

APPENDIX

Core objectives secondary education

Core objectives for the lower school in secondary education

Dutch

The first ten core objectives are particularly aimed at the communicative function of the Dutch language and assign an important role to strategic skills. In addition, attention is given to cultural and literary aspects (core objectives 2 and 8).

Core objectives

1. The pupil learns to express himself comprehensibly, both orally and in writing.
2. The pupil learns to adhere to conventions (spelling, grammar, use of words) and learns to appreciate the significance of these conventions.
3. The pupil learns to use strategies to expand his vocabulary.
4. The pupil learns to use strategies to acquire information from spoken and written texts.
5. The pupil learns to find, arrange and assess information in written and digital sources, for himself and others.
6. The pupil learns to participate in meetings, planning and group discussions.
7. The pupil learns to give oral presentations.
8. The pupil learns to read stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.
9. The pupil learns to structurally prepare and participate in language activities, such as speaking, listening, writing and reading.
10. The pupil learns to reflect upon the way he carries out his language activities and, based upon these and the reactions by others, learns to draw conclusions in order to carry out new language activities.

English

The eight core objectives for the subject of English language are also particularly aimed at the communicative function. The emphasis lies on English as a world language. Especially the core objectives 11, 14, 15, 16 and 17 tie in with the European Framework of Reference [Council of Europe (1998), Modern languages; Learning, teaching, assessment. A Common European Framework of Reference (pp. 131-135) Strassbourg: Council of Europe]. Depending on the pupil population, the school can orientate itself on the result descriptions of the cells in A1, A2 and B1 in the Framework of Reference.

No core objectives have been formulated for other modern foreign languages – in particular the German language and the French language – which, next to the English language, are compulsory for the learning paths on the basis of the new Articles 21 and 22 of the Inrichtingsbesluit WVO (the Dutch Secondary Education Organisation of Teaching Decree). However, schools may use the core objectives for English as a guideline for education in other modern foreign languages, by substituting the word 'English', wherever it occurs, for the name of the other modern foreign language concerned.

Core objectives

11. The pupil learns to increasingly familiarise himself with the sound of the English language by listening frequently to spoken and sung texts.
12. The pupil learns to use strategies to expand his English vocabulary.
13. The pupil learns to use strategies to acquire information from spoken and written English texts.

14. The pupil learns to find, arrange and assess information in written and digital sources in English, for himself and others.
15. The pupil learns to give others an impression of his everyday life in colloquial speech.
16. The pupil learns to conduct standard conversations in order to purchase something, seek information, or ask for help.
17. The pupil learns to maintain informal contacts in English by email, letter and chat.
18. The pupil learns about the role of English in different types of international contacts.

Mathematics and arithmetic

There are nine core objectives pertaining to mathematics and arithmetic. To some extent, schools are at liberty to develop these according to their different ideologies and learning styles. These core objectives primarily concern the application of (elementary) arithmetic skills and maths both within and outside of the educational programme, both in the lower school and the senior years of secondary education (including the third year of havo and vwo). Systematic attention in the educational programme for (elementary) arithmetic skills is of importance to realise continuing learning lines from primary education, via secondary education, to intermediate vocational education and higher education.

Core objectives

19. The pupil learns to use appropriate mathematical language to structure his own thoughts and to explain the matter to others, and learns to understand the mathematical language of others.

Core objectives for the lower school in secondary education

20. Independently as well as together with others, the pupil learns to recognise maths in practical situations and use it to solve problems.
21. The pupil learns to set up mathematical argumentation and distinguish it from opinions and allegations, and learns to give and receive criticism while respecting other people's ways of thinking.
22. The pupil learns to understand the structure and coherence of positive and negative numbers, decimal numbers, fractions, percentages and proportions, and learns to use these in meaningful and practical situations.
23. The pupil learns to calculate exactly and by estimation and reason on the basis of insight, accurately, in the correct order of magnitude, and using margins that are appropriate to the particular situation.
24. The pupil learns to measure, learns to understand the structure and coherence of the metric system, and learns to calculate using measures and quantities that are common in relevant applications.
25. The pupil learns to use informal notations, schematic images, tables, diagrams, and formulas in order to get a grip on the relationships between quantities and variables.
26. The pupil learns to work with forms and structures in two as well as three dimensions, learns to create images of these and interpret them, and learns to calculate and reason using their characteristics and measurements.
27. The pupil learns to systematically describe, structure and visualise data, and learns to critically assess data, representations and conclusions.

Man and nature

The next eight core objectives cover a large area regarding content, concerning physical, technological and care-related subjects. These core objectives describe in global terms what is concerned: an investigative attitude towards nature, recognising relationships and interactions, linking of theories and models to practical work and observation, promoting sustainability. The core objectives start with the asking of questions (28, 31) and continue via the approach of key concepts (29, 30) to those in which more specific subjects and skills are addressed (32 t/m 35).

Core objectives

28. The pupil learns to turn questions about physical, technological and care-related subjects into research questions, carry out research about such subjects, and give a presentation of the results.
29. The pupil learns to acquire knowledge about and insight into key concepts in living and non-living nature, and learns to relate these key concepts to situations from everyday life.
30. The pupil learns that humans, animals and plants are interrelated with each other and their environment, and that technological and physical applications may influence both positively and negatively the sustainable quality of the environment.
31. In various ways, for example by carrying out practical work, the pupil learns to acquire knowledge about and insight into processes in living and non-living nature and their relationships with the environment.
32. The pupil learns to work with theories and models by carrying out research into physical and chemical phenomena, such as electricity, sound, light, movement, energy and matter.
33. By carrying out research, the pupil learns to acquire knowledge about technical products and systems that are relevant to him, and learns to assess this knowledge, and design and make a technical product in a structured manner.
34. The pupil learns to understand the essentials about build and function of the human body, link these to the promotion of physical and emotional health, and learns to take his own responsibility in this.
35. The pupil learns about care and learns to care for himself, for others and for his environment, and learns how to positively influence his own safety and that of others in different living situations (living, learning, working, going out, traffic).

Man and society

In the twelve core objectives for the part Man and society, a somewhat similar structure to the core objectives for Man and nature is observed: asking questions and doing research (36, 39), placing phenomena in time and space (37, 38), using sources (40, 41, 42), and the organisation of themes concerning content (42 - 47) from nearby and small-scale to faraway and large-scale. Different core objectives concretise the schools' obligation to teach good citizenship. These especially concern the core objectives 43 and 44, while other core objectives, including 6, 35, 36 and 56, also touch on the subject.

Core objectives

36. The pupil learns to ask meaningful questions about social issues and phenomena, take a substantiated point of view concerning these, defend it, and deal with criticism in a respectful way.
37. The pupil learns to use a framework of ten periods to correctly place events, developments, and persons. The pupil learns about the characteristic aspects of the following eras:
- era of hunters and farmers (prehistory up to 3000 BC);
 - era of the Greeks and Romans (3000 BC – 500 AD);
 - era of monks and knights (500 – 1000 AD);
 - era of cities and states (1000 – 1500 AD);
 - era of explorers and reformers (1500 – 1600 AD);
 - era of kings and regents (1600 – 1700 AD);
 - era of revolutions and periwigs (1700 – 1800 AD);
 - era of commoners and steam engines (1800 – 1900 AD);
 - era of the World Wars (1900 – 1950 AD); and
 - the television and computer age (1950 AD – today);

The pupil will at least learn to connect events and developments in the twentieth century (including the World Wars and the Holocaust) and present-day developments.

38. The pupil learns to use an up-to-date view of his own environment, the Netherlands, Europe, and the world, in order to correctly place phenomena and developments in their environment.
39. The pupil learns to carry out a simple research into a current social phenomenon and give a presentation of the results of it.

40. The pupil learns to use historic sources to form a picture of an era or find answers to questions and learns to include his own cultural-historic environment in this as well.
41. The pupil learns to use the atlas as a source of information, learns to read and analyse maps in order to orient himself, to form an image of an area, or to find answers to questions.
42. From his own experience and in his own environment, the pupil learns to recognise effects caused by choices made in the area of work and care, living and recreation, consuming and budgeting, traffic and the environment.
43. The pupil learns about agreements, differences and changes in culture and religion in the Netherlands, learns to connect his or her own, as well as someone else's lifestyle with these, and learns that respect for each other's views and lifestyles will enhance society.
44. The pupil learns the essentials of the way the Dutch political system operates as a democracy, and learns how people may be involved in political processes in different ways.
45. The pupil learns to understand the meaning of European collaboration and the European Union to him or herself, to the Netherlands, and to the world.
46. The pupil learns about the distribution of wealth and poverty in the world, to recognise its implication on the population and the environment, and to connect these to (his own) life in the Netherlands.
47. The pupil learns to place current tensions and conflicts in the world against their backgrounds and, while doing so, learns to recognise their effects upon individuals and society (nationally, internationally and on a European scale), the tremendous interdependence that exists in the world, the importance of human rights, and the significance of international collaboration.

Art and culture

The five core objectives for the part of art and culture emphasise the similarities among the different artistic disciplines. The purpose is to broadly orientate on art and culture. These core objectives also indicate a variation in activities: making and presenting own work, experiencing and placing the work of others, reporting activities, and reflecting own and other people's work.

Core objectives

48. By using elementary skills, the pupil learns to research and apply the power of expression of different artistic disciplines, in order to express his own feelings, record experiences, shape his imagination, and realise communication.
49. The pupil learns to present his own artistic work, individually or as a part of a group, to third parties.
50. On the basis of some background knowledge, the pupil learns to look at the visual arts, listen to music, and watch and listen to theatre, dance and film performances.
51. Using visual and auditive means, the pupil learns to report about his participation in artistic activities, as a spectator or participant.
52. The pupil learn to reflect upon his own work and the work of others, including artists, orally or in writing.

Physical education and sports

The six core objectives for the part physical education and sports concern a broad orientation on different types of exercise activities and the exploration and expansion of the pupils' own possibilities (53 – 55). Because sports and exercise require definite collaborative skills, separate core objectives have been included for these (56 and 57). The final core objective (58) emphasises the explicit relationship with health and wellbeing. Physical education, particularly the part comprising practical exercise activities, takes place around the school year and to such extent that the qualitative and variational requirements concerning content, as laid down in these core objectives, are met.

Core objectives

53. In view of out-of-school participation, the pupil learns to familiarise himself in a practical way with many different exercise activities in a varied range of areas, including games, gymnastics, athletics,

dancing to music, defence sports, and current developments in exercise culture, and to explore his own possibilities in these.

54. Through challenging exercise situations, the pupil learns to expand his movement repertoire.

55. The pupil learns to apply the main principles of the exercise activities on his own level.

56. During exercise activities, the pupil learns to be sportive, take the possibilities and preferences of others into consideration, and have respect for and care for each other.

57. The pupil learns to fulfil simple regulating tasks that enable individual and collaborative practice of exercise activities.

58. By participating in practical exercise activities, the pupil learns to acquaint himself with and experience the value of exercise for health and wellbeing.

Frisian language and culture

Fryslân is a bilingual province, in which both the Dutch language and the Frisian language take up an important position. Many pupils in Fryslân speak Frisian; most pupils, according to themselves, understand the Frisian language reasonably to quite well. They experience the bilingual culture of their province on a daily basis. Pupils are aware of the bilingual nature of their living environment and also learn about the differences and similarities with situations in the Netherlands and abroad. The language is not a separate phenomenon, but – especially in Fryslân – is directly linked to the culture and history of the province. Pupils gain more insight into the specific characteristics of the Frisian language and culture and its background, so that they become better participants of the Frisian culture.

Based on Article 11e of the Dutch Secondary Education Organisation of Teaching Decree (WVO), core objectives have been formulated for the Frisian language and culture, which, in the province of Fryslân, have the same status as the general core objectives based on Article 11a of the WVO. These distinguish core objectives that are compulsory for all pupils (1 - 3) and core objectives that have been set up differently for pupils who speak Frisian as a second language (4a - 6a) and those who are native speakers of Frisian (4b - 6b).

Participant in a bilingual culture

Core objectives

1. The pupil learns to recognise the significance of the bilingual Frisian culture for everyday life and learns to compare it to situations in the rest of the Netherlands and abroad.

2. From examples, the pupil learns to understand the specific characteristics of the Frisian culture and link these to their historical backgrounds.

3. From examples, the pupil learns to recognise the importance of Frisian cultural expressions (texts, music, drama, film, TV, and radio) and to put the meaning he gives to them into words.

For pupils with Frisian as a second language

Core objectives

4a. By means of contexts that are meaningful to him, the pupil learns to build up a Frisian vocabulary by applying different strategies.

5a. On the basis of questions about subjects that are within his sphere of interest, the pupil learns to find and organise information from written and digital Frisian sources.

6a. The pupil learns to conduct informal conversations in Frisian with peers about subjects from everyday life.

For pupils who are native speakers of the Frisian language

Core objectives

4b. The pupil learns to express himself comprehensibly, both orally and in writing, and observe conventions that apply to the Frisian language (spelling, grammar, use of words).

5b. The pupil learns to discover the importance of communication according to current Frisian language rules in formal situations (meetings, planning, discussions).

6b. The pupil learns to choose and read Frisian stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.