single stage of life course.</p>	<p>The pupil is able to describe areas of health and their mutual connections, with the help of examples, and give an example of health promotion.</p> <p>The pupil is able to describe one stage of life course and name some of the features of growth and development during adolescence.</p>	<p>The pupil is able to describe the areas of health and their mutual connections, as well as the meaning of health promotion, with the help of examples.</p> <p>The pupil is able to describe some of the stages of life course, particularly the development during</p>	<p>The pupil is able to describe the areas of health, explain the causal links between them and analyse the meaning of health promotion.</p> <p>The pupil is able to analyse the different stages of life course and evaluate the significance of health as a life resource during different stages of life.</p>

						adolescence, and use examples to describe the significance of health, growth and development as life resources.	
O2 to guide the pupil to develop their emotional and interaction skills and the ability to act in different conflict and crisis situations	C1	The pupil will learn to make use of emotional and interaction skills, as well as various means to handle conflicts and crises.	Analysing interaction and emotional skills, as well as behavioural regulation	<p>The pupil is able to name some of the basic emotions and knows that they have an effect on behaviour.</p> <p>The pupil is able to name conflict situations, as well as some of the features of stress and crises.</p>	<p>The pupil is able to name the basic emotions and give some examples of the relationship between emotions and behaviour.</p> <p>The pupil is able to name ways of resolving conflicts, and handle stress and crises.</p>	<p>In addition to the basic emotions, the pupil is able to describe other emotions and give examples of the interaction between emotions and behaviour, and of behavioural regulation.</p> <p>The pupil is able to describe means and</p>	<p>The pupil is able to categorise different emotions, analyse their causes, and present ways to regulate behaviour and interaction.</p> <p>The pupil is able to categorise underlying factors of conflicts, and present reasoned means and</p>

						solutions to resolving conflicts, and handling stress and crises.	solutions to resolving conflicts as well as handling stress and crises.
O3 to guide the pupil to develop their self-awareness and ability to recognise their values and attitudes as well as messages of their body and mind, and to identify and regulate factors that support their behaviour, learning, and studying	C1	The pupil will learn to develop their self-awareness and regulate their behaviour and learning.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O4 to guide the pupil to reflect on questions related to	C1, C3	The pupil will learn to reflect on themes of individuality,	Analysing health-related development and acting in	The pupil is able to name elements that affect	The pupil is able to describe elements that affect	The pupil is able to analyse, with the help of examples,	Making reasoned arguments, the pupil is able to analyse themes

<p>individuality, communality, and equality from the viewpoint of health and to support the pupil's ability to find responsible solutions in interactive situations between people</p>		<p>communality and equality from the viewpoint of health, and find responsible solutions in interactive situations between people.</p>	<p>interaction situations</p>	<p>individuality and give a single example of how social relationships are connected to mental wellbeing and health.</p> <p>When guided, the pupil is able to name some ethical elements connected to cooperation and interaction, and propose solutions to these.</p>	<p>individuality and give examples of how social relationships are connected to mental wellbeing and health.</p> <p>The pupil is able to describe some ethical elements that connected to cooperation and interaction, and propose solutions to these.</p>	<p>themes connected to individual development from the viewpoint of health, as well as the significance of social relationships to mental wellbeing and health.</p> <p>The pupil is able to analyse the ethical elements connected to cooperation and interaction, and propose responsible solutions to these.</p>	<p>connected to individual development from the viewpoint of health.</p> <p>The pupil is able to evaluate the significance of social relationships to mental wellbeing and health.</p> <p>The pupil is able to evaluate the ethical elements connected to cooperation and interaction, and to evaluate and provide reasoned solutions connected to these.</p>
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Factors supporting and harming health and prevention of illnesses

<p>O5 to guide the pupil to advance their understanding of physical, mental, and social health and the factors and mechanisms that support and threaten them, as well as to support the pupil's ability to use the related concepts appropriately.</p>	<p>C1–C3</p>	<p>The pupil will learn to observe factors and mechanisms that promote and endanger physical, mental and social health.</p> <p>The pupil will learn to use the terminology related to physical, mental and social health appropriately.</p>	<p>Identifying factors affecting health and using concepts related to health</p>	<p>The pupil is able to name factors that promote and endanger health.</p> <p>When guided, the pupil is able to use some of the concepts related to health and illness.</p>	<p>The pupil is able to describe factors that promote and endanger health, as well as the key features of how these are interconnected.</p> <p>The pupil is able to use some of the concepts related to health and illness appropriately.</p>	<p>The pupil is able to analyse factors that promote and endanger health, and describe how these are interconnected.</p> <p>The pupil is, for the most part, able to use concepts related to health and illness appropriately.</p>	<p>The pupil is able to analyse and evaluate factors that promote and endanger health, and explain the causal links between them.</p> <p>The pupil is able to use concepts related to health and illness appropriately.</p>
<p>O6 to support the pupil's development in acquiring and using information related to health and illness and to promote their</p>	<p>C2–C3</p>	<p>The pupil will learn to search for and use information related to health and illness.</p> <p>The pupil will</p>	<p>Command of knowledge and skills related to health, safety and illness</p>	<p>When guided the pupil is able to search for information related to health.</p> <p>The pupil is able to name one method related</p>	<p>The pupil is able to search for information related to health from a few sources and occasionally use the information appropriately.</p>	<p>The pupil is able to search for information related to health from various sources and for the most part use it appropriately.</p>	<p>The pupil is able to search for information related to health comprehensively from various sources, develop search terms, limit information</p>

ability to act appropriately in situations related to health, safety, and illnesses		learn to act appropriately in situations related to health, safety and illnesses.		to self-care, seeking help, and situations that endanger health and safety.	The pupil is able to name methods related to self-care, seeking help, and situations that endanger health and safety.	The pupil is able to describe appropriate methods related to self-care, seeking help, and situations that endanger health and safety.	retrieval and use information appropriately. The pupil is able to evaluate various methods related to self-care, seeking help, and situations that endanger health and safety.
O7 to guide the pupil to recognise and evaluate their habits and choices related to health and safety as well as their justifications and to encourage the pupil to reflect on the resources that are	C1–C2	The pupil will learn to recognise and evaluate factors related to their own health and safety, and to consider which resources are significant for their health.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			

significant for their health							
O8 to guide the pupil to recognise and critically examine phenomena related to health and illness as well as the values and norms connected to them and to evaluate the reliability and significance of information	C1–C3	The pupil will learn to recognise and critically explore phenomena related to health and illness, as well as the values and norms related to them, and to evaluate the reliability and significance of information.	Exploring phenomena related to health and illness, and evaluating the reliability of information related to health	<p>The pupil is able to name factors that affect adopting healthy habits as well as ethical aspects of lifestyle.</p> <p>The pupil is able to give an example of the consequences of choices related to lifestyle.</p> <p>The pupil is able to name one factor that tells about the reliability of information related to health.</p>	<p>The pupil is able to describe factors that affect adopting healthy habits as well as ethical aspects of lifestyle.</p> <p>The pupil is able to give examples of the consequences of choices related to lifestyle.</p> <p>When guided, the pupil is able to evaluate the reliability of information related to health based on a few factors that illustrate</p>	<p>The pupil is able to analyse factors that affect adopting healthy habits and explain how phenomena related to healthy habits are formed.</p> <p>The pupil is able to describe the ethical aspects of lifestyle and analyse the consequences of choices related to lifestyle.</p> <p>The pupil is able to evaluate the reliability of information</p>	<p>The pupil is able to evaluate factors that affect adopting healthy habits and explain making reasoned arguments how phenomena related to healthy habits are formed.</p> <p>The pupil is able to analyse the ethical aspects of lifestyle and evaluate, making reasoned arguments, the consequences of choices related to lifestyle.</p> <p>The pupil is able</p>

					how reliable the information is.	related to health based on several factors that illustrate how reliable the information is.	to evaluate the reliability and usability of information related to health from different perspectives.
Health, communities, society, and culture							
O9 to guide the pupil to understand the significance of the environment, communities, culture, and information and communication technology to health and well-being	C3	The pupil will learn to explore the significance of the environment, communities, culture and information and communication technology to health and wellbeing.	Gaining an understanding of the health effects of the environment	The pupil is able to name some of the health effects of the environment. The pupil is able to name connections between health and communities, culture or ICT.	The pupil is able to describe some of the health effects of the environment. The pupil is able to give examples of the connections between health and communities, culture or ICT.	The pupil is able to analyse the direct and indirect health effects of the environment which play a central role. The pupil is able to explain the connections between health and communities, culture and ICT.	The pupil is able to evaluate the direct and indirect health effects of the environment which play a central role. The pupil is able to evaluate the connections between health and communities, culture and ICT.
O10 to guide the	C1–C2	The pupil will	Gaining an	The pupil is able	The pupil is able	The pupil is able	The pupil is able

<p>pupil to develop and maintain their ability to study as well as their work and functional capacity and to describe appropriate use of health care services</p>		<p>learn to develop and maintain their ability to study, function and work, as well as to describe the appropriate use of health services.</p>	<p>understanding of means to promote work ability</p>	<p>to name factors that affect the ability to study, function and work.</p> <p>The pupil is able to name some of the health services in their school and municipality.</p>	<p>to describe factors that affect the ability to study, function and work.</p> <p>The pupil is able to describe some of the health services in their school and municipality.</p>	<p>to apply information about factors that affect the ability to study, function and work, for example by making a plan that promotes these abilities.</p> <p>The pupil is able to describe various health services provided by the society and give examples of how they can be used in different situations.</p>	<p>to apply and evaluate information about factors that affect the ability to study, function and work, for example by making a reasonable plan that promotes these abilities.</p> <p>The pupil is able to describe and evaluate various health services provided by the society and how they can be used appropriately in different situations.</p>
<p>O11 to guide the pupil to</p>	<p>C1–C3</p>	<p>The pupil will learn to explore</p>	<p>Evaluating concepts of</p>	<p>The pupil is able to describe, by</p>	<p>The pupil is able to describe, with</p>	<p>The pupil is able to analyse, with</p>	<p>The pupil is able to evaluate how</p>

<p>understand and evaluate the conceptions of health represented by their family and the people and communities in their surroundings, to recognise their significance to themselves and to form an understanding of the ways of learning most suitable for themselves.</p>		<p>concepts of health represented by their family and the people and communities in their surroundings and to recognise their significance to themselves.</p> <p>The pupil will learn to form an understanding of the ways of learning suitable for themselves.</p>	<p>health; gaining an understanding of factors that promote learning</p>	<p>giving one example, how their family, local or other social communities affect their concepts of health.</p> <p>The pupil is able to name one factor that promotes their learning.</p>	<p>examples, how their family, local and other social communities affect their concepts of health, and to identify their effects on their own concepts of health.</p> <p>The pupil is able to name factors that promote their learning.</p>	<p>appropriate examples, how their family, local and other social communities affect their concepts of health, and to describe their significance to their own concepts of health.</p> <p>The pupil is able to describe factors that promote their learning.</p>	<p>their family, local and other social communities affect their concepts of health, and to evaluate their significance to their own concepts of health.</p> <p>The pupil is able to analyse factors that promote their learning.</p>
<p>O12 to support the pupil's ability to critically evaluate communication related to health and illness and to</p>	C3	<p>The pupil will learn to evaluate communication related to health and illness critically.</p>	<p>Evaluating communication related to health; knowledge of means that affect health and safety</p>	<p>The pupil is able to name one way how communication related to health can influence or a factor that</p>	<p>When guided, the pupil is able to analyse ways how communication related to health can influence and</p>	<p>The pupil is able to analyse ways how communication related to health can influence and its</p>	<p>The pupil is able to evaluate ways how communication related to health can influence and its reliability.</p>

<p>analyse the rights, responsibilities, and means of involvement of the individual in matters of health and safety in their learning environment and local communities</p>		<p>The pupil will learn to reflect on an individual's rights, responsibilities and ways to influence in their learning environment and local communities in matters concerning health and safety.</p>		<p>affects its reliability.</p> <p>The pupil is able to name one consequence of lifestyle to the society, or to the health or safety of the environment.</p> <p>The pupil is able to name one way how health and safety can be influenced in the local community.</p>	<p>its reliability.</p> <p>The pupil is able to describe the consequences of lifestyle to other people, the society and the health and safety of the environment.</p> <p>The pupil is able to describe some ways how health and safety can be influenced in the local community.</p>	<p>reliability.</p> <p>The pupil is able to analyse the consequences of lifestyle to other people, society and the health and safety of the environment.</p> <p>The pupil is able to analyse ways how health and safety can be influenced in the local community.</p>	<p>The pupil is able to evaluate and make reasoned arguments for the consequences of lifestyle to other people, the society and the health and safety of the environment.</p> <p>The pupil is able to evaluate and make reasoned arguments for ways how health and safety can be influenced in the local communities and the environment.</p>
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Religion

Assessment of a pupil's learning and competence in religion in grades 7–9

The assessment in the subject of religion is versatile. It is carried out by making observations about a pupil's learning, skills and work performance, and by reviewing their various forms of output. The assessment includes both a formative assessment during the learning process as well as a summative assessment of a pupil's knowledge and skills. In the formative assessment, the pupils receive information about their learning progress and performance in relation to the set objectives. The feedback provided guides and encourages the pupils. The pupils' self-assessment and peer response are used as part of the formative assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in religion end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in religion by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in religion. All the objectives set for the syllabus in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in religion. A pupil will have achieved the objectives of the syllabus in religion set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in religion and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in religion.

The final assessment criteria for the syllabus in religion, described below, are used for all religion syllabi. In the final assessment descriptions, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades.

When assigning the final grade, a comprehensive overview of a pupil's competence is formed based on the criteria descriptions for different grades. The criteria may also be applied when planning opportunities for a pupil to demonstrate their skills or assessing their skill demonstrations.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
O1 to guide the pupil to observe the interaction between religion and culture and to recognise diversity related to religion	C1, C2	The pupil will understand the multifaceted interaction between religion and culture as well as the diversity related to religion.	Perceiving the diversity of religions and their impacts on culture and society.	When guided, the pupil is able to recognise various elements related to religion in their surroundings, such as buildings and symbols.	<p>The pupil is able to recognise various elements related to religion in their surroundings.</p> <p>The pupil is able to make connections between terms and phenomena related to religion.</p>	<p>The pupil is able to give examples of the diversity of the religion that they are studying.</p> <p>The pupil is able to demonstrate their understanding about the interaction between religion and culture.</p> <p>The pupil is able to recognise elements related to religion in various cultures and societies.</p>	<p>The pupil is able to give versatile examples of the internal diversity of the studied religion.</p> <p>The pupil is able to describe comprehensively the interaction between religion and culture.</p> <p>The pupil is able to recognise and name elements related to religion in various cultures and societies.</p>

<p>O2 to guide the pupil to deepen their knowledge of the studied religion and its impacts</p>	<p>C1</p>	<p>The pupil will deepen their knowledge of the studied religion and its impacts as well as learn to acquire more information about them.</p>	<p>Knowledge of the studied religion</p>	<p>The pupil is able to give an example both of the teachings of the studied religion and its main sources.</p> <p>The pupil is able to tell about the origins of the studied religion.</p>	<p>The pupil is able to give examples of the teachings of the studied religion.</p> <p>The pupil is able to tell about the origins, sources, influence and geographic distribution of the studied religion.</p> <p>When guided, the pupil is able to acquire further information about the studied religion.</p>	<p>The pupil is able to tell about the basic teachings of the studied religion and about the content of its main sources.</p> <p>The pupil is able to describe the origins and geographical distribution of the studied religion and its influence around the world.</p> <p>The pupil is able to acquire further information about the studied religion and pay attention to the reliability of the sources of information.</p>	<p>The pupil is able to analyse the basic teachings of the studied religion, as well as the content and interpretations of its main sources.</p> <p>The pupil is able to describe the origins, evolution and geographical distribution of the studied religion and its influence around the world.</p> <p>The pupil is able to acquire further information about the studied religion and evaluate the reliability of the sources of</p>
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							information.
O3 to guide the pupil to get acquainted with religions, worldviews, and irreligion around the world	C2	The pupil will understand, what the world religions, irreligion and ideologies are and understand how they differ from one another. They will learn to acquire information about them.	Knowledge of world religions and different worldviews.	When guided, the pupil is able to name two religions and identify their main features. When guided, the pupil is able to identify differences between religion and irreligion.	The pupil is able to name world religions and <u>tell</u> about their main features. The pupil is able to describe the differences between religion and irreligion. When guided, the pupil is able to acquire further information about religions and worldviews.	The pupil is able to compare world religions and describe their main features. The pupil is able to use the terms religion, irreligion and worldview in appropriate contexts. The pupil is able to acquire further information about religions and worldviews.	The pupil is able to analyse the main features of different world religions. The pupil is able to describe the diversity within religions and irreligion. The pupil is able to acquire further information about religions and worldviews and pay attention to the reliability of the sources of information.
O4 to guide the pupil to learn to know the customs and	C1, C2, C3	The pupil will learn to recognise and understand the customs of	Literacy of religion and culture.	The pupil is able to recognise religious customs by using the	The pupil is able to tell about the main customs of at least three	The pupil is able to describe and name customs of various religions	The pupil is able to analyse the customs of various religions

<p>symbols of different religions and worldviews and to recognise religious topics in the media, world politics, art, and popular culture</p>		<p>different religions and worldviews and enhance their ability to recognise religious symbols and topics in the media, world politics, art, and popular culture.</p>		<p>examples provided.</p>	<p>religions.</p> <p>The pupil is able to recognise religious symbols and religious topics in media, art and popular culture by using the material provided.</p>	<p>and give an example of an irreligious custom.</p> <p>The pupil is able to recognise and give an example of a religious symbol and give examples of religious topics in media, world politics, art and popular culture.</p>	<p>and give examples of irreligious customs.</p> <p>The pupil is able to recognise and give examples of religious symbols and topics in media, world politics, art and popular culture.</p>
<p>O5 to guide the pupil to identify and evaluate different means of argumentation and differences between religious and scientific language</p>	<p>C1, C3</p>	<p>The pupil will learn to identify and evaluate various means of argumentation, as well as the differences between religious and scientific language. They will enhance their ability to listen to other people's views and to give</p>	<p>Distinction between religious and scientific language; thinking and interaction skills</p>	<p>The pupil is able to distinguish a clearly religious argument from a clearly scientific one.</p>	<p>The pupil is able to identify features typical to scientific and religious language.</p> <p>The pupil is able to listen to other people's views and state their own ones.</p>	<p>The pupil is able to identify various means of argumentation, as well as differences between religious and scientific language.</p> <p>The pupil is able to listen to other people's views and to give reasons for their</p>	<p>The pupil is able to analyse the differences between religious and scientific argumentation and language.</p> <p>The pupil is able to listen to other people's views and to give reasons for their own ones.</p>

		reasons for their own ones.				own ones.	
O6 to guide the pupil to get acquainted with the key concepts of ethical thinking and human rights as well as the ethical principles of the studied religion and other religions and worldviews	C3	The pupil will learn to apply the key concepts of ethical thinking. They will know the basic human rights and the ethical principles of the studied religion and other religions and worldviews.	Knowledge of ethics and human rights	The pupil is able to give an example of human rights. The pupil is able to give an example of the ethical principles of the studied religion.	The pupil is able to recognise the ethical dimension of a provided situation, and when guided reflect on questions of ethics. The pupil is able to give examples of human rights and their significance. The pupil is able to tell about the ethical principles of the studied religion.	The pupil is able to use the key concepts of ethics and distinguish questions of ethics from other questions. The pupil is able to reflect on questions of ethics and the implementation of human rights in practice. The pupil is able to describe the ethical principles of the studied religion as well as those of some other religions or worldviews.	The pupil is able to use the key concepts of ethics, reflect on questions of ethics and evaluate the implementation of human rights in practice. The pupil is able to analyse the ethical principles of the studied religion and compare them with the main ethical principles of other religions or worldviews.

O7 to help the pupil reflect on the global significance of religions and worldviews in justifying and guiding people's choices	C1, C3	The pupil will enhance their ability to reflect on the global significance of religions and worldviews in justifying and guiding people's choices.	Perceiving the significance of religions and worldviews in individual lives and at global level	By using examples provided, the pupil is able to recognise religious aspects and aspects of worldviews that affect people's choices.	The pupil is able to give examples of the effects of religions and worldviews on people's choices and actions.	The pupil is able to describe the significance of religions and worldviews in justifying and guiding people's choices.	The pupil is able to reflect on the significance of religions and worldviews in justifying and guiding people's choices, and to give examples of these globally.
O8 to encourage the pupil to consider life questions belonging to humanity, current ethical questions, and the relationship of their values with them	C1, C2, C3	The pupil will learn to consider life questions belonging to humanity, current ethical questions, and how these relate to their personal values both independently and with others.	Skills in ethical thinking and expressing personal views	The pupil is able to describe an ethical question and a value that has personal importance.	When guided, the pupil is able to recognise and consider both questions belonging to humanity and current ethical questions. The pupil is able to describe values that have personal importance and based on these, express their	The pupil is able to consider questions belonging to humanity and current ethical questions, both independently and with others. The pupil is able to describe values that have personal importance and state reasoned views on ethical topics.	The pupil is able to consider questions belonging to humanity and current ethical questions from multiple perspectives, both independently and with others. The pupil is able to analyse their personal values and identify

					views on ethical questions.		values that affect ethical decisions. The pupil is able to state coherent and reasoned views on ethical questions.
O9 to inspire the pupil to reflect on the ethical dimensions of their choices and their impacts on well-being and to encourage the pupil to a sustainable way of living	C2, C3	The pupil will learn to analyse their ethical choices and their effects on wellbeing, and to enhance their ability to live sustainably.	Perceiving ethical choices in relation to wellbeing and a sustainable future	When guided, the pupil is able to recognise the consequences of ethical choices and actions.	The pupil is able to describe the effects of ethical choices on wellbeing and a sustainable future.	The pupil is able to analyse ethical choices and their impacts on wellbeing and a sustainable future.	The pupil is able to evaluate ethical choices and give examples of their direct and indirect effects on wellbeing and a sustainable future.
O10 to encourage the pupil to encounter different people today and in the	C1, C2, C3	The pupil will enhance their ability to interact constructively with different people today and		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences and</i>			

future in their further studies, working life, and leisure time		in the future in further studies, working life and leisure time.		<i>abilities as part of their self-assessment when studying religion.</i>			
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Ethics

Assessment of a pupil's learning and competence in Ethics in grades 7–9

The assessment of ethics is based on observations regarding the work performance, discussions, argumentation and diverse output by a pupil. On top of the output content, the study process and different work stages are assessed, including a pupil's ability to formulate questions, construct arguments, limit topics, seek information, make reasoned arguments, use concepts, express themselves clearly and complete assignments. The pupils' self-assessment and peer response support the assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in ethics end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in ethics by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in ethics. All the objectives set for the syllabus in Ethics in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in ethics. A pupil will have achieved the objectives of the syllabus in ethics set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in ethics and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in ethics.

The emphasis in the assessment of ethics is that the subject promotes the pupils' ability to seek a good life and actively influence their own thinking and actions. Ethics promotes the development of the pupils' independent thinking, argumentation and an open reflection. This development will continue throughout the grades 7-9, which is taken into account when conducting a final assessment.

Objectives of instruction	Content areas	Learning objectives	Area of assessment	Competence description for	Competence description for	Competence description for	Competence description for
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		derived from objectives of instruction		numerical grade 5	numerical grade 7	numerical grade 8	numerical grade 9
O1 to guide the pupil to recognise, understand, and use concepts related to worldviews.	C1	The pupil will learn to recognise, understand and use concepts related to worldviews.	Mastering and applying concepts	The pupil is able to recognise some worldview-related concepts (e.g., life stance, religion, non-religion).	The pupil is able to describe the concepts of conception of reality, worldview and life stance.	The pupil is able to understand the concepts conception of reality, worldview and life stance, recognises their mutual relationships and is able to use them.	The pupil is able to recognise, understand and use worldview-related concepts in relevant contexts in their ethical thinking and output.
O2 to guide the pupil to familiarise themselves with different cultures and worldviews and get acquainted with the UNESCO world heritage programme.	C1	The pupil will gain general knowledge of various cultures, worldviews and the UNESCO World Heritage Programme.	Knowledge of cultures and worldviews	The pupil is able to name at least one basic component of culture (e.g., dress, language, cuisine, celebrations, industry, livelihoods, technology) and	The pupil is able to describe two cultures or worldviews, and identify their similarities and differences. The pupil is able to tell something about the	The pupil is able to acquire information about various cultures and worldviews. The pupil is able to tell something about the principles of the	The pupil understands the diverse nature of cultures and worldviews and is able to see their cultural and ethical position in relation to other cultures and heritages.

				one UNESCO World Heritage site.	features of the UNESCO World Heritage Programme and name some World Heritage sites.	UNESCO World Heritage Programme and name some World Heritage sites.	The pupil is able to describe the principles of the UNESCO World Heritage Programme and name most of the Finnish and some foreign World Heritage sites.
O3 to guide the pupil to become aware of different non-religious and religious worldviews, and the interaction between them as well as the role of knowledge and research in the evaluation of worldviews	C1	The pupil will become familiar with various worldviews, their mutual interaction, and the role of information and research in evaluating worldviews.	Knowledge and comparison of different worldviews	The pupil is able to name at least two worldviews (e.g., Christianity, Marxism and veganism).	The pupil is able to name the main features of Semitic monotheism and secular humanism. The pupil is aware that worldview topics can be approached scientifically.	The pupil is able to name the most important features and development paths of worldviews and cultures, particularly the historical, cultural, and societal stages of Semitic monotheism and secular	The pupil understands the most important features and development paths of worldviews and cultures, particularly the historical, cultural, and societal stages of Semitic monotheism and secular

						humanism. The pupil is able to explain how worldviews can be observed in an inquiry-based and scientific way.	humanism. The pupil is able to explain how worldviews can be observed in an inquiry-based and scientific way.
O4 to guide the pupil to become aware of the principles of religious thinking and criticism of religion	C1, C3	The pupil will learn to study and contemplate the principles of religious thinking and criticism of religion.	Knowledge of religious thinking and criticism of religion	When guided, the pupil is able to acquire information about religions and criticism of religion.	The pupil recognises what religious thinking is, knows what criticism of religion means and is able to seek information about it partly independently.	The pupil is able to explain and describe the nature of religious thinking, give examples of the main features of criticism of religion and seek information about it.	The pupil is able to analyse the nature of religious thinking, understand the main features of criticism of religion and seek information about it independently.
O5 to guide the pupil to become aware of the freedom of belief as a human right as well as national and	C1, C3	The pupil will learn to understand freedom of belief as a human right and learn about national and	Perceiving the significance of the freedom of belief	The pupil is able to give an example of freedom of belief.	The pupil is able to recognise that freedom of belief is a human right. The pupil is able to name at least	The pupil is able to give examples of the freedom of belief as a human right and of some mechanisms of securing the	The pupil is able to explain freedom of belief as a human right and some mechanisms of securing the

international means for securing it		international mechanisms of securing it.			one mechanism of securing the freedom of belief.	freedom of belief as well as their shortages in different situations.	freedom of belief as well as their shortages in different situations.
O6 to guide the pupil to perceive different choices related to worldviews as well as the individual and communal principles underlying them	C1, C2, C3	The pupil will perceive different choices related to worldviews as well as the individual and communal principles underlying them.	Observing the justifications for worldview-related choices	The pupil is able to describe a worldview choice and, with instruction, name a reason behind it (e.g., that a person chooses not to fly due to ethical reasons).	The pupil is able to describe a worldview choice and name an individual and a social reason behind it.	The pupil is able to describe the individual and communal justifications behind worldview-related choices of different people.	The pupil is able to analyse and evaluate the individual and communal justifications behind worldview-related choices of different people, and compare their personal choices with those.
O7 to encourage the pupil to accept and understand diversity in the world and the	C1, C2, C3	The pupil will learn to accept and understand diversity in the world and the equal treatment	Perceiving multiculturalism and equality	The pupil is able to give an example of the diversity of the world and equal treatment of all	The pupil is able to describe the diversity of the world and give examples of equal treatment	The pupil can understand the significance of the diversity of the world and equal treatment	The pupil can understand and justify make reasoned statements about the significance

equal treatment of everyone		of everyone.		people.	of people.	of all people.	of the diversity of the world and equal treatment of all people.
O8 to guide the pupil to recognise ethical dimensions in their life and surroundings and to develop their ethical thinking	C2, C3	The pupil will learn to identify ethical dimensions in their life and surroundings and to develop their ethical thinking.	Ethical thinking skills	The pupil is able to identify the ethical dimensions of some actions, such as whether an action is right, wrong or neither.	The pupil is able to recognise ethical concepts (e.g., value, obligation, right, freedom, responsibility, equality and fairness). The pupil is able to justify their ethical views.	The pupil is able to use ethical concepts and interpret and apply them. The pupil is able to justify their ethical views consistently.	The pupil is able to use ethical concepts in different ways, as well as interpret and apply them justifiably in their thinking.
O9 to encourage the pupil to reflect on the impact of their choices on a sustainable future both locally and globally	C1, C2, C3	The pupil will learn to to discuss and understand the impact of their choices on a sustainable future both locally and	Knowledge of the principles of a sustainable way of living	The pupil recognises at least one central feature related to sustainable future. The pupil is aware of the fact	The pupil is able to give examples of central features related to sustainable future. The pupil understands that	The pupil is able to name central features related to the sustainable future of nature and society and examine the significance of a sustainable way	The pupil is able to analyse central features related to the sustainable future of nature and society and examine the significance of a sustainable way

		globally both locally and globally.		that their actions may affect the future.	their actions may affect the future locally and globally (e.g., through recycling, consumer choices and personal interests).	of living for the future. The pupil is able to name means of local and global involvement.	of living for the future. The pupil can describe and evaluate means of local and global involvement.
O10 to guide the pupil to become aware of the significance and ethical foundations of human dignity, human rights, and human equality	C2, C3	The pupil will become familiar with the significance and ethical foundations of human dignity, human rights, and human equality.	Knowledge of human rights ethics	The pupil is able to describe facts connected to human dignity or human rights.	The pupil is able to name some concept connected to human rights and equality, and tell something about the significance of human rights.	The pupil is able to explain the main concepts connected to human rights and equality, and give examples of the realisation of human rights in history.	The pupil is able to explain the main concepts connected to human rights and equality, give examples of the realisation of human rights in history and justify the importance of human rights.

History

Assessment of a pupil's learning and competence in history in grades 7–9

The feedback provided in the subject of history aims to encourage the pupils to make their own interpretations and to motivate their views. When assessing - in addition to written assignments - the multiple ways in which the pupils may work and demonstrate their skills must be taken into account. Instead of memorising content, the assessment focuses on the application of knowledge and how historical thinking is mastered.

The final assessment takes place that school year when a pupil's studies of the syllabus in history end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in history by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in history. All the objectives set for the syllabus in history in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in history. A pupil will have achieved the objectives of the syllabus in history set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in history and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in history.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Significance, values, and attitudes							

O1 to strengthen the pupil's interest in history as a field of knowledge and as a subject that builds their identity	C1–C6	The pupil's interest in history as a field of knowledge and its significance to identities will increase.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
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Acquiring information from the past

O2 to activate the pupil to acquire historical information from diverse age-appropriate sources and to evaluate their reliability	C1–C6	The pupil will learn to acquire historical information and to assess the reliability of information sources, as well as to understand the various ways historical information can be interpreted.	Acquiring historical information and understanding the interpretative nature of information sources	When guided, the pupil finds information, about a historical event or phenomenon using a source provided to them.	The pupil acquires information related to a historical event or phenomenon from various sources, and recognises differences in the reliability and interpretations within them.	The pupil acquires information about a historical event or phenomenon from various sources, and tells which sources and interpretations are reliable, and which are not.	The pupil uses various sources, and identifies which ones are relevant to a given phenomenon and which are not.
O3 to help the pupil understand that historical information can be interpreted in different ways	C1–C6			Under the guidance of the teacher, the pupil recognises that various interpretations of the same phenomenon or			The pupil explains how a source may be interpreted in various ways and assesses the potential shortcomings of the

				source exist.			interpretations.
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Understanding historical phenomena

O4 to strengthen the pupil's ability to understand historical time and the related concepts	C1–C6	The pupil will learn to understand historical time and the related concepts.	Understanding chronology	The pupil recognises the key contextual concepts of history, and under the guidance of the teacher is able to place them, into their temporal contexts.	The pupil remembers the key contextual concepts connected to the past and gives some examples of the characteristic features of the examined historical era.	The pupil uses the key contextual concepts connected to the past and to describe the characteristic features of the examined historical era.	The pupil places the historical events, phenomena and eras chronologically and recognises the temporal connections between them. The pupil uses terminology related to time, and specifies the events, people and phenomena related to the main historical eras.
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O5 to guide the pupil in understanding factors that have influenced human actions and decision-making in different historical situations	C1–C6	The pupil will learn to understand human actions and the factors related to decision-making in different historical situations.	Historical empathy	The pupil recognises that people have had different kinds of motives for their actions.	The pupil recognises how people’s social and societal status influences the motives behind their actions.	The pupil interprets the intentions behind human action and analyses how people’s social and societal status or the historical context influences their actions.	The pupil empathises with someone who lived in the past, evaluates the motives behind their actions and examines how their social and societal status or the historical context influenced their actions.
O6 to help the pupil to consider different reasons for historical events and phenomena	C1–C6	The pupil will learn to evaluate the different reasons behind historical events and phenomena, and to analyse the change and continuity in history.	Understanding causal relationships as well as change and continuity in history	The pupil identifies things from the past that have either changed or remained unchanged.	The pupil recognises that in the context of history as a field of knowledge explanations are based on an analysis of the intentions of different actors.	The pupil understands that in the context of history as a field of knowledge explanations are based on an analysis of the intentions of different actors.	The pupil distinguishes the key factors behind historical events or phenomena from the less significant, and analyses the causes and effects related to historical events (such as the
O7 to guide the pupil to analyse historical change and continuity	C1–C6			The pupil names a reason behind a change or immutability.	The pupil identifies causes	The pupil understands that	

					<p>and effects of historical events and phenomena.</p> <p>When guided individually, the pupil explains, why in some areas of life practices in the past were different from today.</p>	<p>historical events and phenomena have various causes and effects and gives examples of them.</p> <p>The pupil explains why human activity in the past in certain areas of life was similar as of or different from today.</p> <p>The pupil analyses why – in some areas of life – the practices of the past were similar as of or different from today.</p>	<p>significance of direct and long-term causes).</p> <p>The pupil evaluates why, in some areas of life, the practices of the past were similar as of today or different from now, and how the consequences of an event or a phenomenon had different kinds of effects on people and groups of people with different status.</p>
Utilising historical information							
O8	C1–C6	The pupil is		<i>Not used to</i>			

to encourage the pupil to make interpretations		encouraged to make interpretations		<i>determine the grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O9 to guide the pupil to explain the intentions of human activity	C1–C6	The pupil will learn to explain motives behind human activity.	Explaining human activity	When guided, the pupil demonstrates, how a motive behind human activity is reflected in a historical event or phenomenon.	The pupil describes how the background of a person influences the motives behind their actions.	The pupil forms a conclusion of how the background of a person influences the motives behind their actions.	The pupil explains the motives behind human activity and how the background and historical contexts influences the motives.
O10 to guide the pupil to explain why historical information can be interpreted and used differently in different situations and to critically evaluate	C1–C6	The pupil will learn to explain why historical information can be interpreted and used in various ways in different situations, and to critically evaluate	Explaining historical interpretations and evaluative their reliability	When guided, the pupil gives an example on how historical information is used for a specific purpose.	The pupil describes how historical information is used for a specific purpose and gives examples of the bias inherent in interpretations.	The pupil describes how historical information is used for a specific purpose and analyses the bias inherent in interpretations.	The pupil explains how historical information is used for a specific purpose and how the background of the person interpreting the

the reliability of interpretations		the reliability of interpretations.					sources may affect the reliability of the interpretation.
O11 to guide the pupil in developing their competence in using a variety of sources, comparing them, and forming their justified interpretation based on those sources	C1–C6	The pupil will learn to use various sources, compare them, and form their own reasoned interpretation based on the sources.	Using historical information sources and producing historical information	When guided, the pupil is answers questions about the past using an information source provided to them. Under the guidance of the teacher, the pupil forms an interpretation of a source.	The pupil presents an interpretation using the sources available to them.	The pupil answers questions about the past by interpreting information obtained from different sources. The pupil presents their own reasoned interpretations of historical events or phenomena.	The pupil interprets various sources of historical information. The pupil presents their reasoned interpretations of historical events or phenomena, while demonstrating that they recognise the possibility of error in their interpretations.
O12 to guide the pupil to evaluate alternative	C1–C6	The pupil will learn to evaluate future options based on their	Utilising knowledge of history	When guided, the pupil demonstrates how history can	The pupil describes how history is used to explain the	The pupil describes how historical information can	The pupil evaluates how interpretations of the past

futures based on their knowledge of history		knowledge of history.		be used to explain the current times.	current times.	be used to justify a choice made for the future.	influence people's expectations of and decisions for the future.
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Social studies

Assessment of a pupil's learning and competence in social studies in grades 7–9

The assessment of learning through formative assessment in social studies guides and encourages the pupils. Versatile feedback is used to encourage the pupils to be active in their local communities and to apply their societal and economic knowledge and skills in practice in daily life. The assessment supports applying the societal knowledge and skills in practice. Attention is paid to how diversely the pupils learn to build their views of society and to justify them. Pupils' diverse ways of engaging in the activities and demonstrating their skills are taken into account in the summative assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in social studies end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in social studies by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in social studies. All the objectives set for the syllabus in social studies in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in social studies. A pupil will have achieved the objectives of the syllabus in social studies set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in social studies and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in social studies.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Significance, values and attitudes							

O1 to guide the pupil to deepen their interest in the surrounding society and social studies as a field of knowledge	C1–C4	The pupil will become aware of the significance of information about society for individuals and the community.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O2 to guide the pupil to practise their ethical evaluation skills related to different human, societal, and economic questions	C1–C4	The pupil will learn to evaluate the ethical significance and consequences of their own societal and economic choices, and those of other social actors.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
Adopting knowledge and skills needed in society and societal understanding							
O3 to guide the pupil to perceive the principles of the constitutional state and the universal significance of	C2, C3	The pupil will learn to understand the significance human rights, the constitutional state and how they are linked to	Perceiving the principles and functions of the constitutional state as well as human rights	The pupil identifies human rights, the key actors, and operating principles of the constitutional state from	The pupil describes human rights, as well as actors and principles of the constitutional state.	The pupil explains the principles of human rights and the constitutional state both in Finland and internationally.	The pupil evaluates the extent to which human rights and the principles of constitutional state are achieved in

human rights as well as to deepen their knowledge of the operation of the Finnish legal system		the Finnish legal system.		examples.	When guided, the pupil finds information about law and justice.	The pupil acquires and presents information about law and justice by using appropriate sources.	society. The pupil uses information sources related to law and justice in assignments that require problem solving skills.
O4 to guide the pupil to deepen and update their knowledge and skills related to society, the functioning of economy, and private finances as well as to critically evaluate the role and significance of the media	C1–C3	The pupil will learn to understand the principles of the operation of society, as well as the management of personal and public finances. They will learn to examine critically the societal role of the media.	Knowledge and skills related to society, media, economy, and finances	When guided, the pupil recognises issues related to society and economy. When guided, the pupil finds information related to society and economy from a source provided to them and gives an example of the actions of media as an information	The pupil describes the phenomena and operations of society and the economy using examples. The pupil finds information about society and economy from various sources, and identifies differences in the information between different	The pupil acquires information about society and economy by using various sources and compares the information between different sources. The pupil analyses the role of media in the lives of individuals, as well as its	The pupil acquires and analyses information related to society and economy in a critical way and by considering various perspectives. The pupil critically evaluates the actions of media and media influence in society.

				distributor.	sources. The pupil describes the influence of media in their own life and in the context of society.	operation in the public discourse.	
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Using and applying societal knowledge

O5 to encourage the pupil to become an entrepreneurial and responsible economic actor with knowledge of entrepreneurship and working life as well as of the opportunities provided by them, and with the ability to plan their own future	C1–C4	The pupil will learn to function as an economic actor who understands working life and entrepreneurship.	Using and applying entrepreneurial and working life skills	When guided, the pupil demonstrates knowledge of the differences between paid employment and entrepreneurship, as well as between entrepreneurial and paid employment occupations.	The pupil describes features related to paid employment and entrepreneurship. The pupil lists the possibilities that paid employment and entrepreneurship provide to an individual.	The pupil specifies the societal role of paid employment and entrepreneurship. The pupil compares the opportunities provided by paid employment and entrepreneurship to an individual.	The pupil analyses the significance of both paid employment and entrepreneurship in society. The pupil evaluates the significance of paid employment and entrepreneurship to an individual.
O6 to guide the	C1–C3	The pupil will	Comprehensive	Giving examples,	The pupil	The pupil	The pupil

pupil to examine societal activity as well as different communities and minority groups diversely and with an open mind		learn to analyse different communities and minority groups in society.	examination of different communities and minority groups	the pupil demonstrates their ability to recognise different communities and minority groups in Finnish society.	describes various communities and minority groups, as well as their status in Finnish society.	analyses factors influencing the status of various demographic groups in society.	examines means to support the equality of various demographic groups in society.
O7 to guide the pupil in understanding the principles of decision-making and democratic practices on local, national, and European Union level as well as globally and in being an active citizen who develops their local community	C1–C3	The pupil will learn to understand the democratic practices of societal decision-making, and to apply them in their local community.	Perceiving and applying the principles of societal decision-making and practices of democracy	When guided, the pupil identifies the basic features of democratic decision-making. Using examples, the pupil demonstrates how democratic decision-making manifests itself in their local community.	The pupil describes the basic features of democratic decision-making on local, national and European Union level. The pupil describes the various ways in which democratic practices can be applied in their local community.	The pupil analyses how different decision-making practices advance democracy and how democratic decision-making is promoted on local, national and European Union level as well as globally. The pupil applies democratic practices in their local community.	Based on the provided material, the pupil evaluates, how democratic objectives manifest themselves on different levels of decision-making. The pupil applies comprehensively democratic practices in their local community, as well as come up with well-

							reasoned suggestions to enhance them.
O8 to guide the pupil to understand the basics of economy, to manage their personal finances, and to act as a responsible consumer with the principles of sustainable development	C1, C4	The pupil will learn to understand and apply principles of sustainable economy from the perspectives of an individual and of the national economy.	Understanding and applying responsible behaviour regarding economy and finances.	When guided, the pupil demonstrates their knowledge of some forms of economic activity (such as spending and saving). When guided, the pupil demonstrates their knowledge of individual actions influencing a sustainable future.	The pupil explains the significance of different forms of economic activity regarding personal finances of an individual. The pupil describes the demands of a sustainable future for households, national economy, and personal finances.	The pupil analyses the significance of different forms of economic activity to the national economy. The pupil analyses the demands of a sustainable future for household and national economy.	The pupil suggests well-reasoned solutions for advancing a sustainable future, as well as evaluates their impact on households and national economy. Based on provided material, the pupil evaluates strategies related to personal finances from the perspective of sustainable economy.
O9 to guide the	C1–C4	The pupil will	Societal thinking;	When guided, the	The pupil gives	The pupil	The pupil

<p>pupil to expand their views on the society and to participate in societal activity and discussion as well as to use their media skills and knowledge of the society in forming their views and in acting as a citizen</p>		<p>learn to adopt and utilise knowledge and skills essential in civic activity.</p>	<p>utilising participation, media and influencing skills</p>	<p>pupil gives examples of ways of participating and having an influence on society.</p> <p>The pupil takes a stance on a societal topic.</p>	<p>examples of ways of participating and having an societal influence.</p> <p>The pupil states well-reasoned opinions on societal topics.</p>	<p>participates in discussing socio-political questions and compares different ways of influencing.</p> <p>The pupil states well-reasoned opinions on societal topics comprehensively.</p>	<p>participates in discussions with socio-political questions constructively and, evaluates the debates.</p>
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Music

Assessment of a pupil's learning and competence in music in grades 7–9

In the subject of music, the formative assessment entails encouraging, and constructive feedback provided during the studies. It promotes the pupils' motivation and helps everyone find their strengths. The guidance through feedback helps the pupils increase their familiarity with instrumental music, musical expression, and meanings of music. The feedback is particularly valuable when carrying out creative assignments. With the feedback, the pupils are encouraged to take an active and responsible role and apply their knowledge of music in practice. The summative assessment in music must give pupils opportunities to demonstrate their competence in several ways. The assessment covers a pupil's knowledge-based and musical skills in various learning situations and environments. One of the assessment criteria in music is the enhancement of the practise and work abilities, i.e., the process of learning to learn.

The final assessment takes place that school year when a pupil's studies of the syllabus in music end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in music by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in music. All the objectives set for the syllabus in music in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in music. A pupil will have achieved the objectives of the syllabus in music set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in music and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another.

In music, the learning objectives have been derived from the objectives of instruction. These learning objectives and areas of assessment include participation skills, musical skills and knowledge, creative output, cultural awareness skills, multiliteracy, skills in well-being and safety, and the ability to learn to learn. In the final assessment descriptions for music, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Participation							
O1 to encourage the pupil to act constructively as a member of a music-making group and musical communities	C1–C4	The pupil will learn to be a member of musical communities.	Acting as a member of a group that makes music	Under the tailored guidance of the teacher, the pupil takes part in a group that makes music.	The pupil is able to act as a member of a group that makes music.	The pupil acts independently as a member of a group that makes music and takes care of their own part.	The pupil acts constructively both as a member of a group that makes music and of a musical community, takes care of their own part, encourages as well as helps others.
Musical skills and knowledge, and creative output							
O2 to guide the pupil to maintain their voice control and singing skills and to develop these further as a member of a music-making	C1–C4	The pupil will develop their voice control and singing skills further as a member of a group that makes music.	Use of voice control and singing as member of a music group	The pupil uses their voice as part of musical expression.	The pupil uses their voice as an instrument of musical expression and sings together with others.	The pupil uses their voice as an instrument of musical expression and participates in singing together with others, while	The pupil uses their voice as an instrument of musical expression, based on a given assignment and situation, as well as maintains and

group						harmonising their singing as a coherent part of the musical composition.	develops their voice control and singing skills.
O3 to encourage the pupil to develop their skills of playing music independently and together with others using body percussion and rhythm, melody, and polyphonic instruments	C1–C4	The pupil will continue to develop their skills of playing and making music together with others by using bodily, rhythmic, melody and polyphonic instruments.	Playing an instrument as part of a music group	When guided, the pupil takes part in playing music.	The pupil plays bodily, rhythmic, melody and polyphonic instruments, and takes part in playing together while aiming to harmonise their playing as a coherent part of the musical composition.	The pupil plays body percussion and rhythm, melody, and polyphonic instruments and participates in playing together rather effortlessly.	The pupil plays bodily, rhythmic, melody and polyphonic instruments, and takes part in playing together effortlessly.
O4 to encourage the pupil to experience and express themselves diversely through moving to music	C1–C4	The pupil will express themselves and explore music through the means of musical exercise.	Musical exercise	The pupil takes part in an activity combining music and movement as a member of a group.	The pupil adjusts their movements to music and takes part in expressing themselves through musical exercise as a member of a group.	The pupil adjusts their physical expression to the music they hear and expresses music through movement, also by rhythmically following and	The pupil uses the movement of their entire body in a versatile way and creatively to learn music, as well as in musical expression and interaction.

						expressing the basic beat.	
O5 to offer the pupil opportunities to have inspiring experiences while listening to the soundscape and music, to make observations about these, as well as to guide the pupil to discuss what they have heard	C1–C4	The pupil will have inspiring experiences while listening to and observing the soundscape and music. The pupil is able to take part in a discussion about the experience.	Listening to and discussing soundscapes and music	The pupil listens to the soundscape and music.	The pupil listens to the soundscape and music and presents single observations on what they hear.	The pupil listens to the soundscape and music and is able to tell about their observations.	The pupil listens to the soundscape and music, discusses their observations and provides grounds for their views.
O6 to encourage the pupil in developing a creative relationship with music and to guide them to improvise, arrange, and compose music	C1–C4	The pupil will develop a creative relationship with music by improvising, arranging, and composing music as well as by engaging in cross-disciplinary work	Creative production of music	The pupil takes part in creative processes.	The pupil takes part in creative processes by creating single musical ideas independently or as a member of a group.	The pupil uses musical or other vocal elements when developing and executing musical ideas independently or as a member of a group.	The pupil uses musical or other vocal elements when developing and executing diverse and innovative musical ideas independently or as a member of a

as well as to engage in cross-disciplinary work in artistic subjects		in artistic subjects.					group.
O7 to guide the pupil to record music and use information and communication technology in creative expression both when making music and as part of multidisciplinary learning modules.	C1–C4	The pupil will use information and communication technology to make and record music as part of multidisciplinary learning modules.	Use of music technology	Under the tailored guidance of the teacher, the pupil experiments with some music technology tools.	The pupil experiments independently with the opportunities afforded by music technology in making music.	The pupil takes advantage of the opportunities afforded by music technology in their own or the group's expression.	The pupil takes advantage of the opportunities afforded by music technology in their own or the group's expression in versatile ways.

Cultural understanding and multiliteracy

O8 to guide the pupil to examine music as an art form and to understand how music is used as a means of	C1–C4	The pupil will view music as an art form and will learn to understand how music is used as a means of	Cultural competence	The pupil identifies some ways of using music in communication and influencing.	The pupil identifies some of the many uses and cultural manifestations of music and is able to tell about their	The pupil analyses the uses and cultural manifestations of music telling about their observations.	The pupil analyses and assesses the uses and cultural manifestations of music, and is able to discuss them.
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communication and involvement in different cultures		communication and involvement in different cultures.		The pupil identifies some music cultures.	observations.		
O9 to encourage and help the pupil to use musical notation, concepts and terminology in musical activities	C1–C4	The pupil will use musical notation, concepts, and terminology in musical activities.	Using musical concepts and symbols	The pupil recognises some musical concepts and symbols.	The pupil uses single musical concepts, notation methods and some music terminology in their musical activity.	The pupil uses musical concepts, notation methods and music terminology in their musical activity.	The pupil uses and applies musical concepts, notation methods and music terminology in their musical activity appropriately and effortlessly.
Well-being and safety in music							
O10 to guide the pupil to recognise the impacts of music on emotions and well-being	C1–C4	The pupil will recognise impacts of music on emotions and well-being.		<i>Not used to determine the grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O11 to guide the pupil to take care of their hearing and the safety of	C1–C4	The pupil will protect their hearing and ensure the safety	Protecting the hearing; ensuring the safety of the music-making	The pupil follows the given safety instructions.	The pupil takes into account the safety factors of the soundscape	The pupil uses music equipment in music-making situations taking	The pupil ensures the safety of the soundscape and music-making

the music-making environment the soundscape.		of the music-making environment and the soundscape.	environment and the soundscape.		and uses equipment and musical instruments according to the safety instructions.	into account, for example sound and music volume levels as well as other factors related to safety.	environment responsibly.
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Learning-to-learn skills in music

O12 to guide the pupil to develop their musical skills by practising, to set goals for their musical learning, and to evaluate their progress in relation to the goals.	C1–C4	The pupil will learn to enhance their musical skills through practice, to set goals for their musical learning and to evaluate their progress in relation to the goals.	Learning skills	Under the guidance of the teacher, the pupil enhances their skills in some musical skill area according to the goal.	When guided, the pupil sets themselves goals in music making, musical exercise or composing and other creative efforts, and works towards these goals.	When guided, the pupil sets themselves goals in music making, musical exercise or composing and other creative efforts, carries out rehearsals accordingly and evaluates their progress in relation to their goals.	The pupil sets themselves goals in music making, musical exercise or composing and other creative efforts, and works towards these goals. The pupil evaluates their performance and modifies their work based on their goals.
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Visual arts

Assessment of a pupil's learning and competence in visual arts in grades 7–9

The assessment of learning and competence in visual arts is encouraging, guides the pupils and takes into account the pupil's individual progress. The formative and summative assessment promote the development of image production and interpretation skills, knowledge of visual arts and other forms of visual culture, persistent working approaches, and self-assessment skills. The assessment steers the pupils towards expressing their own ideas and appreciating the views of others. The assessment of learning and competence covers all areas of learning in visual arts determined in the objectives of instruction. Self-assessment skills and the ability to provide and receive peer response are developed as part of the formative assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in visual arts end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in visual arts by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in visual arts. All the objectives set for the syllabus in visual arts in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in visual arts. A pupil will have achieved the objectives of the syllabus in visual arts set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in visual arts and the afore-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in visual arts.

In the final assessment descriptions for visual arts, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades. In visual arts, a pupil's competence will be enhanced in all areas of learning in visual arts until the completion of the syllabus.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Visual perception and thinking							
O1 to encourage the pupil to observe arts, the environment, and other forms of visual culture using multiple senses and to use different means of visual production diversely	C1-C3	The pupil will learn to make observations about art, the environment and other forms of visual culture.	Observing art, the environment and other forms of visual culture	When guided individually, the pupil is able to make observations.	The pupil is able to use some visual production methods when making observations.	The pupil is able to use several visual production methods and multiple senses when making observations.	The pupil is able to use visual production methods appropriately and comprehensively when making observations.
O2 to encourage the pupil to discuss observations they and others have made and to justify their views	C1-C3	The pupil will learn to discuss their observations and thoughts, and to and to justify their views.	Reflecting on observations and thoughts verbally	The pupil is able to verbalise a single observation either orally or in writing.	The pupil is able to introduce some of their observations and thoughts into discussions with others.	The pupil is able to take part in discussions proactively and to justify their thoughts.	The pupil is able to take part in discussions justifying their views and interpreting others' comments constructively.
O3 to inspire the pupil to express	C1-C3	The pupil will learn to express	Expressing observations and	When guided, the pupil is able to	The pupil is able to express their	The pupil is able to express their	The pupil is able to enhance the way

their observations and thoughts visually using different tools and modes of producing knowledge in different environments		their observations and thoughts by using different means of visual expression.	thoughts visually	express some of their observations and thoughts visually.	observations and thoughts visually. The pupil is also able to use some other means of generating knowledge in their visual production.	observations and thoughts visually. The pupil is also able to use other modes of generating knowledge in their visual production.	they express their observations and thoughts visually. The pupil is able to use versatile ways to generate knowledge in their visual production.
Visual production							
O4 to guide the pupil to apply various materials, techniques, and means of expression and to deepen their skills of visual production	C1-C3	The pupil will learn to enhance their visual production skills.	Advancing the skills of visual production	The pupil is able to try out a material or a technique.	The pupil is learning to use various means of visual production and is able to use one of them in a goal-oriented manner.	The pupil is able to use various means of visual production in a goal-oriented manner.	The pupil is able to use various means of visual production appropriately and in a goal-oriented manner.
O5 to guide the pupil towards an exploratory approach to independent and collaborative visual work	C1-C3	The pupil will learn to adopt an exploratory approach and enhance their problem-solving skills.		When guided, the pupil is learning to adopt an exploratory approach in their work.	The pupil is learning to adopt an exploratory approach when working independently or in a group.	The pupil is able to adopt an exploratory approach when working independently or in a group.	The pupil is able to adopt a goal-oriented exploratory approach, both when working independently and in a group.

O6 to encourage the pupil to express their opinions and to apply visual means of communication and influence in their images	C1-C3	The pupil will learn to express their views and apply means of visual influencing.	Influencing through visual production	The pupil is able to recognise and experiment with the opportunities of visual communication.	The pupil is able to use some means of visual communication when expressing their views.	The pupil is able to express their views through means of visual communication on topics that have personal meaning.	The pupil is able to take part and have an influence on their environment by using means of visual communication.
Interpreting visual culture							
O7 to guide the pupil to apply visual, verbal, and other means of visual interpretation	C1, C2, C3	The pupil will learn to use different means of visual interpretation.	Applying means of visual interpretation	When guided, the pupil is able to try out one image interpretation method.	The pupil is able to practise image interpretation methods and use some of them.	The pupil is able to use various image interpretation methods.	The pupil is able to use a wide range of image interpretation methods.
O8 to guide the pupil to examine the significance of visual arts and other forms of visual culture for the individual, the community, and the society from the viewpoints of history and culture	C1, C2, C3	The pupil will learn to make observations about the significance of visual arts and other forms of visual culture.	Reflecting on the significance of visual culture	The pupil is able to identify and name one of the meanings of visual culture.	The pupil is able to make observations about some of the meanings of visual culture and become familiar with the discussion on them.	The pupil is able to participate in discussions on the meanings of visual culture relying on their interpretations.	The pupil is able to motivate their views on the meanings of visual culture.

O9 to inspire the pupil to apply means of visual production from different times and cultures in their visual production	C1, C2, C3	The pupil will become familiar with means of cultural visual production and learn to apply them.	Applying the knowledge and means of cultural visual production	When guided, the pupil is able to try out a specific means of cultural visual production.	The pupil is becoming familiar with means of cultural visual production and when guided, is able to use them in their visual production.	The pupil is able to enhance their knowledge of means of cultural visual production by applying them in their visual production.	The pupil is able to enhance their knowledge of means of cultural visual production by applying them in their visual production as well as to motivate their choices.
Aesthetic, ecological, and ethical values							
O10 to guide the pupil to take a stand on the values expressed in visual arts, the environment, and other forms of visual culture	C1, C2, C3	The pupil will learn to express their views about the values present in visual culture.	Expressing views on the values in visual culture	The pupil is able to identify and name one of the values in visual culture.	The pupil is able to name and reflect on the values in visual culture.	The pupil is able to take a stand in discussions on the values in visual culture	The pupil is able to take part in discussions on the values in visual culture and to motivate their thoughts.
O11 to encourage the pupil to take into account cultural diversity and sustainable development in their visual production as well	C1, C2, C3	The pupil will learn to make observations about cultural diversity and sustainable development, as well as to	Expressing personal values visually	The pupil is able to take into account one aspect of cultural diversity or sustainable development in their visual production.	The pupil is able to take into account various aspects of cultural diversity and sustainable development in their visual production.	The pupil is able to make observations about cultural diversity and sustainable development in their visual production as well	The pupil is able to express their views on cultural diversity and issues pertaining sustainable development and to have an

as to influence through their images		influence through their images.				as to identify ways of having an influence through images.	influence through images.
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Crafts

Assessment of a pupil's learning and competence in crafts in grades 7–9

The assessment of learning and competence guides and encourages the pupils. The pupils receive versatile feedback on their progress and competence. The formative assessment promotes the development of comprehensive skills in crafts. The pupils are given various opportunities to demonstrate their progress. They are encouraged to maintain their strengths and to manage their developing skills. The pupils are instructed to evaluate their own learning and they are provided with various opportunities to self-assess their work and receive peer response. Self-assessment skills and the ability to give and receive peer response are developed as part of formative assessment. The summative assessment is based on the entire craft process, its objectives and criteria. The documentation of the various stages of the craft process serves as an instrument for the assessment.

The final assessment takes place that school year when a pupil's studies of the syllabus in crafts end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in crafts by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in crafts. All the objectives set for the syllabus in crafts in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in crafts. A pupil will have achieved the objectives of the syllabus in crafts set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in crafts and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one objective may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in crafts.

In the final assessment descriptions for crafts, the competence descriptions of the lower numerical grades are included in the descriptions of the higher numerical grades.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
O1 to guide the pupil to plan their work as well as to produce with ideas, explore, and experiment persistently	C1–C5	<p>The pupil will learn to plan their work.</p> <p>The pupil will learn to work with perseverance and creativity when innovating, observing and experimenting different things.</p>	Work and creation	<p>The pupil plans their work based on instructions and an example.</p> <p>The pupil is able to complete a specific stage of the craft process, with tailored guidance.</p>	<p>The pupil plans their work according to instructions.</p> <p>The pupil aims to work with perseverance.</p>	<p>The pupil plans their work, is able to make choices and seek solutions for their work.</p>	<p>The pupil plans their work independently.</p> <p>The pupil works with initiative and perseverance.</p>
O2 to guide the pupil to set goals for their learning and work in crafts as well as to implement an entire craft process on the	C1–C5	<p>The pupil will learn to set personal objectives for their learning and working skills.</p> <p>The pupil will</p>	Completing an entire craft process	<p>The pupil sets a concrete working related learning objective supported by the teacher.</p> <p>When guided, the</p>	<p>When guided, the pupil sets learning and working objectives.</p> <p>The pupil proceeds stage</p>	<p>The pupil is able to set learning and working objectives, the pupil works according to the craft process and reflects on their</p>	<p>The pupil sets learning and working objectives independently.</p> <p>The pupil makes consistent</p>

<p>basis of these goals and to evaluate their learning</p>		<p>learn to complete an entire craft process.</p> <p>The pupil will learn to reflect on their working skills during a craft process.</p>		<p>pupil works stage by stage and reflects on their craft process.</p>	<p>by stage following instructions in their craft process.</p> <p>The pupil reflects on their craft process based on choices given to them.</p>	<p>craft process realistically.</p>	<p>progress and reflects on their craft process analytically and realistically.</p>
<p>O3 to guide the pupil to familiarise themselves with different tools, materials, and suitable working practices and to use them diversely as well as to produce and develop new ideas</p>	<p>C1–C5</p>	<p>The pupil will learn to use a wide range of equipment and choose appropriate materials and craft techniques.</p> <p>The pupil is innovative in their work.</p>	<p>Appropriate use of equipment, manufacturing methods and crafts techniques</p>	<p>The pupil takes part in the instruction of various crafts manufacturing methods.</p> <p>The pupil uses various equipment and materials with the support of the teacher when necessary.</p>	<p>When guided, the pupil understands the importance of different crafts techniques and the importance of the materials for the craft process and is able to choose the appropriate ones for their work.</p> <p>The pupil is able to use various equipment and</p>	<p>The pupil is able to choose appropriate materials and manufacturing methods and use them creatively when making products or pieces of work they have designed.</p>	<p>The pupil evaluates the suitability of different equipment and techniques for the craft process.</p> <p>The pupil applies their skills connected to materials and methods in an experimental, appropriate and creative manner.</p>

					materials, according to instructions.		
O4 to guide the pupil to use the concepts, signs, and symbols of crafts fluently as well as to strengthen their visual, material, and technological expression	C1–C5	<p>The pupil will learn to use concepts of crafts, signs, and symbols fluently.</p> <p>The pupil will learn to express themselves visually by using various materials and presentation technology.</p>	Visual, material and technological expression	<p>The pupil recognises different concepts of crafts, signs, and symbols.</p> <p>The pupil expresses some of their observations and thoughts visually with tailored support.</p>	<p>The pupil uses concepts of crafts, signs, and symbols, according to instructions.</p> <p>The pupil expresses their observations and thoughts visually and using some other means.</p>	The pupil uses the key concepts of crafts and is able to present their ideas clearly taking advantage of presentation technology.	<p>The pupil uses concepts of crafts, signs, and symbols appropriately.</p> <p>The pupil expresses their ideas in a versatile and creative way by taking advantage of various materials and presentation technology.</p>
O5 to guide the pupil to perceive and anticipate risk factors related to working situations and to	C6	The pupil will learn to observe, evaluate and anticipate various risk situations, and to react to them when	Working safely	With tailored support, the pupil complies with the safety guidelines in their craft process.	The pupil identifies the key safety risks involved in the craft process and follows the given safety guidelines.	The pupil is able to evaluate the dangers and risks of work and acts safely in the craft process.	The pupil evaluates and anticipates dangers and risks as part of their craft process. The pupil works

react to them as well as to act safely in the craft process		necessary. The pupil will learn to act safely in craft processes.					safely and promotes the safety of the learning environment with their actions.
O6 to guide the pupil to use the possibilities of information and communication technology in designing, producing, and documenting the craft process as well as in producing and sharing communal information	C1–C5	The pupil will learn to use the possibilities of information and communication technology when designing, creating and documenting the craft process. The pupil will learn to generate and share information communally.	Skills in information and communication technology and working communally	With tailored support the pupil uses information and communication technology in their own or shared craft process.	The pupil is able to use information and communication technology when designing, creating and documenting a craft process according to instructions, both alone and together with others.	The pupil is able to use information and communication technology independently and together with others when designing, producing, and documenting their own or a group's craft process.	The pupil uses information and communication technology in a versatile way in different stages of the craft process as well as when generating and sharing information communally.
O7 to guide the pupil to understand the meaning of crafts,	C7	The pupil will become aware of the significance of crafts, manual	Perceiving the significance of manual skills and crafts in everyday	With tailored support, the pupil takes part in reflecting the	With the help of examples, the pupil is able to describe the	The pupil is able to reflect on the significance of crafts and manual	The pupil is able to consider from various viewpoints the

manual skills, and technological development in their life, the society, entrepreneurship, and working life		skills and technological development in their life, the society, entrepreneurship and working life.	life and the society	significance of crafts and manual skills.	significance of crafts in everyday life, the society and working life.	skills in their life and the society.	significance of crafts, manual skills and technological development in their life, the society, entrepreneurship and working life.
O8 to guide the pupil to think economically and to make choices in the craft process that promote a sustainable way of living	C8	<p>The pupil will learn to think economically.</p> <p>The pupil will learn to make choices in the craft process that promote a sustainable way of living.</p>	Making justified choices and taking into account a sustainable way of living in the craft process	With tailored support, the pupil is able to use craft materials in an economical way.	<p>The pupil is occasionally able to make economical choices independently in their craft process.</p> <p>The pupil understands the connection between the choices made in the craft process and a sustainable way of living.</p>	<p>The pupil is able to make economical choices in their craft process.</p> <p>The pupil is able to evaluate the connection between the choices made in the craft process and a sustainable way of living.</p>	<p>The pupil makes economical choices and understands the significance of high-quality workmanship.</p> <p>The pupil is able to evaluate and justify choices related to both the craft process and a sustainable way of living.</p>

Physical education

Assessment of a pupil's learning and competence in physical education in grades 7–9

Versatile, encouraging, and instructive feedback and assessment are used to support the pupils in adopting a physically active lifestyle and growing through physical activity. They support the pupils' positive self-image as a physically active person. The pupils' personal strengths and development needs are taken into account and supported in feedback and assessment. The pupil's state of health and special needs must be taken into account in the instruction and assessment of physical education.

The final assessment takes place that school year when a pupil's studies of the syllabus in physical education end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in physical education by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in physical education. All the objectives set for the syllabus in physical education in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in physical education. A pupil will have achieved the objectives of the syllabus in physical education set for numerical grades, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in physical education and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the working skills that a pupil has demonstrated is included in the final assessment and in the given final grade for studies in the syllabus in physical education.

In physical education, pupils acquire skills cumulatively. Therefore, in the criteria descriptions of final assessment, the descriptions of the lower numerical grades are included in the descriptions of the higher ones.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Physical functional capacity							
O1 to encourage the pupil in being physically active, trying different forms of exercise, and practising while giving their best effort.	C1	The pupil will be physically active, try out different forms of exercise and practise actively.	Physical activity and trying one's best	The pupil takes part in the activities sporadically and selectively during physical education lessons.	The pupil takes part in physical education lessons and tries out different forms of exercise.	The pupil usually takes actively part in the activities during physical education lessons, trying out and practising different forms of exercise.	The pupil participates actively and practises the forms of exercise that have been taught.
O2 to guide the pupil to practise perceptual motor skills, in other words observing themselves and the surroundings using different senses and making decisions	C1	The pupil will make observations about themselves and the surroundings using different senses, and make appropriate decisions for the	Decision-making in different exercise situations	The pupil is able to share some of their observations and make use of them in their own actions, with the help of the teacher.	The pupil is able to understand and tell about their observations, and link them to their actions.	The pupil is usually able to use their observations to make appropriate decisions during different exercise situations.	The pupil is able to choose appropriate observations as a basis for their decisions. The pupil is able to make reasoned arguments for

appropriate for the exercise situations		exercise situations.					their decisions and adjust their physical activity accordingly.
O3 to guide the pupil to develop their balance and locomotor skills through practice so that the pupil is able to use, combine, and apply them diversely in different learning environments, during different seasons, and in different forms of physical activity	C1	The pupil will learn balance and locomotor skills in different learning environments.	Basic motor skills (balance and locomotor skills) in different forms of physical activity	The pupil is able to use and combine their balance and locomotor skills in some forms of physical activity that they have been taught.	The pupil is able to use and combine their balance and locomotor skills in most forms of physical activity that they have been taught.	The pupil is able to use, combine and apply their balance and locomotor skills in most forms of physical activity that they have been taught.	The pupil is able to use, combine and apply their balance and locomotor skills during the forms of physical activity that they have been taught.
O4 to guide the pupil to develop their manipulative skills through practice so that the pupil is able to	C1	The pupil will learn to develop their manipulative skills in different learning	Basic motor skills (manipulative skills) in different forms of physical activity	The pupil is able to use manipulative skills in some forms of physical activity that they	The pupil is able to use and combine manipulative skills in most forms of physical	The pupil is able to use, combine and apply manipulative skills in most forms of physical	The pupil is able to use, combine and apply manipulative skills in the forms of physical

use, combine, and apply them diversely in different learning environments, using different equipment, during different seasons, and in different forms of physical activity		environments.		have been taught.	activity that they have been taught.	activity that they have been taught.	activity that they have been taught.
O5 to encourage and guide the pupil to evaluate, maintain, and develop their physical fitness: strength, speed, endurance and flexibility	C1	The pupil will evaluate, maintain and develop their physical components of fitness.	Evaluating, maintaining and developing physical components of fitness	When guided, the pupil is able to tell about some of methods for evaluating physical components of fitness and train their physical components.	The pupil is able to tell about and select suitable methods for evaluating physical components of fitness and train some of their physical components independently.	The pupil is able to evaluate their physical components of fitness and, based on the evaluation, train their strength, speed, endurance and flexibility.	The pupil is able to identify their strengths and weaknesses and, based on the evaluation, maintain and develop their physical components of fitness.
O6 to strengthen the pupil's swimming and	C1	The pupil will learn to strengthen their	Swimming and water rescue skills	The pupil is able to swim 10 metres.	The pupil is able to swim 50 metres by using	The pupil is able to swim*, and rescue	The pupil is able to swim effortlessly by

water rescue skills so that the pupil is able to both swim and rescue themselves and others from the water		swimming and water rescue skills.			two techniques, and dive for 5 metres.	themselves and others from the water (*a Nordic definition of swimming ability).	using two techniques, rescue themselves and others from the water in different ways.
O7 to guide the pupil towards safe and appropriate action	C1	The pupil will learn to act safely and appropriately during lessons.	Safe conduct during physical education lessons	The pupil is able to describe how to act safely and appropriately. The pupil is usually able to act and equip themselves according to instructions.	The pupil understands safety risks. The pupil is able to act safely during lessons and equip themselves appropriately.	The pupil acts safely and appropriately during physical education lessons.	The pupil acts safely and appropriately, and promotes safety during physical education lessons.
Social functional capacity							
O8 to guide the pupil to work together with everyone and to regulate their actions and emotional	C2	The pupil will work together with everyone, and regulate their actions and emotional expression in	Emotional, interaction and working skills	The pupil is able to work with the people of their choice. The pupil is able to regulate their	The pupil is able to work with everyone.	The pupil is able to work in different exercise situations in a jointly agreed manner taking others into	The pupil is able to work with everyone and promote the groups' performance and learning.

expression in exercise situations, taking others into account		exercise situations.		actions and emotional expression in a way that allows them to act.		account.	
O9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations	C2	The pupil will learn to act according to the principles of fair play and take responsibility for shared learning situations.	Taking responsibility for shared learning situations	The pupil is able to tell about principles of fair play and occasionally take responsibility for shared learning situations.	The pupil follows the principles of fair play and lets others to work in peace.	The pupil follows the principles of fair play and demonstrates taking responsibility for shared learning situations.	The pupil takes responsibility for shared activities and promotes them.
Psychological functional capacity							
O10 to encourage the pupil to take responsibility for their actions and to support the pupil's skills in working independently	C3	The pupil will learn to take responsibility for their actions and work independently.	Ability in working independently	The pupil is able to tell how to take responsibility for their own actions. The pupil acts under the guidance of the teacher.	The pupil is able to take responsibility for their own actions and occasionally work independently.	The pupil is usually able to work responsibly and independently.	The pupil is able to work responsibly and independently.
O11 to ensure	C3			<i>Not used to</i>			

that the pupils have enough positive experiences of their own body, self-efficacy, and togetherness				<i>determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O12 to help the pupil understand the importance of sufficient physical activity and the significance of a physically active lifestyle to holistic well-being	C3	The pupil will learn to understand the significance of sufficient physical activity and the significance of a physically active lifestyle to holistic well-being.		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as part of their self-assessment.</i>			
O13 to familiarise the pupil with opportunities, knowledge, and skills related to common forms of physical activity in	C3	The pupil will learn to find suitable forms of physical activity that brings them joy and recreation		<i>Not used to determine the numerical grade. The pupil is instructed to reflect on their experiences as</i>			

order to help them find suitable forms of recreational physical activity that brings them joy				<i>part of their self-assessment.</i>			
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Home economics

Assessment of a pupil's learning and competence in home economics in grades 7–9

In home economics, the assessment of learning is comprehensive, encouraging and provides guidance. The pupils receive response on their abilities to act in different contexts and carry out assignments in home economics. The pupils' thinking is promoted by helping them to reflect on the ways in which they observe and process their working environment. Attention is also paid to gaining an understanding of the terminology of home economics and adopting the content. The instruction ensures that each pupil and their guardians are familiar with the objectives, assessment criteria, and final assessment criteria. Competence is assessed with a range of assessment methods. The pupils are regularly provided with information on the progress of their learning and performance in relation to the objectives set out.

The final assessment of the subject is conducted in the school year when the pupil finishes studying it as a core subject. This may be in grade 7, 8 or 9, depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment defines how well the pupil has achieved the objectives of the syllabus in home economics at the conclusion of their studies. All the objectives set for home economics in the national core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the year to which an individual objective applies – whether 7th, 8th or 9th – according to a local curriculum. A final grade represents an overall assessment, carried out based on the goals and criteria of home economics. A pupil will have achieved the syllabus goals set for grade 5, 7, 8 or 9 once their competence matches, for the most part, the competence level described in the criteria for the grade in question. The overall assessment of competence matching the grades 4, 6 and 10 is conducted based on the objectives of the home economics syllabus and the above-mentioned final assessment criteria. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. The assessment of the work that a pupil has carried out is included in the final assessment and final grade for home economics.

The objectives and areas of assessment in home economics include practical working skills, cooperation and interaction skills and information management skills. A pupil's competence builds on and their skills emerge through the key content areas connected to the objectives of home economics.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for grade 5	Competence description for grade 7	Competence description for grade 8	Competence description for grade 9
Practical working skills							
O1 to guide the pupil to plan, organise, and evaluate their work and actions	C1, C2	The pupil will learn to plan their work, carry out a task and evaluate their work and actions.	Planning and conducting work; evaluating actions of one's own	The pupil is able to identify and name some tasks of a process. The pupil requires a lot of guidance and help in planning and carrying out their work.	The pupil is able to plan, organise and describe their work and actions stage by stage according to instructions.	The pupil is able to plan and carry out their work stage by stage applying instructions, and is able to describe their skills by making observations about their work performance.	The pupil is able to plan and carry out their work independently, and justify their work performance and actions.
O2 to guide the pupil to practise manual skills needed in managing the household and to encourage them to be creative	C1, C2	The pupil will learn the manual skills required in home economics and try different work methods. The pupil will	Manual skills in practising basic assignments in home economics; creativity and aesthetics	When guided, the pupil is able to accomplish individual assignments that require manual skills.	The pupil is able to accomplish assignments that require manual skills. The pupil is aware that	The pupil is able to accomplish independently and apply the most common methods in home economics assignments that	The pupil is able to use various types of manual skills and methods creatively and making reasoned arguments when

and to pay attention to aesthetics		learn to pay attention to creativity and aesthetics in their actions.			assignments can be carried out creatively in a number of ways and that aesthetics matters.	require manual skills. The pupil is able to pay attention to individual aesthetic aspects.	carrying out home economics assignments. The pupil is able to make reasoned arguments for the importance of creativity and aesthetics, and is able to pay attention to these as part of the whole assignment.
O3 to guide and encourage the pupil to select and use materials, utensils, appliances, and information and communication technology in a way that promotes well-	C1, C2, C3	The pupil will learn to choose and use ingredients, materials, equipment and technology in a way that promotes a sustainable lifestyle.	Making choices and justifying them when carrying out assignments	When guided individually, the pupil practises to choose and use the materials or equipment provided.	The pupil is able to choose and use ingredients, materials, equipment or technology according to instructions.	The pupil is able to apply knowledge and skills in sustainable lifestyles when using ingredients, materials, equipment or technology.	The pupil is able to choose, use and make reasoned arguments for ingredients, equipment, materials or technology that promote a sustainable lifestyle.

being and sustainable consumption							
O4 to guide the pupil to plan their use of time and the different stages of work and to maintain order while completing learning assignments	C1, C2	<p>The pupil will learn to plan their work according to the assignment and the time allocated to it.</p> <p>They will learn to maintain order in the work environment and when carrying out assignments in their learning environment.</p>	Time management and maintaining order	When guided, the pupil is able to stick to the timetable, and is able to maintain order in the work environment and when carrying out assignments.	<p>The pupil is able to maintain order in carrying out assignments according to instructions and timetable during different stages of the work.</p> <p>The pupil requires instruction in maintaining order in work environment.</p>	<p>The pupil is able to progress stage by stage according to instructions, and is able to maintain order in the work environment and when carrying out assignments.</p> <p>The pupil is able to plan and predict their use of time.</p>	<p>The pupil is able to work independently and responsibly.</p> <p>The pupil is able to make reasoned arguments for their use of time, the importance of the order of the assignments and work environment, and the progress of activities as part of the learning environment.</p>
O5 to guide and motivate the pupil to work hygienically, safely, and	C1, C2, C3	The pupil will learn to work hygienically, safely and ergonomically in	Safety and acting sustainably in terms of resources	When guided, the pupil is able to act hygienically and safely.	The pupil is able to work hygienically and safely according to instructions.	The pupil is able to work hygienically, safely and ergonomically,	The pupil is able to make reasoned arguments for their actions in terms of safety,

ergonomically and to guide the pupil to acknowledge the available resources		home economics environments. The pupil will learn to pay attention to the available material resources.				according to instructions, or appropriately in terms of costs and energy consumption.	hygiene, ergonomics or costs and energy consumption.
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Cooperation and interaction skills

O6 to guide the pupil to practise listening, constructive discussion, and argumentation in the planning and implementation of learning assignments	C1, C2, C3	The pupil will learn to encounter, listen, discuss and argue their views in a peer group.	Listening, discussing and argumentation during joint planning	The pupil is able to take part in the discussions during joint planning and assignments, either sporadically or with the help of questions.	The pupil is able to take part in the discussions, aims to listen, and is able to come up with their own ideas during joint planning and assignments.	The pupil is able to listen to different points of view and is able to express their ideas constructively during joint planning and assignments.	The pupil is able to take an active role during discussions, pay attention to different point of views and make reasoned arguments for their ideas constructively. The pupil is able encourage others during joint planning and assignments.
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<p>O7 to guide the pupil to understand the structure of daily life and culturally diverse working environments as well as the different traditions of households</p>	<p>C1, C2, C3</p>	<p>The pupil will learn to recognise how daily life is structured and organised temporally in different households.</p> <p>The pupil will learn to encounter the cultural diversity of households with acceptance.</p>	<p>Gaining an understanding of the structure of daily life and the diversity of households</p>	<p>The pupil is able to name daily routines and recognise different home cultures.</p>	<p>The pupil is able to describe daily routines, how daily life is structured, traditions of households and different home cultures.</p>	<p>The pupil is able to define how daily life is structured and what daily routines households have in different home cultures.</p>	<p>The pupil is able to make reasoned arguments for how daily life is structured in households and time management in different home cultures.</p>
<p>O8 to guide the pupil to act independently and in a group as well as to agree on the division of work assignments and use of time</p>	<p>C1, C2</p>	<p>The pupil will learn to work independently and as part of a group and a shared assignment.</p> <p>The pupil will learn to agree on how assignments are shared.</p>	<p>Using resources and learning how to reach mutual agreements</p>	<p>When guided, the pupil is learning to work independently and is able to take part in group activities sporadically.</p>	<p>The pupil is learning how to work independently and to take responsibility for their work.</p> <p>The pupil is able to participate in group activities, according to</p>	<p>The pupil is able to work alone and in a group, and aims to behave constructively, talking over assignments.</p> <p>The pupil is aware what fair workload</p>	<p>The pupil is able to act independently and fairly.</p> <p>The pupil is able to and take a cooperative and responsible role in a group.</p>

					mutual agreement.	distribution means and is able to agree on how assignments are shared by taking part in the decision-making.	
O9 to encourage the pupil to follow good manners in interactive situations as well as to reflect on the significance of their behaviour for the operation of the group or community	C1, C2, C3	The pupil will learn to identify elements connected to consideration towards others, social customs and acting in interactive situations.	Being considerate towards other pupils and acting according to the social customs in interactive situations in class	The pupil knows that social customs have an effect on interactive situations.	The pupil is able to recognise and name elements connected to social customs and consideration towards others.	The pupil is able to act following social customs.	The pupil is able to make reasoned arguments for social customs and consideration towards others as well as concrete actions related to them.
Information management skills							
O10 to encourage the pupil to acquire and evaluate information related to home	C1, C2, C3	The pupil will learn to search for and compare information, and recognise reliable sources of	Obtaining and using information	When guided, the pupil is able to search for information about home economics from	The pupil is able to search for information about home economics from sources which are	The pupil knows where and how to search for information about home economics.	The pupil is able to search for about home economics from different sources.

economics and to guide the pupil to base their choices on reliable information		information about home economics as a basis for their choices.		the sources provided. The pupils' ability to utilise and interpret information is limited.	provided and familiar to themselves, and use them in their work.	The pupil is able to evaluate that the information is usable and the sources reliable.	The pupil is able to evaluate the reliability and usability of information and sources, and to select suitable sources for a given task.
O11 to support the development of the pupil's skills in reading, interpreting, and evaluating instructions as well as signs and symbols in the household and its surroundings	C1, C2	The pupil will learn to read and interpret instructions, signs and symbols related to home economics and their surroundings, and to act accordingly.	The use of instructions, signs and symbols	The pupil is able to recognise and name individual instructions and signs.	The pupil is able to recognise, name, categorise and follow instructions and signs related to home economics according to instructions.	The pupil is able to apply instructions, signs and symbols related to home economics in their work.	The pupil is able to make reasoned arguments for the use of instructions, signs and symbols related to home economics during different activities.
O12 to guide the pupil in problem-solving and being creative in different situations and	C1, C2, C3	The pupil will learn to apply their knowledge and skills, recognise services, and	Using terminology, applying information and skills, creative solutions in different	The pupil is able to name some terms, information and skills, and individual	The pupil is able to use terms and their knowledge and skills related to home economics.	The pupil is able to use terms and their knowledge and skills related to home economics in	The pupil is able to use creatively and make reasoned arguments for terms and their

environments		demonstrate their creativity in various situations and environments.	situations, knowledge of services for households	services related to home economics.	The pupil is able to describe individual services for households.	various situations. The pupil is able to describe various services for households and their use in daily life.	knowledge and skills related to home economics in various situations. The pupil is able to evaluate various services for households, and make reasoned arguments for their importance and the opportunities they offer in daily life.
O13 to guide the pupil to adopt a sustainable way of living by paying attention to environmentally conscious and cost-conscious daily-life choices.	C1, C2, C3	The pupil will learn to interpret elements and operations of circular economy, as well as actions by households that put a strain on the	Environmental and financial actions in activities and decision-making	The pupil is able to list some actions in households related to the environment and the use of money.	The pupil knows how to reduce the strain on the environment and what sort of environmental and financial actions households are	The pupil is able to take individual, day-to-day environmental and financial actions during various activities and situations.	The pupil is able to take environmental and financial actions consistently during various activities and situations, while

		environment and the economy.			able to take.		making reasoned arguments for their importance in terms of sustainable and responsible lifestyles and consumption.
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Study and careers guidance

Formative assessment in study and careers guidance in grades 7–9

Unlike other subjects, the pupil is not assessed in terms of numerical grades in study and careers guidance. In study and careers guidance, the assessment is formative and based on the pupil's self-assessment, as well as the provision of interactive and encouraging guidance and feedback during various guidance sessions. The pupil will reflect on the issues with their teacher and the pupil learns to evaluate their skills, competence, abilities to function, agency, resources, and the amount of guidance and support they require, as well as their group work and interaction skills. The pupil is instructed to become aware of the impact of values, beliefs and personally influential people on individuals' choices and decisions. They will learn to evaluate their information acquisition and information and communication technology skills in finding information about education and working life. Furthermore, the pupil is encouraged to pay attention to their ability to evaluate the reliability and appropriateness of information sources. The pupils are helped to become aware of the background of various self-assessment methods and tools and identify how they are utilised when planning their careers. When guided, the pupil learns to find support and advice at school and in society and develop their abilities to apply for the services they require.

Appendices

Appendix 1. Sámi language complementing primary and lower secondary education

Assessment of a pupil's learning in the Sámi language complementing primary and lower secondary education in grades 7–9

The purpose of the assessment is to provide information on the progress of the pupil's learning and to guide and encourage the pupils. The pupil is given versatile feedback on how they have progressed in understanding and using oral and written language. Assessment feedback also provides information for the planning of instruction. The feedback provides the pupils with information about their strengths and the progress of their language skills, themselves as language learners, and their abilities to use their language skills in all learning and as support in reading as a hobby.

The final assessment takes place that school year when a pupil's studies of the syllabus in the Sámi language complementing basic education end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in the Sámi language complementing basic education by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in the Sámi language complementing basic education.

All the objectives set for the syllabus in the Sámi language complementing basic education in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. A pupil will have achieved the objectives of the syllabus in the Sámi language complementing basic education set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in the Sámi language complementing basic education and the above-mentioned criteria for final assessment. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in the Sámi language complementing basic education. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. In the criteria descriptions, the descriptions of the lower grades are included in the descriptions of the higher ones.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
Acting in interactive situations							
O1 to guide the pupil to develop their ability to act in different interaction situations and to evaluate their actions in them	C1	The pupil will learn to participate in various types of interaction situations and be able to evaluate their actions in them.	Participation in interaction	The pupil is occasionally able to act in a group they are familiar with and in everyday interaction situations.	The pupil is able to act in ordinary interactive situations.	The pupil is able to act in various types of interaction situations and evaluate their actions in them.	The pupil is able to act in a goal-oriented manner in various types of interaction situations and regulate their actions depending on the situation.
Interpreting texts							
O2 to encourage the pupil to diversify their reading interest according to their language proficiency as well as to expand	C2	The pupil will become familiar with diverse forms of fictional, nonfiction and media texts, as well as to expand their vocabulary	Vocabulary and resource of concepts	The pupil is able to read simple fictional, nonfictive and media texts.	The pupil is able to read various types of texts but focuses mainly on text genres they are familiar with.	The pupil is able to read various types of fictional, nonfictive and media texts.	The pupil is able to read various types of fictional, nonfictive and media texts comprehensively.

their vocabulary and resource of concepts		and resource of concepts.					
O3 to inspire the pupil to develop analytical and critical literacy as well as their understanding and interpretation of diverse texts	C2	The pupil will learn to develop their analytical and critical literacy, as well as understand and interpret diverse texts.	Analytical and critical literacy	The pupil is able to make use of simple texts in order to complete an assignment with the help of an example.	The pupil is able to understand the key content of a text and practises making critical observations about texts.	The pupil is able to read texts using some reading methods as well as to understand the key content and the view with their arguments and is somewhat able to make observations about the linguistic and visual means of texts.	The pupil is able to utilise appropriate text comprehension strategies. The pupil is able to select, use, interpret and critically evaluate texts new to them.
O4 to guide the pupil to reinforce their ability to use texts and their literacy in acquiring information and gathering	C2	The pupil will learn to reflect on the connection of texts to their personal experiences and discuss texts in different	Ability to use texts and literacy skills	The pupil is able to make use of simple texts and reflect on the connection between texts and personal experiences with	The pupil is able to make use of various types of texts in acquiring information independently and with the help of examples.	The pupil is able to discuss and write about various types of texts reflecting on the connection between the texts and their	The pupil is able to discuss and write about texts also new to them making questions, summarising, commenting on and reflecting on

experiences and to discuss texts in different communication environments		communication environments.		the help of assisting questions and examples.	The pupil practises to discuss texts in communication environments they are familiar with.	personal experiences in different communication environments.	the connection between the texts and their personal experiences in various communication environments.
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Producing texts

O5 to encourage the pupil to develop their self-expression in their texts as well as to help the pupil strengthen the positive attitude towards writing	C3	The pupil will boldly develop their personal style of expression in their texts and strengthen their positive attitude towards writing.	Producing texts and expression	The pupil is able to produce simple texts with the help of assisting questions and examples.	The pupil is able to produce texts with the help of examples using expressions they are familiar with.	The pupil is able to produce texts by using a wide range of expressions.	The pupil is able to produce diverse texts appropriate for a given context by using creative expressions.
O6 to guide the pupil to diversify their writing skills and increase their fluency	C3	The pupil will learn to increase their fluency and diversify their writing skills.	Fluent and diverse writing skills	The pupil is able to produce simple texts whose meanings are understandable with the help of examples.	The pupil is able to produce short texts whose meanings are, for the most part, easy to understand.	The pupil is able to produce a texts whose meanings are easy to understand. The pupil is able	The pupil is able to produce understandable and fluent progressing texts. The pupil is able

				The pupil is able to use simple structures and, for the most part, end-of-sentence punctuation and capital letters, for example.	The pupil is able to arrange their texts into logical sequences and follow the main conventions of standard written language.	to make use of ICT when writing.	to arrange their texts and paragraphs into logical sequences and pay attention to their word choices, as well as to follow the main conventions of standard written language.
O7 to encourage the pupil to produce narrative, descriptive, instructive, argumentative, and reflective texts	C3	The pupil will learn to produce narrative, descriptive, instructive, argumentative and reflective texts.	Ability to produce texts that represent specific text genres	The pupil is able to produce with the help of examples narrative and descriptive texts that are simple and concrete on topics they are familiar with.	The pupil is able to produce instructive and simple argumentative texts and use techniques characteristic to these text types with the help of examples.	The pupil is able to produce reflective and various types of argumentative texts and use techniques characteristic of them.	The pupil is able to produce various types of texts independently and use the techniques characteristic of them comprehensively.
Understanding language, literature and culture							
O8 to guide the pupil to reflect on linguistic and	C4	The pupil will learn to reflect on linguistic and	Development of cultural awareness	The pupil is able to identify some features of their	The pupil is able to describe, with the help of	The pupil is able to describe the significance of	The pupil is able to describe independently

<p>cultural identity as well as the use, significance, and status of the Sámi language as a part of different language communities and to utilise the media and cultural resources in different languages</p>		<p>cultural identity, as well as the use, significance and status of the Sámi language as part of different language communities, and to utilise media and cultural resources in different languages.</p>		<p>linguistic and cultural background.</p>	<p>examples, the significance of linguistic and cultural identity, and compare them with languages and cultures they are familiar with, with the help of assisting questions.</p> <p>The pupil is somewhat familiar with Sámi-language media and cultural resources.</p>	<p>linguistic and cultural identity and the Sámi language and the status of the Sámi language among other languages.</p> <p>The pupil is able to make use of media and cultural resources in different language.</p>	<p>the significance of linguistic and cultural identity, as well as the significance and status of mother tongues among other languages for individuals and society.</p> <p>The pupil is able to make use of media and cultural resources in other languages creatively and independently.</p>
<p>O9 to encourage the pupil to recognise different linguistic registers, such as the differences between spoken</p>	<p>C4</p>	<p>The pupil will learn to recognise different linguistic registers, such as differences in spoken and written language,</p>	<p>Development of language awareness</p>	<p>The pupil is able to use examples and assisting questions to make simple observations about the</p>	<p>The pupil is able to use examples to make observations about the features of texts and language, as</p>	<p>The pupil is able to identify linguistic registers, differences between spoken and written</p>	<p>The pupil is able to identify and use various linguistic registers independently, and to make</p>

and written language and the use of language in different situations		as well as language use in various contexts.		features of texts and language, such as the differences between spoken and written language.	well as the differences between registers and styles.	language, and context-specific language use. The pupil is able to use different registers with the help of examples.	observations about the differences between spoken and written language and varied context-specific language use.
O10 to guide the pupil to deepen their knowledge of the most central structures of the Sámi language and to analyse them	C4	The pupil will learn to deepen their knowledge of the main structures of their mother tongue.	Knowledge and use of key structures	The pupil is able to recognise the simplest structures of the Sámi language with the help of assisting questions and examples.	The pupil is able to use with the help of examples some of the key structures of the Sámi language in contexts they are familiar with.	The pupil is able to use the key structures of the Sámi language with the help of examples and independently as well as use them in various communication environments.	The pupil has a good command of the key structures of the Sámi language well and is able to use them comprehensively, also in communication environments new to them.
Language use as support for all learning							
O11 to help the pupil develop their ability to use the Sámi	C5	The pupil will learn to develop their functional bilingual and	Comprehensive command of the Sámi language	The pupil is able to use the Sámi language with the help of examples	The pupil is able to use the Sámi language and their	The pupil is able to use the Sámi language and their	The pupil is able to use the Sámi language and their

<p>language in acquiring and processing information in different subjects and environments</p>		<p>multilingual skills and an ability to use them comprehensively when acquiring and processing information in various subjects and environments.</p>		<p>as support in their studies and simple information acquisition.</p>	<p>plurilingualism with the help of examples as support in their studies and information acquisition.</p>	<p>plurilingualism independently as support in their studies and information acquisition.</p> <p>The pupil practises choosing, using and evaluating the reliability of sources.</p> <p>The pupil is usually able to distinguish between fact and opinion.</p>	<p>plurilingualism comprehensively and independently as support in their studies and information acquisition.</p> <p>The pupil is able to evaluate the useability of information and the reliability of sources, and to select sources suitable for a given task.</p>
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Appendix 2. Roma language complementing primary and lower secondary education

Assessment of a pupil's learning in the Roma language complementing primary and lower secondary education in grades 7–9

The purpose of the assessment is to provide information on the progress of the pupil's learning and to guide and encourage the pupils. The pupil is given versatile feedback on how they have progressed in understanding and using oral and written language. Assessment feedback also provides information for the planning of instruction. The feedback provides the pupils with information about their strengths and the progress of their language skills, themselves as language learners, and their abilities to use their language skills in all learning and as support in reading as a hobby.

The final assessment takes place that school year when a pupil's studies of the syllabus in the Roma language complementing basic education end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in the Roma language complementing basic education by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in the Roma language complementing basic education. All the objectives set for the syllabus in the Roma language complementing basic education in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. A pupil will have achieved the objectives of the syllabus in the Roma language complementing basic education set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in the Roma language complementing basic education and the above-mentioned criteria for final assessment. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in the Roma language complementing basic education. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. In the criteria descriptions, the descriptions of the lower grades are included in the descriptions of the higher ones.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9

Acting in interactive situations							
O1 to encourage the pupil to express themselves in the Roma language, to act in multilingual and multicultural interactive situations, and to evaluate their own activities in them	C1	The pupil will learn to act in multilingual and multicultural interaction and be able to evaluate their activities in them.	Oral expression and interaction skills	The pupil is occasionally able to act in a group they are familiar with and everyday interactive situations.	The pupil is able to act in common types of interaction.	The pupil is able to act in various types of interaction and evaluate their behaviour in them.	The pupil is able to act in a goal-oriented manner in various types of interaction and regulate their behaviour depending on the situation.
Interpreting texts							
O2 to provide the pupil with opportunities for developing their text comprehension skills and diversify their vocabulary and resource of concepts, utilizing what they have learned inside and outside the school	C2	The pupil will become familiar with a range of fiction, nonfiction, and media texts, and expand their vocabulary and resource of expressions.	Ability to interpret texts; scope of vocabulary and expressions they are familiar with	The pupil is able to read simple fictive, non-fictive and media texts.	The pupil is able to read various types of texts but focuses mainly on familiar text genres.	The pupil is able to read various types of fictive, non-fictive and media texts.	The pupil is able to read a wide range of fictive, non-fictive and media texts.

O3 to encourage the pupil to discuss texts in different communication environments and to deepen their knowledge of text genres	C2	The pupil will learn to reflect on the connection of texts to their personal experiences and discuss texts in various communication environments.	Discussing texts; knowledge of textual genres	The pupil is able to utilise simple texts and contemplate the connection between texts and personal experiences with the help of assisting questions and examples.	The pupil is able to discuss texts in communication environments they are familiar with and is familiar with some text genres.	The pupil is able to discuss and write about various texts, evaluating the connection between texts and their personal experiences in various communication environments. The pupil is familiar with various text genres.	The pupil is able to discuss and write about texts new to them, and to reflect on inquire, summarise and comment on the connection between texts and personal experiences in various communication environments.
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Producing texts

O4 to inspire the pupil to reinforce their text production skills and to produce different texts in multimedia learning	C3	The pupil will gain fluency and variation in their ability to produce Roma-language texts.	Producing texts	The pupil is able to produce simple texts whose meanings are understandable, with the help of examples.	The pupil is able to produce short texts whose meanings are, for the most part, easy to understand.	The pupil is able to produce texts whose meanings are easy to understand. The pupil is able to use	The pupil is able to produce understandable and fluently progressing texts. The pupil is able to arrange their
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environments				The pupil is able to use simple structures and, for the most part, end-of-sentence punctuation and capital letters.	The pupil is able to arrange their texts into logical sequences and follow the main conventions of standard written language.	information and communication technology when writing.	texts and paragraphs into logical sequences, pay attention to their word choices, and follow the main conventions of standard written language.
O5 to encourage the pupil to develop their expression in their texts as well as to help the pupil reinforce a positive attitude towards writing	C3	The pupil will boldly develop their personal style of expression in their texts and strengthen their positive attitude towards writing.	Using expressions	The pupil is able to produce simple texts with assisting questions and examples.	The pupil is able to produce texts by using familiar expressions, with the help of examples.	The pupil is able to produce texts by using a wide range of expressions.	The pupil is able to produce diverse texts appropriate for a given context by using creative expressions.
Understanding language, literature, and culture							
O6 to guide the pupil to familiarise themselves with Roma-language literature and media, to	C4	The pupil will learn to reflect on the use, significance and status of the Roma language	Knowledge of Roma-language literature and media	The pupil is able to identify some features of their linguistic and cultural background.	The pupil is able to describe, with the help of examples, the significance of linguistic and	The pupil is able to describe the significance of linguistic and cultural identity, and the	The pupil is able to describe independently the significance of linguistic and cultural identity,

<p>understand their potential in preserving the Roma language, and to utilise their bilingualism or plurilingualism</p>		<p>as part of bilingual or multilingual communities. They will learn to use media, literature, and cultural resources on the Roma people and in the Roma language.</p>			<p>cultural identity, and compare these with languages and cultures they are familiar with, with the help of assisting questions.</p> <p>The pupil is somewhat familiar with Roma-language media, literature, and cultural resources.</p>	<p>significance and status of the Roma-language amongst languages in general.</p> <p>The pupil is able to use media, literature and cultural resources on the Roma people and in the Roma language.</p>	<p>as well as the status of mother tongues amongst languages in general and their significance for individuals and society.</p> <p>The pupil is able to use media, literature and cultural resources on the Roma people and in the Roma language creatively and independently.</p>
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Appendix 3. Pupil's mother tongue complementing primary and lower secondary education

Assessment of a pupil's learning and competence in the pupil's mother tongue complementing primary and lower secondary education in grades 7–9

The purpose of the assessment is to provide information on the progress of the pupil's learning and to guide and encourage the pupils. The pupil is given versatile feedback on how they have progressed in understanding and using oral and written language. Assessment feedback also provides information for the planning of instruction. The feedback provides the pupils with information about their strengths and the progress of their language skills, themselves as language learners, and their abilities to use their language skills in all learning and as support in reading as a hobby.

The final assessment takes place that school year when a pupil's studies of the syllabus in the pupil's mother tongue complementing basic education end in grades 7, 8 or 9 depending on the distribution of lesson hours determined and described in the local curriculum. The final assessment illustrates how well and to what extent a pupil has reached the objectives of the syllabus in the pupil's mother tongue complementing basic education by the end of their studies. The final grade is formulated by relating the pupil's proficiency to the national final assessment criteria set for the syllabus in the pupil's mother tongue complementing basic education. All the objectives set for the syllabus in the pupil's mother tongue complementing basic education in the National core curriculum for basic education, as well as the related final assessment criteria, are taken into account when deciding on the final grade, regardless of the school year 7, 8 or 9 to which an individual objective applies according to the local curriculum. The final grade represents an overall assessment and is carried out based on the objectives and criteria of the syllabus in the pupil's mother tongue complementing basic education. A pupil will have achieved the objectives of the syllabus in the pupil's mother tongue complementing basic education set for numerical grades 5, 7, 8 or 9 once the pupil's proficiency matches, for the most part, the competence level described in the criteria for the numerical grade in question. The overall assessment of proficiency matching the numerical grades 4, 6 and 10 is conducted based on the objectives of the syllabus in the pupil's mother tongue complementing basic education and the above-mentioned criteria for final assessment. Achieving a higher level of competence in one area may compensate for failed or poorer performance in another. In the criteria descriptions, the descriptions of the lower grades are included in the descriptions of the higher ones.

Objectives of instruction	Content areas	Learning objectives derived from objectives of instruction	Area of assessment	Competence description for numerical grade 5	Competence description for numerical grade 7	Competence description for numerical grade 8	Competence description for numerical grade 9
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Acting in interactive situations							
O1 to guide the pupil to develop their ability to act in different interaction situations and to evaluate their own actions in them	C1	The pupil will learn to participate in various types of interaction and be able to evaluate their actions in them.	Participation in interaction	The pupil is occasionally able to act in a group they are familiar with and in everyday situations involving interaction.	The pupil is able to act in common types of interaction.	The pupil is able to act in various types of interaction situations and evaluate their behaviour in them.	The pupil is able to act in a goal-oriented manner in various types of interaction situations and regulate their behaviour depending on the situation.
Interpreting texts							
O2 to encourage the pupil to diversify their reading pursuits according to their language proficiency	C2	The pupil will become familiar with a range of fictional, non-fiction and media texts.	Diversifying the world of texts and reading habits	The pupil is able to read various types of simple fictive, non-fictive and media texts.	The pupil is able to read various types of texts but focuses mainly on text genres they are familiar with.	The pupil is able to read various types of fictive, non-fictive and media texts.	The pupil is able to read a wide range of fictive, non-fictive and media texts.
O3 to inspire the pupil to develop analytical and critical literacy as well as their understanding and interpretation of	C2	The pupil will learn to develop their analytic and critical literacy skills and understand and interpret various	Analytical and critical literacy; understanding and interpreting texts	The pupil is able to use simple texts in order to complete an assignment, with the help of an example.	The pupil is able to understand the key content of a text and is learning to make critical observations	The pupil is able to make critical observations about texts by using some strategies for understanding	The pupil is able to utilise appropriate strategies in order to understand texts. The pupil is able to

diverse texts		types of texts.			about texts.	texts.	select, use, interpret and critically evaluate texts that may be new to them.
O4 to guide the pupil to reinforce their ability to use texts and their literacy in acquiring information and gathering experiences and to discuss texts in different communication environments	C2	The pupil will learn to develop their ability to reflect on the connection between texts and personal experiences, and to discuss texts in various communication environments.	Ability to use texts and literacy skills; ability to discuss texts in various communication environments	The pupil is able to utilise simple texts and reflect on the connection between texts and personal experiences with the help of assisting questions and examples.	The pupil is able to utilise various types of texts in acquiring information independently, with the help of examples. The pupil is learning to discuss texts in communication environments they are familiar with.	The pupil is able to discuss and write about various texts, evaluating the connection between texts and their personal experiences in various communication environments.	The pupil is able to discuss and write about texts new to them, and to reflect on, inquire, summarise and comment on the connection between texts and personal experiences in various communication environments.
Producing texts							
O5 to encourage the pupil to develop their expression in their texts as well as to help the pupil	C3	The pupil will boldly develop their personal style of expression in their texts and strengthen their	Producing texts and expression	The pupil is able to produce simple texts with the help of assisting questions and examples.	The pupil is able to produce oral and written texts by using expressions they are familiar with, with the help	The pupil is able to produce longer oral and written texts by using a wide range of expressions.	The pupil is able to produce diverse oral and written texts appropriate for a given context by using creative

reinforce a positive attitude towards writing		positive attitude towards writing.			of examples.		expressions.
O6 to guide the pupil to diversify their writing skills and increase their fluency as well as deepen their knowledge of text genres	C3	The pupil will gain fluency and variation regarding their ability to write and use the spelling system of their mother tongue.	Fluency and variation in writing; producing understandable texts; mastery of written language conventions	The pupil is able to produce simple texts whose meanings are understandable, with the help of examples. The pupil is able to use simple structures and, for the most part, end-of-sentence punctuation and capital letters, for example.	The pupil is able to produce short texts whose meanings are, for the most part, easy to understand. The pupil is able to arrange their texts into logical sequences and follow the conventions of standard written language.	The pupil is able to produce texts whose meanings are easy to understand. The pupil is able to use information and communication technology when writing.	The pupil is able to produce understandable and fluently progressing texts. The pupil is able to arrange their texts and paragraphs into logical sequences, pay attention to their word choices, and follow the basic conventions of standard written language.
O7 to encourage the pupil to produce narrative, descriptive, instructive, argumentative, and reflective	C3	The pupil will learn to produce narrative, descriptive, instructive, argumentative and reflective	Ability to produce texts that represent specific text genres	The pupil is able to follow examples to produce narrative and descriptive texts that are simple and concrete on	The pupil is able to produce instructive and simple argumentative texts and use techniques	The pupil is able to produce reflective and various types of argumentative texts and use techniques characteristic to	The pupil is able to produce various types of texts independently and use the techniques characteristic of these types

texts		texts.		topics they are familiar with.	characteristic to these text types by following examples.	these text types.	comprehensively.
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Understanding language, literature and culture

O8 to guide the pupil to reflect on linguistic and cultural identity as well as the use, significance, and status of the mother tongue as a part of different language communities and to utilise the media and resources in different languages	C4	The pupil will learn to reflect on their linguistic and cultural identity, as well as the use, significance and status of their mother tongue as part of different language communities, and to utilise media and the available cultural resources in their own language.	Development of language and cultural awareness	<p>The pupil is able to identify some features of their linguistic and cultural background.</p> <p>The pupil is somewhat familiar with the media and cultural resources in their own language.</p>	The pupil is able to describe, with the help of examples, the significance of linguistic and cultural identity, and compare these with languages and cultures they are familiar with, with the help of assisting questions, including Finland and Finnish culture.	<p>The pupil is able to describe the significance of linguistic and cultural identity, and the significance and status of their mother tongue amongst languages in general.</p> <p>The pupil is able to utilise media and cultural resources available in their own language.</p>	<p>The pupil is able to describe independently the significance of linguistic and cultural identity, as well as the status of mother tongues amongst languages in general and their significance for individuals and society.</p> <p>The pupil is able to use media and cultural resources available in their own language creatively and independently.</p>
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O9 to encourage the pupil to recognise different linguistic registers, such as the differences between spoken and written language and the use of language in different situations	C4	The pupil will learn to recognise different linguistic registers, such as differences in spoken and written language, as well as language use in different situations.	Development of language awareness	The pupil is able to use examples and assisting questions to make simple observations about the features of texts and language, such as the differences between spoken and written language.	The pupil is able to use examples to make observations about the features of texts and language, as well as the differences between registers and styles.	The pupil is able to recognise linguistic registers, differences between spoken and written language, and context-specific language use. The pupil is able to use different registers, with the help of examples.	The pupil is able to recognise and use linguistic registers independently, and identify differences between spoken and written language, and variation in context-specific language use.
O10 to guide the pupil to deepen their knowledge of the most central structures of the mother tongue and to analyse them	C4	The pupil will learn to deepen their knowledge of the most central structures of the mother tongue	Knowledge and use of key structures	The pupil is able to use the simplest structures of their mother tongue, with the help of assisting questions and examples.	The pupil is able to use examples to identify some of the main structures of their mother tongue and use them in contexts they are familiar with.	The pupil is able to identify the main structures of their mother tongue and use them in various communication environments, both with the help of examples and independently.	The pupil is very familiar with the main structures of their mother tongue and able to use them comprehensively, including in communication environments new to them.
Language use as support in all learning							
O11 to help the	C5	The pupil will	Information	The pupil is	The pupil is able to	The pupil is able to	The pupil is able to

<p>pupil develop their ability to use the mother tongue in acquiring and processing information in different subjects and environments</p>		<p>learn to develop functional bilingual and plurilingual skills and their ability to use them comprehensively when acquiring and processing information in various subjects and environments with copyright compliance.</p>	<p>acquisition and processing in mother tongue and multiple languages by using information and communication technology</p>	<p>learning to use their mother tongue as support in their studies and information acquisition. The pupil is able to acquire information from common sources, with the help of examples.</p>	<p>use their mother tongue and bilingualism, with the help of examples, as support in their studies and information acquisition. The pupil is able to comply with copyright rules and knows what privacy means.</p>	<p>use their mother tongue and bilingualism independently as support in their studies and information acquisition. The pupil is learning to choose, use and evaluate the reliability of sources. The pupil is usually able to distinguish between fact and opinion.</p>	<p>use their mother tongue and bilingualism comprehensively and independently as support in their studies and information acquisition. The pupil is able to evaluate the useability of information and the reliability of sources, and to select sources suitable for a given task.</p>
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