

Social studies

The subject of social studies is by its nature interdisciplinary. It has its roots in political science, sociology and economics, but also includes other disciplines from the social sciences and humanities. Using concepts, theories, models and methods from all these disciplines, complex social issues can be understood and explained. The subject also has a historical perspective.

Aim of the subject

Teaching in the subject of social studies should aim at helping students broaden, deepen and develop knowledge of people's living conditions based on different social issues. Political, social and economic interconnections today link together people from different societies throughout the world. Teaching should give students the opportunity to develop knowledge of issues relating to power, democracy, gender equality and human rights including the rights of children and young people in accordance with the Convention on the Rights of the Child. Students should also be given the opportunity to develop an understanding of issues concerning working life, resources and sustainable development.

Students should be given the opportunity to develop a scientific approach to social issues and an understanding of scientific work on social issues. In addition, teaching should contribute to creating conditions for active participation in the life of society. A complex society with a huge flow of information and a rapid rate of change requires a critical approach, and students should thus be given the opportunity to develop such approaches. They cover the ability to search for, organize and assess information from different sources and media, as well as the ability to draw conclusions from the information.

Teaching should give students the opportunity to work with different methods for collecting and processing information. Through teaching students should also be given the opportunity to express knowledge and ideas both orally and in writing, as well as using modern information technology.

Teaching in the subject of social studies should give students the opportunities to develop the following:

- 1) Knowledge of democracy and human rights, both individual and collective rights, social issues, social conditions, as well as the function and organization

of different societies from local to global levels based on different interpretations and perspectives.

- 2) Knowledge of the importance of historical conditions and how different ideological, political, economic, social and environmental conditions affect and are affected by individuals, groups and social structures.
- 3) The ability to analyse social issues and identify causes and consequences using concepts, theories, models and methods from the social sciences.
- 4) The ability to search for, critically examine and interpret information from different sources and assess their relevance and credibility.
- 5) The ability to express their knowledge of social studies in various types of presentation.

Courses in the subject

- Social studies 1a1, 50 credits, which builds on knowledge from the compulsory school or equivalent. Grades in the course cannot be included in the student's diploma together with grades in the course social studies 1b.
- Social studies 1a2, 50 credits, which builds on the course social studies 1a1. Grades in the course cannot be included in the student's diploma together with grades in the course social studies 1b.
- Social studies 1b, 100 credits, which builds on knowledge from the compulsory school or equivalent. Grades in the course cannot be included in the student's diploma together with grades in the courses social studies 1a1 or social studies 1a2.
- Social studies 2, 100 credits, which builds on the course social studies 1a2 or social studies 1b.
- Social studies 3, 100 credits, which builds on the course social studies 2.
- International economics, 100 credits, which builds on the course social studies 1a2 or social studies 1b.
- International relations, 100 credits, which builds on the course social studies 1a2 or the course social studies 1b.

Social studies 1a1
SAMSAM01a1

Social studies 1a1

The course social studies 1a1 covers points 1–5 under the heading Aim of the subject.

Core content

Teaching in the course should cover the following core content:

- Democracy and political systems at local and national level, and in the EU. International and Nordic cooperation. Opportunities for citizens to influence policy decisions at different levels. Distribution of power and opportunities for exerting influence in different systems and at different levels based on different democratic models and using the opportunities provided by digital technologies. Media content and assessing news in connection with issues concerning democracy and politics.
- Human rights, what they are, how they relate to the state and the individual, and how people can enforce their individual and collective human rights.
- International law in armed conflicts. International humanitarian law and protection of civilians in armed conflicts.
- The labour market, labour law and the working environment. Labour market partners, their different roles and their importance for social development. How the labour market works, conditions of employment.
- Group and individual identity, relationships and social living conditions based on social categorisation of people which creates both a sense of community and exclusion.
- Personal finance. Household income, expenditure, assets and liabilities. Consumer law and consumption in relation to needs and resources. How personal finances are affected by socio-economic changes.
- Methods for critically processing information, such as the reliability of sources.
- Different forms of presentation using a range of techniques with emphasis on written and oral forms, such as debates and letters to newspapers.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of and analyse the organisation and social conditions of different societies, and their underlying ideas. Students can also **in basic terms** give an account of human rights. In their analysis, students explain **simple** relationships and draw **simple** conclusions about similarities and differences between the organisation of different societies. In addition, students can draw **simple** conclusions about how contemporary social conditions, such as the development of working life, influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analysis, students discuss **in basic terms** causes and consequences and possible solutions to social issues. Students can give **simple** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

Students can **in basic terms** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and spending, assets and liabilities, and also the relationship between personal finances and the economy.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, and make **simple** reflections on the relevance and credibility of their sources. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas. Students can also **in detail** give an account of human rights. In their analysis students explain relationships and draw **well grounded** conclusions about similarities and differences between the organisation of different societies. In addition, students can draw **well grounded** conclusions about how contemporary social conditions, such as the development of working life, influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analysis students discuss **in detail** the causes and consequences, and possible

solutions to social issues. Students can give **well grounded** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

Students can **in detail** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and expenditure, assets and liabilities, and the relationship between personal finances and the economy.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, and make **well grounded** reflections on the relevance and credibility of the sources **based on their purpose**. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas. Students can also **in detail and in a balanced way** give an account of human rights. In their analysis students explain **complex** relationships and draw **well grounded and balanced** conclusions about similarities and differences between the organisation of different societies. In addition, students can draw **well grounded and balanced** conclusions about how contemporary social conditions, such as the development of working life, influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **several** causes and consequences. In their analysis students discuss **in detail and in a balanced way** the causes and consequences, and possible solutions to social issues. Students can give **well grounded and balanced** arguments for their viewpoints and in **balanced** assessments evaluate the viewpoints of others.

Students can **in detail and in a balanced way** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and expenditure, assets and liabilities, and the relationship between personal finances and the economy.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, and make **well grounded and balanced**

reflections on the relevance and credibility of sources **based on their purpose**. Students can **with certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Social studies 1a2
SAMSAM01a2

Social studies 1a2

The course social studies 1a2 covers points 1–5 under the heading Aim of the subject, with special emphasis on point 3.

Core content

Teaching in the course should cover the following core content:

- Political ideologies and their linkages to social structures and welfare theories.
- Economics, such as economic structures and flows in Sweden and internationally. Support, growth and business enterprise, use of resources and distribution of resources based on various conditions.
- Role of the mass media and information technology in society. Their opportunities to influence people and social development, and the opportunities they give people to exercise influence.
- Concepts, theories, models and methods of the social sciences in connection with investigations into social issues and conditions. Examples of methods for collecting information are interviews, questionnaires and observations. Examples of methods for processing information are statistical methods, social science text analysis, analysis of arguments and criticism of sources.
- Different forms of presentation using a range of techniques with emphasis on the written and oral, such as debates, letters to newspapers and reports.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of and analyse the organisation and social conditions of different societies, and their underlying ideas. In their analysis, students explain **simple** relationships and draw **simple** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in basic terms** give an account of the importance of historical conditions and draw **simple** conclusions on how contemporary social conditions affect and are affected by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences. Students discuss **in basic terms** causes and consequences, and also possible solutions to social issues. Students can give **simple** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

In their work on social issues, students can with **some certainty** search for, examine and interpret information from different sources, report their sources, and make **simple** reflections on the relevance and credibility of the sources. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas. In their analysis students explain relationships and draw **well grounded** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in detail** give an account of the importance of historical conditions and draw **well grounded** conclusions on how contemporary social conditions affect and are affected by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in simple assessments**. Students discuss **in detail** causes and consequences, and also possible solutions to social issues. Students can give **well grounded** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, report their sources, and make **well grounded** reflections on the relevance and credibility of sources based on their purpose. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas. In their analysis, students explain **complex** relationships and draw **well grounded** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in detail and in a balanced way** give an account of the importance of historical preconditions and draw **well grounded and balanced** conclusions on how contemporary social conditions influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **several** causes and consequences. In their analyses, students **with certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in balanced assessments**.

Students discuss **in a balanced way** causes and consequences, and also possible solutions to social issues. Students can give **well grounded and balanced** arguments for their viewpoints and in **balanced** assessments evaluate the viewpoints of others.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose.

Students can **with certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Social studies 1b

The course social studies 1b covers points 1–5 under the heading Aim of the subject. The course covers basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Democracy and political systems at local and national level, and in the EU. International and Nordic cooperation. Opportunities for citizens to influence policy decisions at different levels. Distribution of power and opportunities for exerting influence in different systems and at different levels based on different democratic models and using the opportunities provided by digital technologies. Political ideologies and their linkages to social structures and welfare theories.
- Human Rights; what they are, how they relate to the state and the individual, and how people can enforce their individual and collective human rights.
- International law in armed conflicts. International humanitarian law and protection of civilians in armed conflicts.
- The labour market, labour law and the working environment. Labour market partners, their different roles and their importance for social development. How the labour market works, conditions of employment.
- Group and individual identity, relationships and social living conditions based on social categorisation of people which creates both a sense of community and exclusion.
- Economics, such as economic structures and flows in Sweden and internationally. Support, growth and business enterprise, use of resources and distribution of resources based on various conditions.
- Personal finance. Household income, expenditure, assets and liabilities. Consumer law and consumption in relation to needs and resources. How personal finances are affected by socio-economic changes.
- Role of the mass media and information technology in society. Their opportunities to influence people and social development, and the opportunities they give people to exercise influence. Content of media and assessing news.

- Concepts, theories, models and methods of the social sciences in connection with investigations into social issues and conditions. Examples of methods for collecting information are interviews, questionnaires and observations. Examples of methods for processing information are statistical methods, social science text analysis, analysis of arguments and criticism of sources.
- Different forms of presentation using a range of techniques with emphasis on the written and oral, such as debates, letters to newspapers and reports.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of and analyse the organisation and social conditions of different societies, and their underlying ideas. Students can also **in basic terms** give an account of human rights. In their analysis, students explain **simple** relationships and draw **simple** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in basic terms** give an account of the importance of historical conditions and draw **simple** conclusions about contemporary social conditions, such as the development of working life, influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences. Students discuss **in basic terms** causes and consequences, and also possible solutions to social issues. Students can give **simple** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

Students can **in basic terms** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and spending, assets and liabilities, and also the relationship between personal finances and the economy.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, report their sources, and make **simple** reflections on the relevance and credibility of the sources. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas. Students can also **in detail** give an account of human rights. In their analysis students explain relationships and draw **well grounded** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in detail** give an account of the importance of historical conditions and draw **well grounded** conclusions on how contemporary social conditions, such as the development of working life, affect and are affected by individuals, groups and social structures.

Students can analyse social issues and identify **some** causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in simple assessments**. Students discuss **in detail** causes and consequences, and also possible solutions to social issues. Students can give **well grounded** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

Students can **in detail** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and expenditure, assets and liabilities, and the relationship between personal finances and the economy.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, report their sources, and make **well grounded** reflections on the relevance and credibility of sources based on their purpose. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of and analyse the organisation and social conditions of different societies and their underlying ideas.

Students can also **in detail and in a balanced way** give an account of human rights. In their analysis, students explain **complex** relationships and draw **well grounded** conclusions about similarities and differences between the organisation of different societies. In addition, students can **in detail and in a balanced way** give an account of the importance of historical preconditions and draw **well grounded and balanced conclusions** on how contemporary social conditions, such as the development of working life, influence and are influenced by individuals, groups and social structures.

Students can analyse social issues and identify **several** causes and consequences. In their analyses, students **with certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in balanced assessments**.

Students discuss **in detail and in a balanced way** causes and consequences, and also possible solutions to social issues. Students can give **balanced** arguments for their standpoints and evaluate with **balanced** assessments the views of others.

Students can **in detail and in a balanced way** give an account of the rights and obligations of individuals in their roles as consumers, the relationship between household income and expenditure, assets and liabilities, and the relationship between personal finances and the economy.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, report their sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose. Students can **with certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Social studies 2
SAMSAM02

Social studies 2

The course social studies 2 covers points 1–5 under the heading Aim of the subject, with special emphasis on points 2 and 3. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- The emergence of economic theories and their impact in the light of historical conditions and conflicts, such as mercantilism, economic liberalism, Marxism, Keynesianism and monetarism. Issues concerning growth, power, influence, a sustainable society, the environment and allocation of resources in relation to economic theories.
- Contemporary political development in society on the basis of historical ideological conditions, such as human rights, nationalism, colonialism and gender equality, in relation to the distribution of power and economic conditions. Issues on the freedom of action of players versus structural conditions.
- Specialised thematic studies into social issues.
- Concepts, theories, models and methods of the social sciences when working with complex social issues.
- Critical examination of sources, interpretation and assessment of information from different media and sources when working with complex social issues. Referencing sources in accordance with established norms.
- Oral and written presentations in different forms, using different techniques common in the area, such as debates, articles, reports and essays.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of some key theories, and **in basic terms** discuss their strengths and weaknesses. In addition, students can **in basic**

terms give an account of how theories affect contemporary economic, political and social conditions, and how these conditions can be understood through theories.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences. Students discuss **in basic terms** causes, and also political, economic and social consequences of different solutions to social issues. Students can give **simple** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **simple** reflections on the relevance and credibility of their sources.

Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of some key theories, and **in detail** discuss their strengths and weaknesses. In addition, students can **in detail** give an account of how theories affect contemporary economic, political and social conditions, and how these conditions can be understood through theories.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students **with some certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in simple assessments**. Students discuss **in detail** causes, and also political economic and social consequences of different solutions to social issues. Students can give **well grounded** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **well grounded** reflections on the relevance and credibility of sources based on their purpose. Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of some key theories, and **in detail and in a balanced way** discuss their strengths and weaknesses. In addition, students can **in detail and in a balanced way** give an account of how theories affect contemporary economic, political and social conditions, and how these conditions can be understood through theories.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students **with certainty** use the concepts, theories, models and methods of the social sciences **and evaluate them in balanced assessments**.

Students discuss **in detail and in a balanced way** causes, and also political economic and social consequences of different solutions to social issues. Students can give **well grounded and balanced** arguments for their viewpoints and in **balanced** assessments evaluate the viewpoints of others.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose. Students can **with certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

Social studies 3

The course social studies 3 covers points 1–5 under the heading Aim of the subject, with special emphasis on point 3. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Globalisation and its importance from a democratic, economic and political perspective, and for individuals, groups of nations. Analysis of challenges which individuals, nations and the Earth faces in a globalised world.
- Introduction to the philosophy of science.
- How scientific concepts used in debates on society and affect individuals' views of themselves, of others and of the surrounding society.
- Concepts, theories, models and methods of the social sciences when working with complex social issues.
- Critical examination of sources, interpretation and assessment of information from different media and sources when working with complex social issues. Referencing sources in accordance with established norms.
- Oral and written presentations in investigatory and other forms, using different techniques common in the area, such as debates, articles, reports and essays.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of key theories from different perspectives. In addition, students can **in basic terms** give an account of how different factors and conditions create different preconditions for individuals, groups and nations.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students use **with some certainty** the concepts, theories, models and methods of the social sciences, and discuss **in basic terms** their strengths and

weaknesses with reference to both empirical sources and some scientific sources. Students discuss **in basic terms** causes and consequences, and also possible solutions to social issues. Students can give **simple** arguments for their viewpoints and in **simple** assessments evaluate the viewpoints of others.

Students can give **some** examples of how scientific concepts are used in social debate and **in basic terms** describe how this affects views on social issues.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **simple** reflections on the relevance and credibility of their sources.

Students can **with some certainty** and in a structured way, express their knowledge of social studies using different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of key theories from different perspectives. In addition, students can **in detail** give an account of how different factors and conditions create different preconditions for individuals, groups and nations.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students use **with some certainty** the concepts, theories, models and methods of the social sciences, and discuss **in detail** their strengths and weaknesses with reference to both empirical sources and some scientific sources. Students discuss **in detail** causes and consequences, and also possible solutions to social issues.

Students give **well grounded** arguments for their viewpoints and with a **simple** assessment evaluate the viewpoints of others.

Students can give **some** examples of how scientific concepts are used in social debate and **in detail** describe how this affects views on social issues.

In their work on social issues, students can **with some certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **well grounded** reflections on the relevance and credibility of sources based on their purpose. Students can **with some certainty** and in a structured way, express their knowledge of social studies through different types of presentations **and** **express themselves independently in relation to their sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of key theories from different perspectives. In addition, students can **in detail and in a balanced way** give an account of how different factors and conditions create different preconditions for individuals, groups and nations.

Students can analyse complex social issues and identify causes and consequences. In their analyses, students use **with certainty** the concepts, theories, models and methods of the social sciences, and discuss **in detail and in a balanced way** their strengths and weaknesses with reference to both empirical sources and some scientific sources. Students discuss **in detail and in a balanced way** causes and consequences, and also possible solutions to social issues. Students give **well grounded and balanced** arguments for their viewpoints and in **balanced** assessments evaluate the viewpoints of others.

Students can give **some** examples of how scientific concepts are used in social debate and **in detail and in a balanced way** describe how this affects views on social issues.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose. Students can **with certainty** and in a structured way, express their knowledge of social studies using different types of presentations **and express themselves independently in relation to the sources**.

International economics

The course, international economics, covers points 1–5 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- International trade relations and economic integration, and their players. How the development of the international economy and trade can be understood with the help of economic theories, both from historical and contemporary perspectives. The effects of the international economy and trade on countries' welfare and the environment.
- The importance of culture in forming business relationships between companies in different countries.
- The underlying driving forces and effects of different trade and currency exchange policy interventions in international trade relations. Financial markets in the international economy.
- Global allocation of resources. The relationship between production costs in different parts of the world, and company location and international trade. Explanations for the emergence of transnational companies.
- The economic integration process within the EU, and ongoing development processes towards a single market.
- Concepts, theories, models, and methods of the social sciences.
- Critical examination of sources, interpretation and assessment of information from different media and other sources. Referencing sources in accordance with established norms.
- Oral and written presentations in different forms, common in the area, such as debates, articles, reports and essays.

KNOWLEDGE REQUIREMENTS

Grade E

Students can **in basic terms** give an account of trade relationships from different perspectives. In addition, students can **in basic terms** give an account of how different conditions and relationships affect and are affected by different players. Students also discuss **in basic terms** some effects of regulated interventions in the international economy.

Students can analyse causes and consequences of the international economy, and patterns of trade and development. In their analysis, students use **with some certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in basic terms** the strengths and weaknesses of these with reference to different sources.

Students discuss **in basic terms** the importance of the international economy on the environment and resource allocation, and can give **simple** arguments for different views and evaluate these by making **simple** assessments.

In their work on societal issues, students can **with some certainty** search for, examine and interpret information from different sources, refer appropriately to sources, and make **simple** reflections on the relevance and credibility of their sources. Students can **with some certainty** and in a structured way, use their knowledge of social studies to give different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of trade relationships from different perspectives. In addition, students can **in detail** give an account of how different conditions and relationships affect and are affected by different players. Students also discuss **in detail** some of the effects of regulated interventions in the international economy.

Students can analyse causes and consequences of the international economy and patterns of trade and development. In their analysis, students use **with some certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in detail** the respective strengths and weaknesses of these with reference to different sources.

Students discuss **in detail** the importance of the international economy with regard to the environment and resource allocation, and can give **well grounded** arguments for different views and evaluate these by making **simple** assessments.

In their work on societal issues, students can **with certainty** search for, examine and interpret information from different sources, refer appropriately to sources, and make **well grounded** reflections on the relevance and credibility of sources **based on their purpose**. Students can **with some certainty** and in a structured way, use their knowledge of social studies to give different types of presentations, **and express themselves independently in relation to their sources**.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of trade relationships from different perspectives. In addition, students can **in detail and in a balanced way** give an account of how different conditions and relationships affect and are affected by different players. Students also discuss **in detail and in a balanced way** some effects of regulated interventions in the international economy.

Students can analyse causes and consequences of the international economy, and patterns of trade and development. In their analysis, students use **with certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in detail and in a balanced way** the respective strengths and weaknesses of these with reference to different sources.

Students discuss **in detail and in a balanced way** the importance of the international economy with regard to the environment and resource allocation, and can give **well grounded and balanced** arguments for different views, and evaluate these by making **balanced** assessments.

In their work on societal issues, students can **with certainty** search for, examine and interpret information from different sources, refer appropriately to sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose. Students can **with certainty** and in a structured way, use their knowledge of social studies to give different types of presentations, **and express themselves independently in relation to their sources**.

International relations

The course, international relations, covers points 1–5 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Different players, their goals and instruments, and how these interact with foreign and security policy. Challenges facing the modern nation state as an international player.
- Different theoretical perspectives on international relations.
- The importance of the World Wars, and the subsequent period in the establishment of international institutions. Different forms of organised cooperation between countries, and the relationship between these and political and economic development.
- Causes and consequences of cooperation and conflicts.
- International law. Opportunities and difficulties in safeguarding the rights and security of states and individuals. Basic international conventions on human freedom and rights, and the scope for different players to apply these.
- The importance of globalisation for individuals, groups and societies, and the opportunities and challenges regarding the environment and allocation of resources.
- Concepts, theories, models and methods of the social sciences.
- Critical examination of sources, interpretation and assessment of information from different media and other sources. Referencing sources in accordance with established norms.
- Oral and written presentations in different forms, common in the area, such as debates, articles, scientific reports and essays.

KNOWLEDGE REQUIREMENTS

Grade E

Pupils can **in basic terms** give an account of how different national and international conditions and relationships affect and are affected by international players. In addition, students discuss **in basic terms** some theoretical perspectives on international relations.

Students can analyse causes and consequences of cooperation and conflicts. In their analysis, students use **with some certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in basic terms** their respective strengths and weaknesses with reference to different sources.

Students discuss **in basic terms** solutions to international conflicts and problems, and can give **simple** arguments for different views on the consequences of globalisation, and the importance of international cooperation, and also evaluate views by making **simple** assessments.

In their work on societal issues, students can **with some certainty** search for, examine and interpret information from different sources, referring appropriately to sources, and make **simple** reflections on the relevance and credibility of their sources. Students can **with some certainty** and in a structured way, use their knowledge of social studies to give different types of presentations.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students can **in detail** give an account of how different national and international conditions and relationships affect and are affected by international players. In addition, students discuss **in detail** some theoretical perspectives on international relations.

Students can analyse causes and consequences of cooperation and conflicts. In their analysis, students use **with some certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in detail** their respective strengths and weaknesses with reference to different sources.

Students discuss **in detail** solutions to international conflicts and problems, and can give **well grounded** arguments for different views on the consequences of globalisation, and the importance of international cooperation, and also evaluate views using **simple** assessments.

In their work on societal questions, students can **with some certainty** search for, examine and interpret information from different sources, refer appropriately to sources, and make **well grounded** reflections on the relevance and credibility of sources based on their purpose. Students can **with some certainty** and in a structured way, use their knowledge of social studies to give different types of presentations, **and express themselves independently in relation to their sources.**

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students can **in detail and in a balanced way** give an account of how different national and international conditions and circumstances affect and are affected by international players. In addition, students discuss **in detail and in a balanced way** some theoretical perspectives on international relations.

Students can analyse causes and consequences of cooperation and conflicts. In their analysis, students use **with certainty** some relevant concepts, theories, models and methods. In addition, students discuss **in detail and in a balanced way** their strengths and weaknesses with reference to different sources.

Students discuss **in detail and in a balanced way** solutions to international conflicts and problems, and can give **well grounded and balanced** arguments for different views on the consequences of globalisation, and the importance of international cooperation, and also evaluate views using **balanced** assessments.

In their work on social issues, students can **with certainty** search for, examine and interpret information from different sources, make adequate reference to sources, and make **well grounded and balanced** reflections on the relevance and credibility of sources based on their purpose. Students can **with certainty** and in a structured way, use their knowledge of social studies to give different types of presentations, **and express themselves independently in relation to their sources.**