

ENGLISH

WRITTEN PART

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YLIOPPILASTUTKINTOLAUTAKUNTA
STUDENTEXAMENSNÄMNDEN

1 READING COMPREHENSION

1.1 Read texts 1.1a–1.1d and then answer questions 1–25. Choose the **best** alternative for each item and mark your answers **on the optical answer sheet in pencil**.

1.1a Grabbing kids by the eyeballs

British children are losing the ability to read for pleasure. A study for the OECD and Unesco revealed that more than a third of 15-year-old British boys and almost a quarter of 15-year-old girls never pick up a book out of choice.

5 All sorts of causes have been identified for this sad situation – from the pressures of the national curriculum to the fashion for putting televisions and PlayStations in children’s bedrooms. But the good news is that there are still a few authors who have the power to tear reading refuseniks – even boys – away from digital
10 distractions. One is Anthony Horowitz, winner of Red House Children’s Book Award – voted for exclusively by young readers – for his teen-spy adventure *Skeleton Key*.

The series of books features Alex Rider, London comprehensive schoolboy and gadget-toting international spy. Rider is basically
15 James Bond reincarnated as a 14-year-old – if you don’t count the absence of martinis and a certain impoliteness when it comes to chatting up girls. The young spy has given Horowitz, 48, a special following among otherwise reluctant readers. “It seems I’m the author for kids who don’t want to read anything else,” he says
20 mildly.

So apart from his creation of Rider, why does he think children read his books when they avoid so many others? “I suppose there is an immediacy about them. You know immediately whether you’re going to enjoy them, there’s pace and involvement. I’m
25 always aware of the demands on the modern child – homework, computers, whatever – so I write as if I have to reach out and grab hold of a child to keep him or her. I do it with twists, action, surprises, cliffhangers and jokes. And I suppose it works.”

And he listens to what his young readers have to say. “I didn’t
30 want to do gadgets, but talking to kids on school visits they all wanted them. I have a criticism of the Bond films, which is that they have crossed the line into science fiction. Gadgets should be

believable, so I look at what a 14-year-old might have – GameBoy, football memorabilia – then what it could contain.”

35 What part does humour play in his books’ appeal? How easy is it to make children laugh? “I haven’t the faintest idea. I write jokes that make me laugh.” He tells a silly one about the German who doesn’t know the police’s phone number (nein, nein, nein) and we laugh aloud.

40 So maybe children aren’t that mysterious after all, though not everything in their world is easy to understand. He doesn’t blame computer games for destroying our children’s reading culture, but admits that he finds them “boring”. “The stories are so shallow, there’s no emotional involvement, which is just as well, considering
45 the level of violence. The reason they’re not harmful is that they’re just shadows. They have now made the child into the killer, but I’ve looked at my sons and there’s no emotion involved at all. They’re simply triggering an electrical connection to make the screen go red.”

50 He is wary of surveys that say children are reading less for pleasure, and urges adults to consider their own ambivalent attitude towards reading; they are full of angst about how little their children read but rarely pick up a book themselves. “How many adults read more than *Hello!* or a romantic novel on the beach? We should
55 be talking about what sort of children are reading. I hope my books are getting past the usual suspects – the white middle-class kids. Reading is an act of creation, you’re creating the world of the book yourself in your head. It’s a wonderful experience I would love every child to enjoy.”

60 Another author who has converted reluctant readers is J. K. Rowling. Why does Horowitz think Harry Potter has been so wildly successful? Part of the reason, he says, is Rowling’s appeal to adults. But, he goes on, “she has created a total world, in a manner that’s almost manic – that all-inclusiveness is another reason for her
65 success. But her books are all well written and – like my books – combine humour and adventure.”

70 So what advice does this best-selling children’s author have for the despairing parents of a reading refusenik? “Read with your child from the earliest days. If reading is a pleasure, it is a pleasure to be shared.”

Source: *The Sunday Times*, 2003

1.1b Unreality television

Beware your TV. Depending on who you listen to, it makes you more violent, increases overweight and consumption of tobacco and alcohol, encourages risky sexual behaviour and leads to greater social isolation. If you still aren't convinced of the dangers, try this one. Television covers current affairs in a way that twists your sense of reality and the risks you face so that you end up living a fantasy life.

You may not realise it, but your ideas of the world and the decisions you make – how to travel, where to live – are heavily influenced by what you see on news programmes. Since they are a poor reflection of what's going on, you end up making poor judgements. People running governments are no exception: they pass policies based on false realities. There's plenty of research to back this up. First, though, why pick on television? Surely all media influence our picture of the world. True, but television is particularly powerful: it is visual and direct, which makes it more likely to activate an emotional response than newspapers or radio. And when we get emotional, we're less able to make sensible judgements about risks.

"We are not rational enough to be exposed to the press," says Nicholas Taleb, professor in the sciences of uncertainty at the University of Massachusetts at Amherst. "We're too impressionable. The television media is destroying our probabilistic mapping of the world. If you watch a building burning on television, it's going to change your attitude towards that risk, no matter your intellectual sophistication."

Underlying this is a phenomenon known as the "availability heuristic". It was first identified in the 1970s by psychologists Daniel Kahneman and Amos Tversky. It describes how people base their predictions about the future more on the vividness and emotional impact of past events than on the probability of them happening again. So people rate their chances of dying in a plane crash higher after watching a news item about such an event.

Unpublished research by Corinne Enright at the University of Wisconsin Platteville found that Americans who watched media coverage of the anniversary of the 9/11 terrorist attacks in New York not only thought another major attack in the US was more likely, they also suffered more symptoms of posttraumatic stress disorder (PTSD) than those who didn't. This psychological effect was noted in 2002 by William Schlenger, who found the likelihood

of someone suffering PTSD as a result of 9/11 increased with the number of hours of television coverage they watched.

For individuals, these effects really matter. They suffer unnecessary anxiety and may waste money and time on avoiding risks that are unbelievably small – paying for terrorism insurance, for example, or travelling by car instead of plane. It can also lead governments to make unwise policy decisions, such as funding antiterrorism measures, when spending the money on improving car safety would save many more lives. We all worry about terrorism because it is often in the news – the supposed plot to blow up 12 aircraft travelling from London to the US has left many travellers thinking of little else. But consider this reality check: the number of Americans killed by terrorism since the late 1960s is roughly the same as the number killed by lightning.

So, with all around us losing their heads, how do we ensure we keep ours? Governments could force TV channels to run warning notices on emotional news reports, or screen statistics to give people a more balanced picture. Call me old fashioned, or (as a print journalist) biased, but you could take matters into your own hands, and stop watching the news. Believe me, it feels a lot safer.

Source: *New Scientist*, 2006

1.1c Umbrellas

Umbrellas and bowler hats were the twin hallmarks of the 1950s City gentleman. By contrast, 200 years earlier umbrellas had come from the Far East and became feminine luxuries – men had to do with overcoats called “surtouts”.

In the 1750s, on returning from an exotic odyssey that took him to Persia, the philanthropist and social reformer Jonas Hanway (1712-86) started carrying an umbrella on the streets of London. Weak health motivated this unorthodox move – he was “extremely sensitive to cold” and wore flannel underwear and three layers of stockings. A contemporary biographer also hinted at vanity – the umbrella stopped dirty rain and waste water from chamber pots spoiling his clothes and large wig.

Hanway’s pioneering use of a female accessory meant he was ridiculed for being feminine. Coachmen, who were fearful that the spread of umbrellas would rob them of trade, jeered and jostled him. Hanway worried about being splashed with mud at every “accidental” jolt of the wheel in the street gutter. But the protests

were futile and within a few years men could buy umbrellas from dedicated suppliers. In the 1780s, Samuel Lund sold umbrellas to sufferers of gout and rheumatism. Hanway's umbrella would have been difficult to carry, because it was made from oiled silk or cotton stretched over a heavy ribbed wooden framework.

The first registered patent for a spring-action umbrella with a jointed handle was granted in 1786, the year Hanway breathed his last. In 1787, a poet wrote that "umbrellas ... are all the rage, For youth, for manhood, or for age." A Thomas Folgham marketed "pocket and portable" umbrellas in Cheapside. By the 19th century the main colour was black so that industrial dirt did not stain them. They were known colloquially as "Hanways".

Source: *BBC History Magazine*, 2007

1.1d Deviant research

What do a bicycle that goes faster over bumps, and a pedal-powered washing machine have in common?

They are both examples of "deviant research", so called because they were developed by amateurs trying to solve problems that dog their daily lives rather than to make money. A pedal-powered washing machine, for example, was invented by Remya Jose, who as a 14-year-old schoolgirl from the Malappuram district of Kerala in south India found that the time it took to wash clothes by hand was getting in the way of her studies. The bike that goes faster when ridden on bumpy roads was developed by Kanak Das, who lives in an isolated part of northeast India.

Such grassroots innovations are often created by people who are prevented by problems of language, literacy or geography from getting their inventions into the hands of others who might have a use for them. Deviant researchers also risk being ridiculed by their own communities for daring to try to get rid of their problems in this way, rather than putting up with them like everyone else.

One effort to overcome those barriers and oil the wheels of deviant research is the Honey Bee Network. The network uses community organisations, local-language newspapers, multimedia presentations and other channels to find deviant researchers. It then connects them with each other and to scientists and other academics, who can test the inventions and provide help with patents and business plans.

Source: *New Scientist*, 2007

1.2 **Suomenkieliset koulut:**

Lue seuraavat tekstit ja vastaa niiden pohjalta **lyhyesti suomeksi** kysymyksiin a–e. Kirjoita vastauksesi **selvällä käsialalla** kielikokeen vastauslomakkeen **A-puolelle**.

Svenska skolor:

Läs följande texter och ge sedan **ett kort svar på svenska** på frågorna a–e. Skriv svaren **med tydlig handstil på sida A** av svarsblanketten för språkproven.

Riding on a horse

Riding a straight line is actually more difficult than it sounds, and many trainers would say that a truly straight horse is the best proof of good schooling. This is because horses do not naturally go straight. Like people, they are almost always stronger on one side of their body than the other, and the stronger side will tend to dominate, making the horse slightly crooked in his way of moving. In order to ride your horse on a straight line, you need to be sitting level. The horse will compensate for any crookedness in you by pushing his body the opposite way. So if you do not sit straight, correct your crookedness before trying to correct your horse.

Source: *Horse & Rider*, 2007

- a) Mistä ilmiöstä on kyse, ja mistä se johtuu?
Wilken företeelse är det fråga om, och hur förklaras den?

Your back

Sit up straight, parents tell their children. It's a well-known refrain, repeated through generations and based on the theory that anything other than a 90-degree posture places undue strain on the back.

A team of researchers at the University of Aberdeen in Scotland looked at 22 volunteers who sat in three positions. The first two positions, sitting upright and sitting with the body hunched forward, produced the greatest spinal disk movement, causing the internal disk material to be under pressure. The third position, in which the subjects lean back with their feet planted on the floor, created the least strain. So despite the persistence, that parental advice is wrong.

Source: *The Economist*, 2007

- b) Minkä väärän neuvon vanhemmat ovat antaneet, ja mikä on oikea neuvo?
Vilket felaktigt råd har föräldrar gett sina barn, och vilket är det rätta rådet?

Mould threatens Leonardo works

Leonardo da Vinci's Codex Atlanticus, the largest collection of drawings and writings by the Renaissance master, has been invaded by mould. But the officials of the library say any conservation measures will be very expensive and there are no funds for the work. They need to find sponsors to come forward to help pay for analysis to establish the necessary therapy, and then do the treatment. The extent of the damage to the Codex is not yet known.

Source: *Guardian News and Media*, 2007

- c) Mihin sponsoreita tarvitaan? (Kaksi asiaa.)
Vad behöver man sponsorer till? (Två saker.)

When the Dutch explorer Abel Tasman became the first European person to sight the island in 1642, he thought he had discovered a vast new territory and he named it after his patron, Anthony van Diemen, the governor of the Dutch East Indies. The name Van Diemen's Land was in use throughout the period when Britain transported its convicts down under. In fact, Van Diemen's Land became so linked in the public's mind with crime and transportation that, after it achieved a new status as a self-governing colony in 1856, it was given a new name that had none of the unfortunate associations of the old.

Source: *BBC History Magazine*, 2007

- d) Miksi Van Diemen's Land sai uuden nimen?
Varför fick Van Diemen's Land ett nytt namn?

The first patent for windscreen wipers was issued to a woman from Birmingham, Alabama in 1903. Reportedly, Mary Anderson noticed on a visit to New York that when it rained the drivers of trolley cars either had to leave the windows open and expose passengers to the weather or get out every few minutes to wipe their windscreens by hand. Anderson came up with a device that could be operated by hand from inside the car. Sadly, she made little money from her invention since no manufacturer could see the value of it.

Source: *BBC History Magazine*, 2007

- e) Miten toimittiin ennen tuulilasinpyyhkimien käyttöönottoa?
(Kaksi asiaa.)
Hur gjorde man innan vindrutetorkarna togs i bruk?
(Två saker.)

1.1a Grabbing kids by the eyeballs

1. What did the study show about British teenagers?
 - A Fewer of them read any books
 - B Most of them don't read for pleasure
 - C Boys and girls read different kinds of books

2. What is said about Anthony Horowitz?
 - A Kids have shown their appreciation for him
 - B He has written many science fiction books
 - C He has modernised children's books

3. How does Alex Rider compare with James Bond?
 - A He is exactly like young Bond
 - B He has been modified a bit
 - C He doesn't like girls

4. Why does Horowitz think his books are so popular?
 - A They keep the reader's attention
 - B They are not too difficult
 - C They tell about a teenage hero

5. What is said about Horowitz's attitude towards gadgets in his books?
 - A He has none in his book
 - B He leaves them to science fiction
 - C He includes a few that might be possible

6. How does Horowitz make his readers laugh?
 - A He creates funny situations
 - B He trusts his own sense of humour
 - C He tries to be as silly as possible

7. How does Horowitz feel about computer games?
 - A They are harmful for your emotions
 - B They are not very bad for kids
 - C They take up time from reading books

8. What is said about adults' reading habits?
 - A Adults' habits are not much better than kids'
 - B Adults try to set an example of good reading habits
 - C Adults like to read books to children

9. Why are J. K. Rowling's books so successful, according to Horowitz?
- A Harry Potter's adventures are both humane and insane
 - B There are several reasons for their success
 - C They are full of magic

1.1b Unreality television

10. What is the point in the first paragraph?
- A Television can improve your mind in many ways
 - B People have different views on TV's influence
 - C It's difficult to convince people of the dangers of TV
11. How is TV more powerful than other media?
- A It makes us think clearly
 - B Its visual element fascinates us
 - C It speaks to our emotions
12. What is the point Professor Taleb makes?
- A TV makes us see the world too dramatically
 - B Showing burning buildings on TV is risky
 - C Our attitudes depend on our backgrounds
13. What do people base their view of the future on?
- A On the likelihood of certain negative events
 - B On how strongly certain events affect their feelings
 - C On rating the possible risks of certain events
14. How did seeing the anniversary of the 9/11 attack affect some viewers?
- A They began to complain
 - B They became stressed
 - C They got more headaches
15. What may people who suffer PTSD do?
- A Forget the real risks
 - B Avoid travelling
 - C Spend too much money

16. What is said about the American victims of terrorism?
A There have not been very many of them
B Many were killed in the 1960s
C Natural disasters have killed more
17. What is one solution the writer suggests?
A Governments should warn the TV channels
B TV should base programmes on statistics
C One should give up following the news reports

1.1c Umbrellas

18. What is the 18th-century historical fact in the first paragraph?
A That men didn't want to carry umbrellas
B That umbrellas were for women only
C That umbrellas began to be used in the Far East
19. Why did Jonas Hanway start to carry an umbrella?
A He was afraid of getting ill
B He wanted to attract attention
C He had brought one from Persia
20. Why were coach drivers worried about umbrellas?
A They were afraid of losing money
B They thought umbrellas would be a danger in traffic
C They worried that they would get dirty
21. What was the problem with Hanway's umbrella?
A It was made of expensive silk
B It was only for strong people
C It was too feminine
22. What happened in the year Hanway died?
A Thomas Folgham started to make portable umbrellas
B A poet wrote a poem in praise of umbrellas
C A new umbrella mechanism was invented

1.1d Deviant research

23. Why did Remya Jose invent a pedal-powered washing machine?
- A She didn't like to wash clothes by hand
 - B She was interested in inventing new things
 - C She wanted to do her schoolwork better
24. How are deviant researchers regarded by their own communities? The communities
- A don't make use of the inventors' inventions.
 - B don't approve of inventors' efforts.
 - C try to put up with the inventors.
25. What does the Honey Bee Network do?
- A Tests deviant researchers' new inventions and gives patents
 - B Networks deviant researchers with people who can help
 - C Advertises deviant researchers' inventions in the media

2 GRAMMAR AND VOCABULARY

- 2.1** *Read the text carefully and for each item choose the alternative that **best** fits the context. Mark your answers (26–55) **on the optical answer sheet in pencil.***

My life in a single bite

I am writing this from a place called the Island of the Deer. Many people know this island from afar, from its three almost-conical mountains, the Paps of Jura, but not that many 26 it. In spite of its considerable size, Jura is practically empty. There are barely 180 people here, 27 means that the population is greatly outnumbered by the ever present red deer, and by the sheep, and the cattle too. In fact, by everything.

Together with my wife and one of my daughters, I am being looked after 28 Lizzie Fletcher, the younger daughter of the lord of Ardlussa, a remote estate further up the island. When we arrived, tired from the trip from Edinburgh, she was already in the kitchen, clad in 29 blue apron that 30 immediate confidence.

26. A hike up
B live
C set foot on
D hate
27. A which
B that
C what
D –
28. A with
B for
C at
D by
29. A a
B an
C the
D –
30. A inspired
B put off
C woke up
D prevented

There is something about the way a good cook stands; they are always relaxed, surveying what is going on, flicking a wrist to chop something here, handily turning the heat down there. You can tell that they know what they 31, and that they love it. Auden wrote something about that, about how one could tell from the look on 32 that they loved their job. With cooks, 33 the posture that reveals everything.

Lizzie had prepared a meal for us. Food 34 us of something we tend to forget: we rely on people who work the land, whether it's land on our doorstep or land far away. In urban Scotland, the memory of the land is not altogether lost 35 a surprising number of people in Scotland have a link with a farm somewhere that was severed only a generation or two ago. In my case, the link 36 with my grandfather. His father had been a Highland sheep farmer, 37 my grandfather, and his brother, went off to Edinburgh to study medicine. I am not sure 38 they took with them

31. A eat
B are doing
C cook
D are thinking
32. A the cooks
B the kitchen
C a person's face
D everybody
33. A its
B it's
C it has
D it was
34. A remembers
B tells
C reveals
D reminds
35. A when
B so
C because
D yet
36. A was broken
B is breaking
C has broken
D will break
37. A because
B therefore
C if
D yet
38. A weather
B even if
C whether
D but

supplies of oatmeal, which is what students 39 when they left the farm to study in places like Glasgow or Aberdeen. The Scottish universities had then a special holiday called Meal Monday, which was meant to allow students 40 to the farm to replenish their sack of oatmeal. That holiday was still 41 some 30 years ago, when I was a student, although nobody used it to 42 oatmeal.

But we did eat porridge, which I suspect today's students do not. I 43 to have porridge for breakfast by my father, who had been raised on it in Scotland, but who went out to Africa 44 and never gave up on porridge. We lived in 45 was then Southern Rhodesia, and our diet was a typical British colonial one, stodgy and dull. As children we never had anything fancy to eat, 46 the home-baked cakes and biscuits which 47 from the kitchen in large trays. It was a recipe

39. A hated to do
B used to do
C couldn't do
D rarely did
40. A to leave
B leave
C return
D to return
41. A celebrated
B useful
C compulsory
D forgotten
42. A grow
B get
C sack
D eat
43. A was bringing up
B brought up
C had to bring up
D was brought up
44. A early in 1930s
B in the early 1930s
C in early 1930s
D in the early 1930
45. A which
B where
C what
D that
46. A never
B apart from
C always only
D let alone
47. A disappeared
B were made
C were eaten
D came

for the ruining of teeth, 48 in pre-fluoride days. And it resulted in painful visits 49 the dentist, when the holes in the teeth 50 with large fillings. I remember being taken to a dentist who had a pedal drill; the bit was driven by an elaborate system of pulleys powered by the dentist's pedalling on something like a treadle sewing machine. It 51 cured a sweet tooth, but it did not.

52 we yearned for ketchup, a great treat being a tomato sauce sandwich. As a boy I often had raw bacon 53 with this tomato sauce. I thought that was wonderful. I also ate sugar sandwiches, which were very easy to make, consisting of two slices of white bread spread with butter, on which sugar would be sprinkled. Tomato sauce, though, was to be eaten in moderation, we were told. The reason 54 this was my mother's belief that consumption of this sauce by children led to 55 she called juvenile delinquency.

48. A specially
B special
C especially
D in special
49. A –
B with
C from
D to
50. A filled
B would be filled
C must be filled
D are filled
51. A must have
B should have
C was meant to
D can have
52. A As a child
B When a child
C As children
D When childish
53. A cooked in
B covered
C boiled down
D added
54. A about
B with
C for
D in
55. A which
B what
C that
D who

Source: *The Observer*, 2006

2.2 *Fill in the blanks using suggestions when given. Write your answers in the given order **on side B** of the answer sheet. Write each answer on a separate line. Please write **clearly**.*

I never took all that much notice of Grandma when she was 1 . She was just there. I mean, I 2 her at Christmas and things – played cards with her to keep her occupied, and sometimes I 3 take me out to tea in a cafe. She had a certain style, but the trouble was that she didn't look old enough to be downright eccentric. She wore fur coats mostly and a lot of jewelry, and hats with flowers flopping over the brim; she even painted her fingernails red. I was 4 that she 5 and that she was over seventy. I didn't cry or anything. My mother made 6 fuss for both of us, moaning and pulling weird faces. I hadn't realised she was all that attached to her either. Whenever that advert came on the telly, the one about 'Make someone happy this weekend – give them a telephone call', Mother rolled her eyes and said 'My God!' When she rang Grandma, Grandma picked up the receiver and said 'Hallo, stranger.'

1. elossa / i livet
2. nähdä/se
3. annoin hänen /
lät henne
4. hämmästynyt/förvånad
5. oli kuollut / hade dött
6. tarpeeksi/tillräckligt

The night before the funeral there were the usual threats about how I needn't think I was going to wear my jeans and duffle coat. I didn't argue. My mum 7 perfectly well that I was going to wear them. 8 why she wastes her breath. In the morning we had to get up 9, because we were travelling on the early train from Euston. 10 and mild, but just as we were sitting down to breakfast Mother said 'Oh, look Alice,' and outside the window the snow was falling on the privet hedge.

7. tietää/veta
8. En tiedä / Jag vet inte
9. kello kuusi /
klockan sex
10. Oli helmikuu /
Det var februari

Source: Beryl Bainbridge,
Somewhere More Central, 1981

3 PRODUCTION

Do **task 3.1** and then choose **either 3.2 or 3.3**. Remember to write the task number at the beginning of each. Please write **clearly** on the notebook paper (*konseptipaperi/konceptpapper*) provided. Follow the guidance. Count the number of words in each task and write that number at the end of each task. The tasks must be on one booklet.

- 3.1** Every week a magazine publishes an interview with an idol. Write to the magazine and tell them who your idol is and why you think they should interview him/her.

Write 65–100 words. (max. score: 66 points)

Choose **either 3.2 or 3.3**.

3.2

SUNSHINE HOTEL

Family run hotel. Spectacular view.
Home cooking. Inexpensive rooms.
www.sunshinehotel.co.uk

You are looking for a place for your holiday. Contact Sunshine Hotel, tell them what you need, and ask for more details.

Write 35–50 words. (max. score: 33 points)

3.3

FOUND: a bunch of keys
Inquiries: john.smith@email.com

You suppose the keys may be yours. Contact Mr Smith, describe your keys and tell him when and where you lost them.

Write 35–50 words. (max. score: 33 points)

KOKEEN PISTEITYS / POÄNGSÄTTNINGEN AV PROVET

Tehtävä	Osioiden määrä	Pisteitys	Painokerroin*	Enint.	Arvostelulomakkeen sarake
Uppgift	Antal deluppgifter	Poängsättning	Koefficient*	Max.	Kolumn på bedömningsblanketten
1.1a–d	25 x	1/0 p.	x 2	50 p.	1
1.2	5 x	2–0 p.	x 2	20 p.	2
2.1	30 x	1/0 p.	x 1	30 p.	3
2.2	10 x	1–0 p.	x 1	10 p.	4
3.1				66 p.	7
3.2/3.3				33 p.	8
Yht./Tot.				209 p.	

*Painotus tapahtuu lautakunnassa.
Viktningen görs av nämnden.