

GOVERNMENT OF THE REPUBLIC

REGULATION

Tallinn, Toompea

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National curriculum for upper secondary schools

The Regulation is established on the basis of Subsection 15 (2) of the Basic Schools and Upper Secondary Schools Act.

Chapter 1 GENERAL PROVISIONS

§ 1. Scope of application and structure of regulation

- (1) The national curriculum for upper secondary schools establishes the national standard for general upper secondary education.
- (2) The national curriculum for upper secondary schools (hereinafter *national curriculum*) shall be applied in all upper secondary schools in the Republic of Estonia regardless of the school's legal status, unless set forth otherwise in legislation.
- (3) The national curriculum consists of a general part and appendixes. The appendixes set forth syllabuses grouped according to each subject field and syllabuses of cross-curricular topics.

Chapter 2 GENERAL PART

Division 1 Core Values of Upper Secondary Education

§ 2. Core values of general upper secondary education

- (1) General upper secondary education provides equal support to students' mental, physical, moral, social and emotional development and to satisfying their educational needs arising from individual particularities and personal interests. Upper secondary schools create opportunities for each student to develop the maximum extent and, taking into consideration his or her preferences, for creative self-actualization, reinforcement of a knowledge-based worldview and attainment of emotional, social and moral maturity.
- (2) The upper secondary school continues the value education that was provided in basic school, and above all, shapes values and attitudes that are the basis for the successful co-existence of happiness in both personal life and in society. Importance shall be placed on values that contribute to the development of society's human resources and the national economy.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

(3) The values deemed important in the national curriculum derive from the ethical principles specified in the Constitution of the Republic of Estonia, the Universal Declaration of Human Rights, the Convention on the Rights of the Child and the basic documents of the European Union. General human values (honesty, compassion, respect for life, justice, human dignity, respect for self and others) are enshrined as core values, as are social values (liberty, democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, environmental sustainability, rule of law, solidarity, responsibility and gender equality).

(4) General upper secondary education is a continuation of basic education in socializing the new generation, which is based on Estonian cultural traditions, common European values and achievements of world culture and science. Intellectually, socially, emotionally, morally and physically mature people who have acquired a general upper secondary education are the guarantee of the sustainability of the social, cultural, economic and ecological development of Estonian society.

Division 2 **Learning and Educational Objectives**

§ 3. Setting of goals for upper secondary schools

(1) An upper secondary school has a role to play in both education and upbringing. The function of the upper secondary school is to prepare youth for functioning in different walks of life as a creative, diverse, socially mature, trustworthy person who is aware of his or her goals and able to achieve them: a partner in personal life, standard-bearer and promoter of culture, in various positions and roles in the labour market, and as a citizen responsible for sustainability of one's society and natural environment.

(2) The primary objective of learning and education in upper secondary schools is to allow students to find themselves areas of activity that conform to their interests and abilities with which to integrate their future educational career. The function of an upper secondary school is to create conditions for students to acquire knowledge, skills and values that enable them to continue their educational career in a higher educational institution or vocational education.

[\[RT I, 28.08.2013, 1](#) - entered into force on 01.09.2013]

(3) The following are priorities for fulfilling these functions and achieving these objectives:

- 1) independence of students, shaping their worldview and readiness for coping in life;
- 2) shaping an adequate self-esteem;
- 3) developing independent learning and cooperation skills;
- 4) introducing and assessing opportunities for a future educational career;
- 5) shaping of civic skills, activity and responsibility.

(4) The acquiring and developing of knowledge, values and practical skills takes place throughout the school learning and educational process and as a result of the combined effect of cooperation between home and school and of the student's immediate living environment.

(5) Estonian schools have the responsibility to safeguard and develop the Estonian nation, language and culture, and this is why special attention is paid to teaching the Estonian language.

§ 4. Competences

(1) In the sense of the national curriculum, competence is the aggregate relevant knowledge, skills and attitudes that ensure the ability to operate creatively, in an enterprising way and flexibly in a particular area of activity or field and is important in developing as a person and a citizen. Competence can be categorized as general competences or subject field competences.

(2) General competences are subject field and subject specific competences. General competences are shaped through learning outcomes expected in all subjects, but also through discussing cross curricular subjects at lessons, extracurricular and out-of school activities. The development of general competences is monitored and directed by teachers in mutual cooperation as well as in cooperation between school, home and the community. The development of competences is described in the school's curriculum.

(3) The general competences developed in students are:

1) cultural and value competence - ability to evaluate human relations and activities from the standpoint of generally accepted moral norms and ethics; to sense and value one's ties with other people, the society, nature, the cultural heritage of one's own country and nation and those of others, and events in contemporary culture; to value art and creation, and shape the sense of aesthetics; to value general human and societal values, to value human, cultural and natural diversity; to acknowledge one's values and take them into consideration when making decisions; be tolerant and cooperative and to contribute for achieving joint objectives;

2) social and citizenship competence – the ability to become self-actualized; to function as an active, aware, helpful and responsible citizen and to support the democratic development of society; to know and follow values and moral standards in society; to respect the rules of various environments, including communication environments and societal diversity, human rights, the particularities of religions and nations; to engage in cooperation with other people in different situations; to accept differences in people and their values and to take them into account in interacting with people; the ability to understand global problems, take responsibility for solving them; value and follow the principles of sustainable development: feel as a member of society capable of dialogue in the context of Estonia, Europe and the whole world;

3) self-management competence – the ability to understand and evaluate one's weaknesses and strengths in an adequate manner, to consider one's abilities and options; to analyse one's behaviour in different situations; to behave safely and adhere to healthful lifestyles; to solve problems related to one's mental and physical health; to behave in an independent manner in human relationships; to acquire information about the options for continuing one's education and finding work, to plan one's career;

4) learning to learn competence – ability to organise the learning environment individually and in a group, and to procure the information needed for learning, hobbies, health behaviour and career choices; to find suitable sources of information and supervisors and use their help in studying; to plan studies and follow the plan; to use the outcome of the learning in different situations and for solving problems; to associate acquired knowledge with what has been learned before; to analyse one's knowledge and skills, motivation and self-confidence and on that basis, the need for further learning;

5) communication competence – ability to clearly, relevantly and politely express oneself in both one's mother tongue and in at least two foreign languages on the level of an independent language user, taking into account situations and understanding partners in communication and the safety of communication; to introduce oneself, present and justify one's positions; to read, make a difference between and understand informative texts and fiction; to write different types of texts, using appropriate referencing, linguistic devices and a suitable style; to prioritise correct use of language

and rich expressive language and style of communication based on mutual agreement;

6) mathematics, natural sciences and technology competence – the ability to use the language, symbols and methods characteristic of mathematics and natural sciences when solving different problems in school and everyday life; to understand the importance of natural sciences and technology and their impact on everyday life, nature and the society, to understand the limitations of natural sciences and technology; to make evidence based decisions in different fields of life; to use new technologies creatively and innovatively;

7) entrepreneurship competence – ability to create ideas and implement them, using the acquired knowledge and skills in different areas of life and activity; to see problems and the opportunities that lie within them, to contribute to solving problems; to set goals and carry them out, to make short-term and long-term plans, introduce and execute them; to organise joint activities and take part in them, to show initiative and take responsibility for the results; to react creatively, innovatively and flexibility to changes; to take judicious risks; to think critically and creatively; to develop and value one's own and others' ideas;

8) digital competence – the ability to use developing digital technology for coping in a quickly changing society for learning, acting as a citizen as well as communicating in communities; to use digital means for finding and preserving information and to evaluate the relevance and trustworthiness of the information; to participate in creating digital content; including creation and use of texts, images, multimedia; to use suitable digital tools and methods for solving problems, to communicate and cooperate in different digital environments; to be aware of the dangers of the digital environment and know how to protect one's privacy, personal information and digital identity; to follow the same moral and value principles as in everyday life.

(4) Subjects with similar objectives and learning content form a subject field. The subject fields are the following:

- 1) language and literature;
- 2) foreign languages;
- 3) mathematics;
- 4) natural science;
- 5) social studies;
- 6) art subjects;
- 7) physical education.

(5) The main objective of teaching the subjects in a subject field is to develop the corresponding subject field competence. The learning outcomes set in the subject syllabuses, integration with subjects in other subject fields and extracurricular and out-of-school activities support the development of subject field competences and the achievement of learning and educational outcomes of upper secondary school. Descriptive feedback is given to the student about achieving value attitudes in the way specified by the school.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

§ 5. Competences in upper secondary school

[section 5 is repealed]

Division 3 Concept of Learning and the Learning Environment

§ 6. Concept of learning

(1) The national curriculum for upper secondary schools treats learning as an active and goal-oriented activity on the part of a student aimed at making sense of and interpreting perceivable information in combination with other students, teachers, parents and the broader living environment, relying on already existing structures of knowledge.

(2) Occupying a central place in learning is the process whereby students actively construct knowledge. For this purpose, the upper secondary school learning and educational activity must create a learning environment that promotes independent study, including the development of the necessary learning skills. In learning and educational activity, students must be allowed to set their goals, learn to work independently as well as in groups, and to provide the students with opportunities, using various working methods, to find the learning style most suitable to them.

§ 7. Learning environment

(1) The learning environment is understood to mean the combination of the mental, social and physical environment surrounding students, in which students develop and learn.

(2) The upper secondary schools organize studies that protect and promote the mental and physical health of students. The study load shall conform to the student's energy resources.

(3) The entire school community shall take part in developing the social and mental environment. The learning environment shall support the development of students into independent and active learners, promote the core values of the curriculum and the spirit of own school and preserve and develop local and school community traditions.

(4) In developing the social and mental environment.

1) relations that are based on mutual respect and consideration of mutual positions and honouring agreements shall be developed between students, parents, teachers, school administration and other participants involved in learning and education;

2) all students shall be treated without prejudice, fairly and equally, honouring their self-dignity and personal character;

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3) decision-making authority and responsibility shall be distributed in a relevant and clear manner;

4) the efforts and learning success of all students shall be noted and recognized, refraining from labelling students and decreasing their belief in themselves;

5) violence and bullying among students shall be prevented;

6) openness to free exchange of opinions, including criticism shall be preserved;

7) opportunities shall be created for students to display initiative, take part in decision-making and acting both alone and together with companions;

8) An atmosphere shall be created characterized by willingness to help and mutual support in the case of learning and personal difficulty;

9) an atmosphere founded on mutual trust, friendliness, tolerance and good faith shall be created;

10) school life shall be organized as a model of a society that honours human rights and democracy, characterized by shared and ensuring core values in the school community and support for good ideas and positive innovations;

11) school life shall be organized on the basis of principles of ethnic, racial, gender and principles of equal treatment on other grounds and the objectives of gender equality.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

(5) In developing the physical environment, the upper secondary school shall ensure that:

- 1) the furnishings and design of the premises and rooms used are expedient for the purpose of studies;
- 2) it is possible to use, for the purpose of study, computers with an Internet connection, and that students have the opportunity to use the library;
- 3) the furnishings of the rooms and premises used are safe and conform to health protection and safety requirements;
- 4) the rooms, furnishings and study materials have an aesthetic appearance;
- 5) age-appropriate study materials and materials adapted to individual needs shall be used, including study materials and equipment based on contemporary information and communication technologies;
- 6) there exists an opportunity for promoting physical education and healthful lifestyles within and outside of lessons.

(6) Studies may be organized outside the school premises as well (among other things, in the schoolyard, nature, museums, archives, environmental education centres, companies and institutions) and in virtual study environments.

Division 4 Organization of Studies

§ 8. Subject fields and subjects

The national curriculum sets forth the following syllabuses for subjects and courses:

- 1) language and literature: Compulsory subjects – Estonian, literature, Russian (in a school or class where Estonian is studied as a second language, and the study is carried out partially in Russian), literature (in a school or class where Estonian is studied as a second language, and the study is carried out partially in Russian); optional courses – „Oratory and debate ", „Myth and literature ", „Literature and society ", „Drama and theatre", „Literature and film", „Russian in Estonia ", „World literature from the antique area to the 18th century ", „Contemporary Russian literature ", „Contemporary foreign literature" (appendix 1);
- 2) foreign languages: With regard to foreign languages, the following are distinguished: Estonian as a second language; foreign language at B2 language proficiency level, where in addition to the compulsory courses, there are two electives; and foreign language at B1 language proficiency level, where in addition to the compulsory courses there are four elective courses. English, Russian, German, French or other foreign languages shall be studied at B2 proficiency level. English, Russian, German, French or other foreign languages shall be studied at the B1 proficiency level. For students studying Estonian as a second language there is one compulsory foreign language (appendix 2);
- 3) mathematics: Compulsory – narrow maths or extensive maths; optional courses – „Logic", „Elements of the economical mathematics", Elements of number theory part I, „Elements of number theory part II", „Elements of discrete mathematics part I", „Elements of discrete mathematics part II"; „Planimetry part I. Geometry of triangles and circles" and „Planimetry part II. Geometry of polygons and circles" (appendix 3);
- 4) natural science: compulsory subjects - biology, geography (nature geography), chemistry, physics; optional courses - „Applied biology", „Geographic information science", „Principals of chemical processes ", „Chemistry of elements", „Chemistry of life", „Physics and Engineering", „Another kind of physics", „Natural science, technology and society ", „Mechatronics and robotics", „3D modelling", „Technical drawing", „Use of computers for inquiry", „Basics of programming and development of software applications" (appendix 4);
- 5) social studies: Compulsory subjects - history, civics and citizenship education, personal, social and health education, geography (human geography); optional courses - „General history – world history: Civilizations outside Europe ", „General history – History of European countries and the

United States of America", „Psychology", „Everyday law", „The globalizing world", „Introduction to philosophy", „Philosophy today" (appendix 5);

6) art subjects: Compulsory subjects - music, art (appendix 6);

physical education. Compulsory subject – physical education; optional courses - „Physical abilities and kinetic skills", „Physical exercises in the open air" (appendix 7);

7) religious studies optional courses - „People and Religion", „The Religious Landscape of Estonia" (appendix 8);

8) national defence optional courses - „National defence", „Practical Studies at a Military field camp" (appendix 9);

9) economic and business studies business studies optional courses – „Economics Economic studies ", „Business studies " (appendix 10);

10¹) philosophy optional courses – "Introduction to Philosophical Thought", "Questions of Modern Philosophy" (appendix 11);

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10) optional course „Career education" (appendix 12);

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

11) optional course „Bases of inquiry" (appendix 13).

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

§ 9. Compulsory courses of subjects

(1) Language and literature:

1) Estonian (in Russian-language or other-language upper secondary schools, where in accordance with the school curriculum Estonian is studied as a second language) 6 courses (1 course is 35 academic hours);

2) Literature - 5 courses.

(2) Foreign languages:

1) Estonian as a second language in upper secondary schools, where in accordance with the school curriculum Estonian is studied as a second language, and in the case of students who have acquired basic education in a language of instruction other than Estonian 9 courses.

2) foreign language at B2 proficiency level. 5 courses.

3) foreign language at B1 proficiency level. 5 courses.

(3) Mathematics:

1) narrow mathematics - 8 courses or

2) extensive mathematics - 14 courses.

(4) Science:

1) biology - 4 courses.

2) geography (physical geography) - 2 courses.

3) chemistry - 3 courses.

4) physics - 5 courses.

(5) Social studies:

1) history - 6 courses.

2) civics and citizenship education - 2 courses.

3) personal, social and health education (PSHE) - 1 course.

4) geography (human geography) - 1 course.

(6) Art subjects:

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| 1) music | 3 courses. |
| 2) art | 2 courses. |
| (7) Physical education: physical education - | 5 courses. |

§ 10. Cross-curricular topics

(1) Cross-curricular topics are a means of integrating general and subject field competences, subjects and subject fields, and are taken into account in developing the school environment. Cross-curricular topics span numerous subjects and are priorities for society, and enable creation of an idea of the development of society as a whole, supporting the student's capacity to apply his or her knowledge in different situations.

(2) Study of cross-curricular topics is realized above all in the following:

- 1) the structure of the learning environment – the content and aims of cross-curricular topics are taken into account in developing the school's non-material, social and physical learning environment;
- 2) subject study – proceeding from the cross-curricular topics, suitable treatments of subjects, examples and methods are introduced into teaching of subjects, multi-subject, multiple-class and school projects are carried out jointly. The role of a subject in study of cross-curricular topics is different based on the subject's aims and content depending on how closely related the subject field is to the cross-curricular topic;
- 3) selection of optional courses – optional courses support the aims of cross-curricular topics;
- 4) creative work that stems from cross-curricular topics or which integrates subjects – students may proceed from a cross-curricular topic in choice of creative work done independently or as a group project;
- 5) organizing if possible, in cooperation with the owner of the school, extracurricular learning activities and hobby activities with regional institutions and enterprises, other educational and cultural institutions and civic associations and taking part in county, country and international projects.

(3) Required cross-curricular topics are:

- 1) Lifelong learning and career planning – the aim is for the student to develop into a person who is prepared to learn lifelong, perform different roles in a changing educational, living and work environments and shape his or her life through conscious decisions, including making of reasonable career choices;
- 2) environment and sustainable development – the aim is for the student to become a socially active, responsible and environmentally conscious person who preserves and protects the environment, and by valuing sustainability, is prepared to find solutions to issues pertaining to the environment and human development;
- 3) civic initiative and entrepreneurship – the aim is for the student to become an active and responsible member of the community and society who understands the principles and mechanisms of the functioning of society and the importance of civic initiative, feels like a member of society and draws on the country's cultural traditions and development directions in his or her activities;
- 4) cultural identity – the aim is for the student to develop into a person who is culturally aware, who understands the role of culture in shaping people's thought and behaviour and who knows how cultures have changed over history, who has acquired an idea of versatility of cultures and particularities of lifestyles determined by culture and who values native culture and cultural diversity and is culturally tolerant and prepared for cooperation;
- 5) information environment – the aim is for the student to develop into an information-conscious person who senses and aware of the surrounding information environment, is able to analyze it critically and acts according to his or her aims and society's communications ethics;
- 6) technology and innovation – the aim is for the student to develop into a person who is well-disposed toward innovation and who knows how to use contemporary technologies in a goal-

oriented manner, who copes with the rapidly changing technological living, learning and work environment;

7) health and safety – the aim is for the student to develop into a mentally, emotionally, socially and physically healthy member of society who is capable of following healthful lifestyles, acting in a safe manner and taking part in developing a health promoting environment;

8) values and morals – the aim is for the student to develop into a morally advanced person, who knows the generally recognized values and moral principles in society, follows the in school and outside school, who does not remain indifferent when they are flouted, and intervenes in accordance with his or her abilities when necessary.

(4) The descriptions of cross-curricular topics are set forth in appendix 14.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

§ 11. Fundamentals of organization of studies

(1) The student's minimum study load during upper secondary school shall be 96 courses (1 course is 35 academic hours).

(2) Schools shall ensure in their curricula that instruction in Estonian comprises at least 60% of the minimum permitted course load for the upper secondary level, whereby Estonian literature, Estonian history, civics education, music and geography must be taught in Estonian.

[RT I, 20.09.2011, 1 - entry into force 23.09.2011]

(3) All of the compulsory courses specified in Section 9 shall be part of the student's study load, taking into account the possibility of choosing between narrow and broad mathematics, and exceptions in the case where, in accordance with the school curriculum, Estonian is studied as a second language.

(3¹) The minimum mandatory study load of students shall include - as an optional course - research work or practical assignment and its load must be set out in the school curriculum; however, this load may not be less than 35 academic hours.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

(4) Upper secondary schools shall allow students to take optional courses by field with at least the following course load:

1) language and literature - 4 courses (1 course is 35 academic hours);

2) foreign language - 6 courses;

3) mathematics - upper secondary schools enable the study of extensive mathematics in the scope of 14 courses;

4) science - 8 courses;

5) social studies - 7 courses;

6) physical education – 2 courses;

7) religion studies - 2 courses;

8) national defence - 2 courses;

9) economic and business studies - 2 courses;

10) bases of inquiry - 1 course.

(5) The subject field course loads described in Subsection 4 may include both the optional courses described in the national curriculum as well as the optional courses based on the school curriculum.

In religion studies and national defence, studies take place pursuant to the syllabuses specified in the national curriculum.

(6) Upper secondary schools shall enable, in addition to the optional courses specified in Subsection 4, optional courses totalling at least 11 courses which take into account the particularities of the school and regional character. The said optional courses may include both optional courses described in the national curriculum as well as the optional courses from the school curriculum. Studies of these optional courses must be organized if there are at least 12 students making a corresponding request.

(7) [Repealed RT I, 28.08.2013, 1 - entry into force 1.09.2013]

(8) [Repealed RT I, 28.08.2013, 1 - entry into force 1.09.2013]

(9) The organization of learning and education shall be set forth in the school curriculum. An upper secondary school may plan the optional courses specified in subsections 4 and 6 and carry them out in cooperation with other schools and organizations, using, among other things, Estonian and international networks and information technology solutions.

(10) For the purpose of using content and language integrated learning, administering vocational education or taking into account regional or school particularities, the courses in the subject may be linked to one another (including compulsory courses and electives); with the consent of the school's board of trustees, the list of the compulsory subjects and cross-curricular topics specified by the national curriculum may be modified and the arrangement of teaching time may be changed. In both cases, the achievement of the learning outcomes set forth in the national curriculum must be ensured. The school curriculum shall describe the integration with the requirements of the national curriculum.

[RT I, 28.08.2013, 1 - entry into force 1.09.2013]

(11) The curricula of the following schools may be prepared without taking into consideration the requirement to allow the students to choose between narrow and extensive maths as set forth in subsection 3: state schools and schools with whose owners the state has concluded agreements to create opportunities that enable students with specific special educational needs to acquire general secondary education. The curricula of the following schools may be prepared without taking into consideration the course load requirements for the optional courses as set forth in subsections 4 to 6: state schools, basic schools and upper secondary schools that operate as one institution with only distance learning taking place, and schools with whose owners the state has concluded agreements to create opportunities that enable students with specific special educational needs to acquire general secondary education.

[RT I, 28.08.2013, 1 - entry into force 1.09.2013]

(11) [Repealed RT I, 28.08.2013, 1 - entry into force 1.09.2013]

§ 12. Notification and counselling of students

(1) The upper secondary school shall ensure for students the opportunity to receive information and advice regarding organization of studies.

(2) The upper secondary school shall organize notification of students regarding opportunities for further study and general trends on the labour market and shall ensure the availability of career services (career studies, information or counselling).

§ 13. Students with special educational needs

(1) The upper secondary school shall organize mentoring of talented students.

(2) Depending on the students' special educational needs, the upper secondary school may make changes or adjustments in the duration of study, learning content, educational process, learning environment or required learning outcomes. In the case of a student of limited legal capacity, the parent of the student shall be involved in the making of changes. If the changes or adjustments should entail a significant increase or decrease should take place in the weekly study load or intensity of study compared to the national or school curriculum, an individual curriculum must be prepared in order to implement the changes.

(3) If an individual curriculum compiled for a student with special educational needs foresees the reduction or replacement of the learning outcomes set forth in the national curriculum, or being excused from the study of a compulsory subject, an individual curriculum may be implemented on the basis of a recommendation of an advisory committee.

(4) An individual curriculum shall be compiled for a student being home-schooled for health reasons, and his or her course load may be reduced by up to eight courses for each academic year spent in home schooling.

§ 14. Exceptions applied for distance learning

(1) Distance learning is learning that targets adult students, where in comparison to diurnal learning, there is a higher proportion of independent learning in addition to the academic hours. As a result, in order to complete one course, less than 35 academic hours must be used for supervised study. The arrangement of teaching time shall be determined in the school curriculum or in the individual curriculum, without the need to consider the requirements for the arrangement of teaching time as set forth in sections 9 and 11, but it must enable the achievement of learning outcomes in at least the compulsory courses set forth in this Regulation, for a total of at least 72 courses.

(2) In distance learning, physical education shall not be one of the compulsory subjects.

Division 5 Assessment and Graduation from Upper Secondary School

§ 15. Assessment

(1) The purpose of assessment is the following:

- 1) to support the student's development;
- 2) to provide feedback regarding the student's progress;
- 3) to encourage and direct the student to study independently;
- 4) to direct the formation of the student's self-esteem, to guide and support the student in his or choice of future educational career;
- 5) to guide the teacher's activities in supporting the student's learning and individual development;
- 6) to lay a foundation for the decision regarding progression to the next class and graduation from school.

(2) Assessment is a systematic gathering of information about the student's development, analysis of such information and providing of feedback. Assessment is a basis for further planning of studies. Assessment relies on various methods, assessment tools and ways. Assessment is an integral part of teaching and learning.

(3) Students have the right to receive information on the assessment system and on the grades and evaluations they have received. Students have the right to know what grade or evaluation is the basis for final grades in a course. The grading system and the procedure for notification of students

and parents of grades and evaluations shall be set forth in the school's rules of procedure, and the procedure for challenging grades and evaluations shall be set forth in the curriculum of the school.

(4) Requirements for student behaviour shall be set forth in the upper secondary school's rules of procedure.

§ 16. Formative assessment

(1) Formative assessment means assessment taking place during studies, in the course of which the student's knowledge, skills, attitudes, values and behaviour are analyzed, feedback is provided on the student's previous results and shortcomings, the student is encouraged and guided in further studies and the future objectives and routes of studying are planned. Formative assessment focuses above all on comparing the student's development with his or her previous accomplishments. Feedback shall describe, at the right time and as precisely as possible, the student's strengths and shortcomings and shall include proposals for further activities that support the student's development.

(2) In the course of a lesson, the student shall receive mainly oral or written verbal feedback regarding knowledge and skills pertaining to the subject and the subject field (including general competences, the learning and educational objectives of the stage of study, and cross-curricular topics), as well as on behaviour, attitudes and values. The teachers shall give the student feedback throughout the school day, in order to support the formation of the student's behaviour, attitudes and values. The school shall respond to cases in conflict with generally recognized values and good practice.

[RT I, 28.08.2013, 1 - jõust. 01.09.2013]

(3) The student shall be involved in the process of assessing himself or herself, and his or her companions, in order to develop his or her skill to set his or her own objectives, to analyze his or her learning and behaviour according to the objectives, and to increase motivation for learning.

(4) One instrument used for formative assessment is the portfolio. The portfolio, as diary of learning, contains both student work as well as analysis and feedback on the work. The portfolio may be compiled in a subject- or field-based manner, regarding cross-curricular topics or general competences.

§ 17. Assessment of knowledge and skills as the basis for summarizing grades

(1) The student's knowledge and skills shall be compared with the expected learning outcomes listed in the curriculum that is the basis for the student's studies. The subject-related knowledge and skills may be evaluated in the course of the studies as well as at the end of the study topic. The results of assessment of subject-related knowledge and skills may be expressed either as numerical grades on a five-point scale or as numerical grades corresponding to the school's internal grading system.

(2) Grading using the 5-point scale:

1) The grade 5 or "very good" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes are fully in accordance with, and exceed, the required learning outcomes that are the basis for the student's study;

2) The grade 4 or "good" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes are generally in accordance with the required learning outcomes that are the basis for the student's study;

3) The grade 3 or "satisfactory" is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if the achieved learning outcomes are generally in accordance with the required learning outcomes that are the basis for the student's study, but there

exist deficiencies and errors;

4) The grade 2 or “poor” is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if there are substantial deficiencies in the achieved learning outcomes;

5) The grade 1 or “weak” is used in evaluating the achievements in learning outcomes during the observed period or observed topic, if there are substantial deficiencies in the achieved learning outcomes and there has been no development.

(3) In preparing and assessing the written work that will be assessed using the 5-point scale, the principle shall be followed that if the 5-point scale is used and the teacher has not stated otherwise, the work shall be compiled such that the student who has achieved 90-100% of the maximum number of possible points shall be assessed as grade 5, with grade 4 – 75-89%, grade 3 – 50-74%, grade 2 – 20-49%, and grade 1 – 0-19%.

(4) If the use of unauthorized assistance or copying is discovered in the evaluation process, the relevant written or practical assignment, oral answer (presentation), practical activity or outcome thereof may be graded as “weak” if so specified in the school curriculum.

(5) If a written or practical assignment, oral answer (presentation), practical activity or outcome thereof is graded with the grade “poor” or “weak” or the grade was not given, the student shall be given the opportunity for redoing the answer or the assignment. The procedure for redoing assignments or parts thereof shall be set forth in the school curriculum.

§ 18. Summarizing grades and graduation from upper secondary school

(1) The student’s learning outcomes in subjects shall in general be assessed in summarized fashion with course grades expressed on a five-point scale and on the basis of the course grades with grades for the stage of study, expressed on a five-point scale. In lieu of the five-point scale, the school may use a different grading system. The grading system used and the principles for converting the grades to the five-point scale shall be set forth in the school curriculum. Upon the student’s departure from the school, the summarized grades of that academic year, and the grades received during the quarter or course in progress shall be converted to a five-point scale. The school may, in assessment of elective courses, use the grades “pass” and “fail” and these assessments shall not be converted to the five-point scale.

[RT I, 20.09.2011, 1 - entry into force 23.09.2011]

(2) Also construed as summarized assessment is the certification of knowledge and skills in the case where the school, in accordance with subsection 17 (4) of the Basic Schools and Upper Secondary Schools Act, considers study or activity that is external to the school curriculum as part of that which is taught in the school.

(3) The upper secondary school graduation certificate shall be given to students:

1) whose grades for the stage of study are at least satisfactory, or in the case of elective courses, are satisfactory or pass grades;

2) who scored a result in the state examinations in the Estonian language or, according to the conditions set forth in subsection 4, in Estonian as a second language, in mathematics or foreign language (English, French, Russian or German), corresponding to the required study load in the subject;

[RT I, 23.03.2014, 7 - entry into force 28.03.2014]

3) who scored at least a satisfactory result in the school examination of an upper secondary school;

[RT I, 28.08.2013, 1 - entry into force 01.09.2013]

4) who have conducted, during upper secondary school, a student investigation or practical work, with the exception in the case of graduation from the school as an external student.

(4) Students who have studied Estonian as a second language in an upper secondary school, students who have graduated from basic school in a school or class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, as well as students who are from an upper secondary school or upper secondary class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, may choose to take either the Estonian, or Estonian as a second language, state examination.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

(4) An external student shall be considered to have graduated from upper secondary school if he or she has passed the examinations set forth in subsection 3 and has passed the subject examinations in courses in which he or she lacks course grades or in which he or she has not proved his or her knowledge and skills through assessment of previous learning and work experience. An external student shall not be assessed in physical education. Schools where distance learning is implemented shall be obliged to create conditions for a person to graduate from the school as an external student who has submitted a relevant written application to the school by 1 November of the academic year in progress. In graduating from the school as an external student, the school shall have enabled the graduate to receive study activity supervised by the school, comprising at least 15 academic hours (45 minutes). For the remainder, learning shall take place independently.

(5) For students with special educational needs where, subject to conditions set forth in this Regulation, the learning outcomes set forth in this Regulation have been reduced or replaced by the school curriculum, or by an individual curriculum on recommendation by an advisory committee, the basis for graduation shall be the achievement of learning outcomes required in the school or individual curriculum.

Division 6 School Curriculum

§ 19. Fundamentals and structure of preparation of school curriculum

(1) On the basis of the national curriculum, the upper secondary school shall prepare the school curriculum. The school curriculum is the basic document of learning and educational activities at the upper secondary school which describes the emphasis of learning and learning activities for complying with the curriculum.

(2) The preparation of the school curriculum shall take into consideration the particularities of the school and the region, the wishes of the school staff, parents and students and the mental and material resources available.

(3) All persons working in the field of learning and education at the school shall participate in preparing the school curriculum as well as other school staff, if necessary. The school shall involve students, parents and representatives of other interest groups into preparing the curriculum. The head of the upper secondary school is responsible for the democratic organisation of preparing and developing the school curriculum.

(4) The school curriculum is established by the head. Amendments to the school curriculum shall be submitted before establishment for an opinion to the school's board of trustees, student representative board and teachers' council.

(5) The school curriculum shall consist of a general part and course syllabuses of compulsory courses, optional courses and optional subjects. The syllabuses for the compulsory courses and elective courses are presented by subject fields.

(6) The general part of the school curriculum shall provide:

1) school values and particularities, learning and educational objectives of the school;

2) organisation of studies, including at least the descriptions of compulsory courses and the elective courses and elective subjects provided by the school, the descriptions of fields of study, of there are any, the principles of forming the study load of a student and the organisation of studies of students with special educational needs, the principles of integrating subjects, organisation of a student's studies or practical work, using different languages of instruction;

3) activities planned for developing general competences and diversifying the learning environment;

4) organisation of assessment and graduation from upper secondary school;

5) organisation of informing and counselling students and career studies, including career information and counselling;

6) principles of planning the cooperation and work of teachers;

7) procedure of updating and supplementing the school curriculum.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

Chapter 3 Implementing Provisions

§ 20. Bringing learning and educational activity and the learning environment into conformity

(1) Schools shall bring learning and educational activity and the school curriculum into conformity with this Regulation by 1 September 2013.

(2) The learning environment shall be brought into conformity with the requirement set out for the physical environment in this Regulation by 1 September 2013.

(3) Until it is brought into conformity with this Regulation, the school's learning and educational activities and curriculum must conform to the Government of the Republic Regulation no. 56 of 25 January 2002, "National curriculum for basic schools and upper secondary schools" (RT I 2002, 20, 116; 2007, 61, 392).

(4) Schools that implement study in the form of distance learning in the 2010/2011 academic year are obliged to create conditions to graduate from the school as an external student for a person who has submitted the relevant written application to the school by 20 January of the academic year in progress.

(5) § 11 (31) shall apply to research work and practical assignments which, according to § 31 (6) 3) of the Basic Schools and Upper Secondary Schools Act, constitute a precondition for graduating from an upper secondary school as of 1 September 2013.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

(5) The school curriculum shall be brought into conformity of sections 4 and 19 of this regulation by 1 September 2015, at the latest. Up until the curriculum is brought into conformity with the aforementioned provisions, the school curriculum shall conform to the wording of section 4 and 19 of

the national curriculum of upper secondary schools and of the appendixes of the regulation that were valid until 1. September 2014.

[RT I, 29.08.2014, 18 - entry into force 01.09.2014]

§ 21. Estonian-language studies at the upper secondary school stage in municipal and state schools

(1) In municipal schools where the language of instruction was other than Estonian as at 1 September 2010 and which the Government of the Republic has not authorised on the basis of the Basic Schools and Upper Secondary Schools Act to use a language of instruction other than Estonian, § 11 (2) will apply to students who have commenced their upper secondary school studies in the 2011/2012 academic year or later, and study throughout all upper secondary schools shall be brought into accordance with § 11 (2) by 1 September 2013.

(2) Until study throughout all upper secondary schools is brought into accordance with § 11 (2), students who have commenced studies in a school referred to in subsection 1 of this section before the 2011/2012 academic year may be instructed in a language other than Estonian whereby the Estonian shall be the language of instruction for the following:

1) at least one course in Estonian literature, two courses in civics and citizenship education and three courses in music for students who commenced their upper secondary school studies in the 2009/2010 academic year;

2) at least one course in Estonian literature, two courses in civics and citizenship education, three courses in music and two courses in Estonian history for students who commenced their upper secondary school studies in the 2010/2011 academic year.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

§ 22. Conditions for graduation from upper secondary school in force until 31 August 2013

(1) Subsections 18 (3) and 18 (4) shall be implemented effective 1 September 2013. Up to 31 August 2013 the conditions set forth in this Section shall be applied with regard to final examinations.

(2) To graduate from upper secondary school, at least five upper secondary school final examinations must be taken, of which at least three must be state examinations. In any one given subject, either a state examination or school examination may be taken.

(3) The state examination on Estonian shall be required for all students, with the exception of the case set forth in Subsection 4.

(4) Students who have studied Estonian as a second language in an upper secondary school, students who have graduated from basic school in a school or class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, as well as students who are from an upper secondary school or upper secondary class with Russian or another language of instruction, and who have been studying in an upper secondary school or upper secondary class where the language of instruction is Estonian, may take, instead of the state examination on Estonian, the state examination on Estonian as a second language.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

(4) Students whose language of instruction is sign language may choose, for their compulsory examination, the state examination in Estonian or in Estonian as a second language.

(5) Students have the right to take all final examinations as state examinations. Students may choose state examinations from among the following subjects in the school curriculum: Russian (in a school or class where Estonian is taught as a second language, and where part of the study takes place in Russian), English, German, French, Russian (as a foreign language), biology, chemistry, mathematics, physics, geography, history, and civics.

(6) One foreign language examination (the Estonian examination shall not be considered a foreign language) may be among the three required state examinations. A student also has the right to take the state exam for English, German, French or Russian (as a foreign language) if he or she has not studied that language in school.

(7) In place of the German language state examination, it is also possible, on the basis of a bilateral agreement, to sit for the Level II language diploma examination of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, or the German general higher education Matura German language examination.

(8) The German language examination taken, on the basis of a bilateral agreement, in order to obtain the German Level II language diploma, and the German and mathematics examinations taken for the German general higher education Matura diploma, shall be recognized as state examinations.

(9) School examinations may be taken in all compulsory subjects and, additionally, in those optional courses that have been studied at the upper secondary school stage for at least 105 academic hours.

(9¹) In accordance with the procedure established by the Regulation of the Minister of Education and Research adopted on the basis of § 31 (2) of the Basic Schools and Upper Secondary Schools Act, a state examination on a foreign language may be replaced by an internationally recognised examination on a foreign language. The said examination shall be recognised as a state examination.

[RT I, 07.05.2013, 10 - entered into force on 10.05.2013]

(10) One of the school examinations may be taken by the upper secondary school graduate as a practical assignment or research work in chosen subject.

(11) The upper secondary school graduating certificate shall be given by the school by decision of the teachers' council:

1) to upper secondary school students whose grades for the stage of study in the subjects in the school curriculum compiled on the basis of the national curriculum for upper secondary schools are at least satisfactory and who have passed all of their compulsory and selected final examinations at least satisfactorily;

2) to external students whose grades in subject examinations are at least satisfactory and who have passed all of their compulsory and selected final examinations at least satisfactorily;

3) to persons whose grades in subjects at their school stage are at least satisfactory but who in previous academic years did not receive an upper secondary school graduation certificate because they did not take the state examination or because they scored unsatisfactorily on the state examination, and who, in subsequent academic years, took all of the state examinations, except for special cases set forth in subsections 13 and 14, and scored at least 20 points.

[RT I, 20.09.2011, 1 - entered into force on 23.09.2011]

(12) Upper secondary school students who have a specific spelling problem (dysgraphia) and who scored unsatisfactorily on the state examination in Estonian or Estonian as a second language shall be able to choose, instead of that state examination, a new state examination in another state examination subject.

(13) An upper secondary school student who scored unsatisfactorily on the state examination in one subject may choose, instead of that state examination, a new state examination in another state examination subject.

§ 23. Repeal of regulation

[Omitted]