

**[National core curriculum
for general upper
secondary education
2025, City of Tampere]**

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Hatanpään lukio

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1. Preparation and contents of the curriculum

An extensive project to reform general upper secondary education was launched in 2017. This project includes an update of the Act on General Upper Secondary Education and an operational reform of general upper secondary schools, as well as amendments to the Government Decree on General Upper Secondary Education and the regulations on the matriculation examination. This National core curriculum for general upper secondary education is underpinned by the Act on General Upper Secondary Education (714/2018) and the Government Decree on General Upper Secondary Education (810/2018).

Local implementation of curricula based on this National core curriculum for general upper secondary education will begin on 1 August 2021. While the new Act on General Upper Secondary Education entered into force on 1 August 2019, all aspects to be described in greater detail in local curricula, or those related to teaching, support for learning, educational guidance, and cooperation, will be obliging to education providers as from August 2021.

The objective of the general upper secondary education reform is to improve the population's level of education in order to optimise Finland's potential for success in the decades to come. The goal is set at increasing the proportion of those with higher education, among the age class 25 to 34, from 41% at the time the Act was drafted to 50% by 2030. Strong expert-level competence and larger numbers of employees with higher education will be needed in the future, especially in growth sectors. This is why the reform seeks to increase the attraction of general upper secondary schools as a form of education that provides general knowledge and ability and eligibility for further studies at higher education institutions, improves the quality of education and learning outcomes, and facilitates the transition from upper secondary education to higher education. Key means for achieving these objectives include more individual and flexible study paths, provision of the educational guidance and support students need to follow such paths, interdisciplinary studies, and cooperation with higher education institutions.

General upper secondary education remains a three-year programme organised as separate syllabi for young people and adults. Rather than courses, credits are used to describe the scope of syllabi and the studies they include: one course in the old system (for example, 38 x 45-minute lessons or 22.8 x 75-minute lessons) equals two credits in scope; in other words, the scope of a single credit is 19 x 45-minute lessons or 11.4 x 75-minute lessons. The scope of the general upper secondary syllabus in education intended for young people is at minimum 150 credits, while it is at minimum 88 credits in education intended for adults. In education for young people, the general upper secondary school syllabus must contain at least 20 credits of national optional studies.

In addition to promoting command of the various subjects' objectives and key contents, general upper secondary education also develops transversal competences. To advance the integration of general upper secondary studies, the National core curriculum for general upper secondary education introduces the idea of transversal competences, which comprise the common objectives of all subjects. The six areas of transversal competences are: 1) well-being competence, 2) interaction competence, 3) multidisciplinary and creative competence, 4) societal competence, 5) ethical and environmental competence, and 6) global and cultural competence. Transversal competences help the students apply in practice the knowledge and skills they learn while studying the various subjects. Transversal competences refer to cognitive skills and meta skills which lay the foundation for learning and competence as well as the kind of attributes the students need in their studies, work, hobbies, and daily life. They also create the preconditions for acquiring the knowledge and skills which enable the students to cope with change in an increasingly digital and complex world.

The new structure of studies also promotes integration. In the national core curriculum, compulsory studies and national optional studies have been structured as modules for which one to three credits are awarded. These modules are used locally to put together either subject-specific or interdisciplinary study units. The scopes and forms of these study units, which replace the courses

of the old system, may vary. Assessment of studies is based on study units. If the study unit consist of more than one subject, the grades are awarded for each subject separately.

The objective is to promote students' well-being and to provide them with better support in their studies. In the school culture of general upper secondary schools, more emphasis is placed on the students' participation, cooperation, sense of community, and diversity while also addressing their individual needs. Additionally, the student-centred nature and individualisation of general upper secondary school studies will be enhanced, improving study motivation and the meaningfulness of studies.

The students are entitled to regular individual and other guidance that responds to their needs as regards their studies and the planning of further studies. A student who is leaving the educational institution also has a right to educational guidance for their next steps. Such guidance is provided for students whose right to study is about to expire or who intend to drop out of the educational institution, as well as for those who have not obtained a place in further studies after completing the general upper secondary education syllabus. This right to further guidance is valid during the year that follows the year in which the student completed the syllabus. Students struggling to cope with their studies because of learning difficulties have a right to special needs education and other learning support.

The obligations related to cooperation imposed on education providers organising general upper secondary education will be scaled up, especially regarding cooperation between general upper secondary schools and higher education institutions. Some of the studies included in the general upper secondary education syllabus must be organised in cooperation with one or more higher education institutions, ensuring that each general upper secondary school student has an opportunity to gain experiences of higher education studies, should they wish to do so. The instruction must also be organised in such a way that it enables the students to improve their international competence as well as working life skills and entrepreneurship competence.

High-quality education, diverse contacts with the world around them, a communal and participatory school culture as well as life management skills that support well-being and self-knowledge develop the students' emotional intelligence. As stated in the Act on General Upper Secondary Education, the aim is to support the students in growing into good, balanced and enlightened persons and active members of society. A key objective for the individual and society alike is attaining the classical ideals of education, or striving for truth, goodness and beauty.

1.1. Preparation of the curriculum

The curricular system of general upper secondary education comprises the following sections:

- Act on General Upper Secondary Education (714/2018)
- Government Decree on General Upper Secondary Education (810/2018)
- Regulation of the Finnish National Agency for Education on the National core curriculum for general upper secondary education
- the curriculum approved by the education provider.

In addition, a plan for the implementation of the curriculum for each academic year may be drawn up at local level.

All providers of general upper secondary education for young people prepare a local curriculum based on this national core curriculum for general upper secondary education unless otherwise stated in an authorisation granted by the Ministry of Education and Culture. If the authorisation includes a special educational task, the regulations related to it must be taken into account when preparing the curriculum. In general upper secondary education, the objectives and contents of the various elements interlink to form the basis of the instruction and school culture. For this reason, the national core curriculum for general upper secondary education contains not only regulations applicable to the objectives, core contents, and the assessment of the students' learning but also

descriptions that elucidate the regulations. The text that contains obliging regulations and the sections that add detail to or elucidate a regulation are shown in different formats in this document.

. With the support of the educational institution's teaching and guidance staff, each student prepares a plan that contains a personal study plan, a matriculation examination plan, a plan for further studies, and a career plan.

When preparing the local curriculum, the education offered at other educational institutions as well as the operating environment of the general upper secondary school, local strengths, and special resources should be taken into account. The local or regional nature and environment, history, linguistic conditions, and the economic and cultural life around the general upper secondary school add local colour to the curriculum. Practical cooperation with experts in different fields increases the realistic nature and authenticity of studies. Drawing up the local curriculum makes it possible to embed timely interpretations of the contents of the core curriculum.

Prior to its implementation, the education provider adopts the local curriculum separately for education given in Finnish, Swedish and Sámi and in other languages where necessary.

Under section 13 of the Act on General Upper Secondary Education (714/2018), the students shall be guaranteed an opportunity to complete the studies included in the general upper secondary school syllabus within three years through flexible arrangements for progression in studies and provision of the necessary support for learning and studying. The local curriculum shall be prepared in such a way that it is possible for students to choose individual studies at their own educational institution and to make use of the education organised by other educational institutions and higher education institutions.

Education providers decide how to draw up their local curricula on the basis of the national core curriculum. The local curriculum is prepared in cooperation with the general upper secondary school's staff, students, students' parents or those who have custody of the students, and, to the extent required under the legislation, the authorities responsible for implementing the wellbeing services county's social and health care services. General upper secondary schools may also cooperate with other education providers and different stakeholders when preparing the curriculum. All parents or persons having custody of students must have access to the curriculum document. Before adopting the curriculum, the education provider should hear the general upper secondary school's student body and staff and give all students of the school an opportunity to express their opinions on it. Through cooperation with different stakeholders, an effort is made to ensure the high standard of general upper secondary education, its relevance to society, and the commitment of the entire community to the jointly determined objectives and procedures.

When drawing up the local curriculum, solutions should be sought that will improve the general upper secondary school culture, support the students' well-being, coping, and participation, and diversify interaction both within the general upper secondary school and in society around it.

The Finnish National Agency for Education issued the national core curriculum for upper secondary education for young people in November 2019. Based on the national core curriculum, the education provider must prepare and approve a local upper secondary school curriculum that outlines the local implementation of the national core curriculum. In the Tampere city region, the local curriculum has been prepared jointly and supplemented at the school level. The regional and school-specific curriculum must specify and complement the objectives and key contents presented in the national core curriculum. The curriculum for upper secondary schools in the Tampere city region is a joint effort of the education providers of the upper secondary schools in Kangasala, Lempäälä, Nokia, Orivesi, Pirkkala, Pälkäne, Ylöjärvi, the city of Tampere, and the private upper secondary schools in Tampere, concerning matters related to students' rights, obligations, and legal protection.

The school-specific curriculum complements and specifies the contents of the national core curriculum and the regional curriculum in areas that are guided by the school's own operational culture. A more detailed breakdown of the relationship between the regional and school-specific curriculum is presented in Chapter 1.2, *Content of the Curriculum*. The joint curriculum for the city region has been prepared in the education providers' joint working groups.

1.2. Content of the curriculum

The local curriculum contains the following parts:

- *the general upper secondary school's mission statement and value priorities*
- *conception of learning, learning environments and methods*
- *main features of the school culture*
- *distribution of lesson hours approved by the education provider*
- *the school's language programme*
- *principles of independent study*
- *areas of transversal competences*
- *task of the subject, general objectives of the instruction of the subject, and assessment*
- *objectives and key contents of study units as well as the implementation and assessment of transversal competences in each study unit*
- *implementation of cooperation between home and school*
- *educational guidance plan*
- *instruction of students in need of support for learning and studying*
- *instruction for language and cultural groups*
- *cooperation with other general upper secondary schools and vocational institutions*
- *cooperation with universities, universities of applied sciences, and other educational institutions as well as other organisations*
- *international cooperation*
- *working life cooperation*
- *student welfare*
- *assessment of the student's learning and competence*
- *continuous improvement and evaluation of activities.*

In cases where the general upper secondary school provides instruction in a foreign language or an opportunity to complete general upper secondary school diplomas, this must be specified in the curriculum.

Section 33 of the Act on General Upper Secondary Education (714/2018) lays down provisions on ensuring the students' possibilities for exerting influence, and on the student body. The activities referred to in this section should be planned as part of, or in connection with, the local curriculum and other plans based on it.

The education provider is responsible for ensuring that an education provider's student welfare plan is prepared to guide the implementation, evaluation, and development of student welfare (section 13 of the Student Welfare Act 1287/2013 [as amended by Act 377/2022]).

Under section 13 of the Student Welfare Act, the education provider's student welfare plan shall include a plan for safeguarding students against violence, bullying, and harassment.

Under section 40(3) of the Act on General Upper Secondary Education (714/2018), education providers shall, in conjunction with the preparation of the curriculum, prepare a plan and issue instructions for the use of disciplinary measures and the procedures to be followed in connection with them.

Under section 5 a of the Act on Equality Between Women and Men (609/1986, as amended by Act 1329/2014), education providers are responsible for ensuring that each educational institution prepares a gender equality plan annually in cooperation with staff and students. Instead of an annual review, the plan may be prepared no less than once every three years. The gender equality plan may be incorporated into the curriculum or some other plan drawn up by the general upper secondary school.

Under section 6(2) of the Non-discrimination Act (1325/2014), the education provider must ensure that the educational institution has a plan for the necessary measures for promotion of equality. The non-discrimination plan may be included in the local curriculum.

The following sections marked in parenthesis indicate the level of local implementation for the upper secondary schools in the Tampere city region, including the city region, the education provider, and the school. In the local implementation of the upper secondary education curriculum in Tampere, the levels of upper secondary education and the school are distinguished separately.

- Learning concept, learning environments, and methods (education provider)
- Upper secondary school's mission and value emphases (city region, education provider, and school)
- Main features of the upper secondary school's operational culture (education provider and school)
- Upper secondary school's curriculum approved by the education provider (education provider and school)
- Upper secondary school's language program (education provider)
- Principles of independent study (education provider)
- Areas of transversal competence (education provider)
- Subject's task, general objectives of subject teaching, and assessment (education provider)
- Objectives and key contents of study units, as well as the implementation and assessment of transversal competence objectives by study module (education provider and school)
- Implementation of cooperation between home and school (education provider and school)
- Plan for guidance (city region)
- Teaching for students needing support in learning and studying (city region)
- Teaching for language and cultural groups (education provider)
- Cooperation with other upper secondary schools and vocational institutions (education provider)
- Cooperation with universities, universities of applied sciences, and other institutions and entities (city region and education provider)
- International cooperation (education provider)
- Cooperation with working life (city region and education provider)
- Student welfare (city region)
- Assessment of students' learning and competence (city region and education provider)
- Continuous development and assessment of activities (education provider)

2. Mission and underlying values of general upper secondary education

2.1. Mission of general upper secondary education

The mission of general upper secondary education is to strengthen transversal general knowledge and ability. In general upper secondary education, general knowledge and ability consist of values, knowledge, skills, attitudes, and will which allow individuals capable of critical and independent thinking to act in a responsible and compassionate manner and engage in self-development.

During the years spent in general upper secondary education, the students build their essential knowledge, competence, and agency related to people, cultures, the environment, and society. General upper secondary education prepares the students to understand the complex interdependencies prevalent in life and the world as well as to analyse extensive phenomena.

General upper secondary education has a teaching and educational task. In general upper secondary education, the priority of the best interests of the child is taken into account when planning, organising and deciding on teaching and education for students under the age of 18 (Act on General Upper Secondary Education 714/2018, Section 2 (2), amended by Act 165/2022). During general upper secondary education, the students build their identity, perception of humanity, worldview, and philosophy of life as well as find their place in the world. At the same time, the students develop their relationship with the past and look to the future. General upper secondary education advances the students' interest in the world of science and the arts as well as develops their capabilities for life management and working life skills.

General upper secondary education is built upon the primary and lower secondary education syllabus. It imparts general and diverse capabilities for further studies at universities, universities of applied sciences, and vocational education and training based on the general upper secondary education syllabus. Documentation of the skills and knowledge acquired at general upper secondary education includes the general upper secondary education certificate, matriculation examination certificate, general upper secondary school diplomas, and other proof.

General upper secondary education guides the students towards drawing up plans for the future, growing into global citizens, and continuous learning.

The task of upper secondary education in the upper secondary schools of the Tampere city region is specified by the following main goals:

- Upper secondary education supports the students' growth into a balanced and responsible citizen.
- Upper secondary education provides each student with good readiness for further studies, working life, and continuous self-development.
- Teaching and learning outcomes are of high quality both nationally and internationally.
- Upper secondary education offers a safe learning environment that fosters creativity and social skills and promotes community spirit in its area.
- Upper secondary education supports the students' internationalization by offering international projects and partners.
- Upper secondary education develops teaching methods and learning environments.

2.2. Underlying values

The underlying values of the National core curriculum for general upper secondary education are built on democracy and the Finnish ideal of education, in which studying and learning are deemed to regenerate society and culture. General knowledge and ability mean that individuals and communities are capable of making decisions based on ethical reflection, putting themselves in the place of another person, and consideration underpinned by knowledge. General knowledge

and ability include the skill and willingness to address the conflicts between human endeavours and the prevalent reality ethically, compassionately, and by searching for solutions. General knowledge and ability are manifested as caring for others, open-mindedness, perceiving the reality comprehensively, and being committed to acting for positive change. The ideal of general upper secondary education comprises striving for truth, goodness, beauty, justice, and peace.

The instruction is based on respect for life and human rights as well as the inviolability of human dignity. The instruction at general upper secondary schools are underpinned by key human rights conventions. During their years in general upper secondary education, the students form a structured conception of the values underlying human rights, central fundamental and human rights norms as well as ways of acting that promote these rights. General upper secondary education develops value-related competence by encouraging in-depth reflection on the students' personal values and dealing with tensions between publicly expressed values and the reality.

General upper secondary education promotes equity, gender equality, democracy, and well-being. It does not demand or lead to religious, philosophical or political commitment of the student, and it cannot be used as a channel of commercial influence. General upper secondary education encourages the students to consider the opportunities, alternatives, and shortcomings of Finnish society and international development. Participation, agency, and sense of community are emphasised in all general upper secondary education activities.

General upper secondary education helps the students understand the necessity for a sustainable way of life and builds a competence base for an economy that promotes the well-being of the environment and citizens. The students understand the significance of their own actions and global responsibility in the sustainable use of natural resources, mitigation of climate change, and preservation of biodiversity. General upper secondary education encourages responsible agency as well as engagement in international cooperation and global citizenship in keeping with the UN's 2030 Agenda for Sustainable Development.

Each school is a community in which people from different backgrounds have an opportunity to identify and reflect on common values and principles of a good life and learn to work together. In general upper secondary education, students are encouraged to feel empathy for and take care of one another. Creativity, initiative, honesty, and persistence are valued. Human and cultural diversity are considered a richness and a source of creativity. Cultural heritages are reinforced by providing, evaluating, and regenerating information and competence related to them.

The local curriculum adds detail to the underlying values in terms of those issues that are essential for each specific general upper secondary school. The underlying values are realised in the general upper secondary school culture, the teaching and learning of all subjects, and the organisation of school work. The underlying values find their concrete expression in the transversal competences described in this national core curriculum.

Value Base of Pyynikin lukio Upper Secondary School

At Pyynikin lukio Upper Secondary School, everyone is free to be themselves. We uphold equality and equity for all. Central to our school is a culture of care and concern, as well as a creative and accepting atmosphere.

We recognize and appreciate the value of human and cultural diversity. Internationalism and cultural encounters are a natural part of our daily life.

Community, humanity, and inclusion are emphasized in all our activities. We collaborate openly, empathetically, and helpfully. Together, we take responsibility for the well-being and functionality of our community.

We see each student and staff member as an individual. We guide and encourage everyone to discover and develop their strengths. We offer equal study and work opportunities for all. At Pyynikin lukio Upper Secondary School, everyone is a star.

Everyone at Pyynikin lukio Upper Secondary School grows and develops into a better version of themselves. Our aim is to leave the world a better place for future generations. We operate according to the principles of sustainable development.

We study and work with curiosity and perseverance. We set goals and learn how to achieve them. We value knowledge and allow ourselves to learn. Our goal is for everyone to grow into a good, balanced, and educated individual.

We encourage everyone to deeply reflect on and expand their value system. Our students gain the best possible study and work skills and readiness for further studies, regardless of their starting points.

3. Implementation of education

3.1. Structure of studies

The scope of general upper secondary education intended for young people is 150 credits. General upper secondary school studies are composed of the compulsory and national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education (810/2018), which the education provider shall offer to the students. The scope of the national optional studies referred to in the Government decree in general upper secondary education for young people shall be at minimum 20 credits. The syllabus may also contain general upper secondary school diplomas and other optional studies as decided by the education provider.

The National core curriculum for general upper secondary education prepared by the Finnish National Agency for Education covers the compulsory and national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education, excluding thematic studies. The Finnish National Agency for Education has additionally prepared a national core curriculum for general upper secondary school diplomas. The scope of the diplomas is two credits.

Decisions on the scope of study units offered to the students are made by the education provider. However, the education provider must offer the students an opportunity to complete national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education as two-credit study units.

The order in which the studies in a subject are completed and the way in which they are divided into study units are decided in the local curriculum.

The structure of studies in the upper secondary schools of the Tampere city region includes:

- Compulsory national study modules
- Optional national study modules
- School-specific subject study modules
- School-specific thematic study modules (school-specific, multi-subject study modules)
- Studies completed in other institutions
- Others

Schools decide the extent to which school-specific optional study modules are offered to students. School-specific optional study modules are graded with a pass/fail mark (S/H). The pass/fail assessment does not necessarily apply to study modules related to the special task or emphasis of the upper secondary school. The assessment of these is defined in the curriculum of the special task or emphasis. The order of completion of study modules is determined at the school level.

3.2. Conception of learning

The National core curriculum for general upper secondary education is based on a conception of learning that sees learning as a consequence of the students' active and goal-oriented work. During the learning process, the students interpret, analyse, and assess data, information or knowledge presented in different formats on the basis of their previous experiences and knowledge. They develop solutions and create new entities by combining knowledge and skills in new ways. Educational guidance and constructive feedback strengthen the students' confidence and help them set their personal goals, develop their thinking, and work appropriately towards the goals.

Learning occurs in interaction with other students, teachers, experts, and communities in different environments. Learning is diverse and bound to the activity, situation, and culture in which it takes place. Language, physical elements, and the use of different senses are also essential for learning. In general upper secondary education, students are guided to observe connections between concepts, fields of knowledge, and competence as well as to apply what they have

learned previously in changing situations. This also allows them to develop competences required for continuous learning. Students who are aware of their learning processes can assess and develop their learning and thinking skills and gradually adopt a more self-directed approach to their studies. Experiences of success associated with the studies and encouraging guidance strengthen the students' belief in their possibilities and inspire them to study.

3.3. Learning environments and methods

The solutions concerning general upper secondary schools' learning environments and methods are based on the conception of learning and the goals set for the instruction. When developing learning environments and selecting methods, the students' different backgrounds and capabilities, interests, views, and individual needs as well as the requirements set by the future and the world of work are also taken into account.

Learning environments

The diverse, safe, and welcoming learning environments of the general upper secondary school promote motivation to study, enrich study experiences, and encourage the students to act for sustainable development. A good learning environment supports not only interaction and working together but also independent study. In the design of learning environments, attention should be paid to accessibility. The students are activated to develop their learning environments.

Built spaces and nature are utilised in the learning, enabling creative thinking and inquiry-based learning. The facilities, materials, and expertise of universities, universities of applied sciences and other educational institutions, libraries, sports centres, visitor centres at nature destinations, NGOs, and art and cultural institutions are utilised, both in Finland and abroad. Learning opportunities are also offered in authentic work environments, including companies, other working life organisations or the students' mini-companies. The learning environment is also extended outside the educational institution by utilising information and communication technology.

The students are guided in utilising digital learning environments, learning materials, and tools in acquiring, processing, and evaluating as well as producing and sharing information. Individual progress, personal learning paths, and competence development can also be supported by offering students opportunities for completing online studies.

When making arrangements for independent study, the students' capabilities for completing studies without participating in instruction as well as their need for educational guidance and support are taken into account.

Study methods

In general upper secondary schools, diverse teaching, educational guidance, and study methods are used which are linked to the conceptual and methodological competence required in the subjects. Teaching solutions also promote mastering complex entities and interdisciplinary competence. Methods of study based on exploration, experimentation, and problem solving promote learning to learn and develop critical and creative thinking.

Meaningful learning experiences promote the students' commitment and encourage them to study. The students are provided with opportunities for work that links the knowledge and skills to be studied both to their experiences and the phenomena occurring in the environment and society. The students are encouraged and guided to solve open-ended and sufficiently challenging assignments, to detect problems as well as to ask questions and search for solutions.

The purpose of the instruction and study techniques of the general upper secondary education is to promote the students' active work and the development of team skills. The students are guided to plan their studies, assess their skills related to the activities and work, and take responsibility for their learning. The students use information and communication technology diversely both in independent and group work.

In the selection of study techniques and guidance of school work, attention is paid to equal opportunities for studying as well as to recognising and changing gendered attitudes and practices.

3.4. School culture

The general upper secondary school's educational task is translated into practical terms in the school culture, i.e. the school's values, practices and procedures. The school culture is made visible in all activities of the community and in the way its members encounter each another. General upper secondary education is a specific form of education, and each general upper secondary school has its unique school culture. Different elements of the local curriculum find their concrete expression in the school culture. The school culture includes both conscious and subconscious factors which are reflected in the operation of the educational institution.

The school culture should support the students' personal activity and community involvement as well as promote each student's possibilities for participating in developing the school's learning environment and the values, practices and procedures in the community. The National core curriculum for general upper secondary education stresses a school culture that creates positive attitudes, inspires learning, and promotes a sustainable future. The school culture is developed together with the students, parents or persons having custody of the students, all school staff members, and partners. The principles of developing and evaluating the school culture, the school's particular educational tasks, and any local emphases are described in the local curriculum.

School culture development is underpinned by the following themes.

A learning community

The school is a learning community which promotes the learning of all of its members and challenges them to work in a goal-oriented manner. A precondition for building a community is that everyone participates in creating an atmosphere of caring. Practices that strengthen communal and individual learning are developed systematically. The activities are student-centred and promote the students' personal development and well-being as well as their learning and coping. A positive attitude towards learning lays the foundation for future competences and later learning.

A learning community creates interaction practices both within the school as well as with the surrounding society. To achieve this, cooperation with parents or persons having custody of the students, other educational institutions and levels of education, cultural and research institutes, NGOs as well as working and business life actors is required. Digitalisation creates opportunities for collaborative learning and creation of knowledge as well as the utilisation of different learning and information environments. The students are guided in operating in a networked and globalised world.

Participation and sense of community

Participation and democratic activity lay the foundation for the students' growth into active citizenship. The general upper secondary school promotes each student's participation and creates for the students versatile opportunities for participating in developing the learning environment and school culture as well as preparing decisions that have a bearing on them. The students' participation in building the community's activities and well-being is ensured. The students are encouraged to state their opinions, participate in making decisions on joint matters as well as to act responsibly in communities and the society. They are encouraged in being active and participating through such channels as the student association and tutor activities.

Approaches that promote participation and sense of community are systematically developed in interaction between the school community and partners. The education draws on cooperation and supports the formation of social relationships in student groups. The learning of communal operating methods, for example by means of homeroom group guidance, is emphasised at the beginning of general upper secondary studies.

Well-being and sustainable future

General upper secondary education enhances the students' physical, psychological, and social well-being and imparts capabilities for maintaining it in different life stages. The impacts on student well-being are taken into consideration in all planning and development efforts of the school, and student participation in them is also ensured. The perspectives of well-being guide all activities of the general upper secondary school as well as all staff members' work, both in daily encounters and as part of the instruction.

A physically active school culture increases motivation for adopting an active way of living and creates structures for physical activity in the daily life of the school. It also reduces sedentary time and experiences of stress as well as promotes learning. Ensuring sufficient rest and breaks during the school day supports coping and recovery. Meals as part of the school culture promote students' well-being. Practices that promote the sense of community, a safe atmosphere, and mental well-being are part of each school day. The students are guided to understand that they are unique human beings, to establish and maintain interpersonal relationships, and to value themselves and others.

Students are encouraged to act for a fair and sustainable future. A responsible attitude towards the environment is reflected in the choices made and approaches used in the educational institution's daily life. The school's operating methods and practices support the well-being of the students and the community as well as a peaceful and safe atmosphere. Transparency, caring, and mutual respect are emphasised in the interaction of the community. These perspectives extend to all activities of the educational institution and guide everyone's work. Educational guidance and student welfare are a task all staff members at the educational institution share. The students are entitled to the guidance and support referred to in the relevant provisions, in which their individuality and special needs are taken into account.

Equality and equity

The general upper secondary education promotes equity and gender equality in all of its activities. The members of the community are heard, encountered, and treated equally. Experiences of justice, safety, and being accepted create trust and promote a disruption-free learning environment. Bullying, harassment, violence, racism, or other discrimination are prevented and intervened in.

Equal treatment comprises not only safeguarding everybody's fundamental rights and opportunities for participation but also addressing and appreciating individual needs. The instruction is gender aware and respects every student's individuality. A learning community encourages the students to recognise their personal values, attitudes, and resources. The students are guided to approach different subjects and choices without gendered role models and to keep an open mind about their future and personal goals.

Cultural diversity and language awareness

Cultural and linguistic diversity are valued in general upper secondary education. Different languages, religions, and worldviews coexist and interact. A learning community draws on the country's cultural heritage and national and minority languages as well as diversity of cultures, languages, religions, and worldviews in the community itself and in its surroundings. The key importance of languages for learning, interaction, building of identities, and socialisation is understood in the community. Each subject has its specific mode of language use, concepts, and practices for using texts, which open up new perspectives on the phenomena being discussed. A language-aware general upper secondary school develops the student's plurilingual competence, which consists of languages in different fields of science, mother tongues and their dialects and registers as well as proficiency in other languages at different levels. Every teacher in the general upper secondary school also teaches the language of their subject and multiliteracy.

The goal of student meals is to strengthen diverse eating habits to maintain well-being. The student years are an opportune phase to influence the eating habits of young adults. Most young people move away from the influence of their homes and take responsibility for their lifestyle choices

when starting their studies. The student meal can serve as a model for students' food choices both at home and later in life. Timely and unhurried student meals promote nutrition, provide energy for studies, and maintain alertness throughout the study day. Staff encourage students to actively provide daily feedback to kitchen staff, and the school motivates participation in annual customer satisfaction surveys. Student meals offer an opportunity for natural interaction with other students, strengthening community spirit and promoting student well-being and endurance.

Operational Culture at Pyynikin lukio Upper Secondary School

Pyynikin lukio Upper Secondary School is a versatile general upper secondary school with a special educational task in music (music and musical theatre) and a bilingual line in Finnish and English (BSP). We are preparing to start English-language upper secondary education in August 2026.

We are open to various new forms of operation and experimentation. Our school is a safe place to act, try, succeed, and fail. Everyone contributes to building an exploring and accepting atmosphere.

We communicate openly, clearly, and respectfully. We promote language awareness. We allow ourselves to learn more about multiculturalism and different perspectives.

Our school has a positive study atmosphere that supports young people in many ways. Student support, special education, and student welfare are easily accessible and present in the daily lives of our students. The role of the homeroom teacher is active and significant.

In all our activities and every study unit, we ensure group cohesion and mental well-being according to our safe space principles. There is zero tolerance for any form of bullying.

We are physically active in the spirit of a school on the move. Environmental education is important to us, and we operate according to the themes of Eco-Schools (Green Flag).

Various events and celebrations are important to us and everyone participates in them. The student body, tutors, and other student groups play a crucial role in planning and organizing all activities.

The school's various teams work and make independent decisions according to the school's values. Students engage in planning and decision-making. Together, we take responsibility for agreed-upon practices, schedules, and goals.

We are an active collaborator in Pirkanmaa, in Finland, and internationally. We offer various collaborative projects to all students and staff. The threshold for participation is low.

Our school's operational culture is evaluated regularly. We continuously develop the school based on self-assessment and received feedback.

Principles of Safer Space at Pyynikin lukio Upper Secondary School

Our characteristics include age, ethnic origin, nationality, language and culture, religion, belief, opinion, political view, family structure, gender identity, sexual orientation, health status, disability, social status, economic status, and other individual factors such as body size or belonging to the neurodiverse spectrum.

Here, everyone can safely be themselves and feel welcome.

The principles below are visible in classrooms and are reviewed together in all study modules.

Principles of Safer Space at Pyynikin lukio Upper Secondary School:

- Respect everyone, including all school staff, students, and visitors.
- Recognize and avoid prejudices.
- Remember that a person is an individual and does not represent their community or background.
- Practise body positivity.

- Avoid unnecessary gendering.
- Ensure that everyone gets their voice heard and use your voice when appropriately.
- Learn from each other, apologize when you make mistakes, and ask when you do not know.

The City of Tampere is committed to equality and accessibility in both information as well as facilities. We intervene with discrimination and racism.

Each school year, a harassment contact person is appointed from among the teachers.

3.5. Cooperation between home and school

Under section 31 of the Act on General Upper Secondary Education (714/2018), general upper secondary education for young people shall engage in cooperation with the students' homes. This cooperation is based on open and equal interaction and mutual respect. Active cooperation supports the students' prerequisites for learning, healthy development, and well-being. It reinforces the students' participation as well as the participation of students' parents or persons having as well as the well-being, safety, and community-oriented sense of school attachment. Cooperation with parents or persons having custody and homes is part of the general upper secondary school culture, and regular cooperation continues throughout the students' general upper secondary education.

The cooperation is versatile, and its implementation methods are developed systematically. Parents or persons having custody of the students are informed about the general upper secondary school as a form of education and its practices, and they are encouraged to support the students' studies as well as to participate in the development of the educational institution's activities and the cooperation. The student's work and progress are followed together with the student, and the parents and the persons having custody are kept informed at sufficiently frequent intervals. The students and those having custody of the students are also informed about educational guidance, communal student welfare as well as special needs education and other learning support.

The students' individual capabilities and needs guide the realisation of the cooperation. The evolving independence and personal responsibility of young persons close to adulthood and students who are of age are taken into consideration in the cooperation between home and school and, in particular, individual student welfare. The cooperation also takes into account the diversity and individuality of families. Utilising the competence of the students' parents or persons having custody of the students in the educational institution strengthens the school culture. Such cooperation is emphasised at the transition points of education, in the planning of studies, and the guidance and support provided for a student in need of support.

The education provider is responsible for developing cooperation as well as creating preconditions and methods for it. The education provider determines in the local curriculum how cooperation between home and school is implemented.

3.6. Higher education institutions, world of work, and internationality

In general upper secondary education for young people, the students shall have opportunities for developing their capabilities for further studies, international competence as well as working life and entrepreneurship skills (section 13 of the Act on General Upper Secondary Education 714/2018). To support the progress of their general upper secondary school studies and transition to further studies and working life, the students prepare personal study plans for themselves.

Opportunities for individual study choices are organised for the students, enabling them to utilise the studies offered at higher education and other educational institutions in Finland and abroad.

In general upper secondary studies, diverse use is made of learning environments that build the students' knowledge of further studies as well as business and working life, also internationally, support their study motivation, and help them identify their personal strengths (section 4 of the Government Decree on General Upper Secondary Education 810/2018). The students' horizons shall also be broadened regarding futures thinking and anticipation.

The education provider shall also recognise prior learning that corresponds to the objectives and contents of the curriculum (section 27 of the Act on General Upper Secondary Education 714/2018).

When planning the studies offered by the general upper secondary school, elements on internationality and working life skills as well as familiarisation with higher education studies may be included in the study units. The local curriculum expresses the objectives and forms of cooperation in a concrete form and identifies the partners. Capabilities for further studies, working life, and internationalisation are reinforced with the help of the school culture, implementations that promote transversal competences, and studies in all subjects.

Cooperation with higher education institutions

General upper secondary education gives students the competences to pursue tertiary education studies in a university or a university of applied sciences. (Section 2(1) of the Act on General Upper Secondary Education 714/2018.)

Some syllabus studies in general upper secondary education shall be organised in cooperation with one or more higher education institutions. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

The teaching and other activities of the general upper secondary school are organised in such a way that the students have diverse opportunities for obtaining information about and experiences of higher education studies. A key objective is facilitating the students' transitions from general upper secondary school to higher education studies and further to the world of work.

Higher education studies and the capabilities associated with them are linked to both transversal competences and the objectives and contents of different subjects. Educational guidance practices in general upper secondary education together with the instruction of different subjects motivate the students to familiarise themselves with studies offered at higher education institutions and other educational institutions as well as the life choices and work and career opportunities to which these studies provide access. Guidance practices also provide concrete support for the students in preparing plans for further studies. Familiarisation with higher education studies and studies completed at higher education institutions are included in the students' personal study plans.

The students are guided to familiarise themselves with the studies offered at higher education institutions with an open mind and without gendered or other preconceptions. The students are guided to prepare for continuous learning and acquire diverse capabilities needed in different higher education studies and fields in the world of work. General upper secondary students are introduced to opportunities for international studies and careers. The significance of general knowledge and ability, cultural knowledge, and language proficiency is highlighted as preconditions for higher education studies and success in the world of work. Of the transversal competences, multidisciplinary and creative competence, interaction competence, and global and cultural competence are stressed in preparation for higher education studies. The concrete forms of familiarisation with higher education studies are determined in the local curriculum.

Working life capabilities

Studies belonging to the syllabus shall be organised in such a way that it is possible for students to develop their international competence and skills for working life and entrepreneurship. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

The teaching and other activities of the general upper secondary school are organised in such a way that the students have equal and diverse opportunities for obtaining information about the possibilities and trends in the world of work in order to plan their future and further studies.

The students are also encouraged to familiarise themselves with the international and global prospects offered by the world of work. The students become acquainted with new forms of work, entrepreneurship, and economic activity, allowing them to form an idea of the competences needed now and in the future. The students are offered learning experiences that encourage keeping an open mind, acting with initiative, an entrepreneurial attitude, cooperation, responsibility, and constructive problem-solving in line with the principles of a sustainable future.

The students are encouraged to act creatively, boldly, and in an ethically sustainable manner in rapidly changing operating environments, the world of work, and other life situations as well as to grasp different opportunities. They are guided to become aware of and document their interests, strengths, and competence related to studies and work. The general upper secondary school creates preconditions for students to share and reflect on themes related to working life and entrepreneurship and their competence actively, with an open mind, and systematically.

The students' entrepreneurship and working life skills are enhanced in different subjects as part of the study units and guidance of studies as well as in other school activities, especially by developing versatile forms of cooperation between the general upper secondary school and the world of work as well as between the school, companies, and the third sector. The subjects and transversal competences as well as activities outside of the school that can be recognised as part of the studies open up vistas of a meaningful life in which work plays a key role.

Of the transversal competences, interaction competence, multidisciplinary and creative competence, societal competence as well as ethical and environmental competence are emphasised in the acquisition of working life capabilities. As part of these competences or in addition to them, life management skills, cooperation and team skills, language proficiency and cultural skills, motivation to learn, flexibility, an ability to assess and develop one's personal competence, and an understanding of how changes in the world of work affect personal competence development are stressed.

In its local curriculum, the general upper secondary school sets out its policies on cooperation with working life, including the world of business, the public sector, and third sector representatives.

International competence

Studies belonging to the syllabus shall be organised in such a way that it is possible for students to develop their international competence and skills for working life and entrepreneurship. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

Internationality in general upper secondary education diversifies the students' experiences, broadens their perception of the world, and builds their capabilities for acting ethically in a globalised world full of challenges and opportunities. The UN's Agenda 2030 for Sustainable Development, and especially its Goal 4.7 describing the characteristics of global citizenship, are taken into account in competence development.

The students' international competence is built through the various subjects, interdisciplinary cooperation, and the transversal competences. Focal areas include a diverse language programme offered by the general upper secondary school and the education provider, its implementations, and advancing cultural knowledge and awareness.

The students are guided towards active and systematic international activity by drawing on internationalisation at home and international mobility. Internationalisation at home includes international visits or projects carried out at school, in its close surroundings or using virtual technology. The students are also encouraged to participate in study visits or exchange programmes abroad, either independently or based on what the school has to offer.

Of the transversal competences, international competence is supported especially by interaction competence, societal competence, and global and cultural competence. As part of or in addition to these competence areas, a global citizen's attitude, cultural skills and language proficiency, cooperation and team skills as well as an open interest in encountering new dimensions and opportunities and continuous learning are stressed.

The focal areas of international competence and forms of the general upper secondary school's international activities are determined in the local curriculum.

Higher Education Cooperation

The curriculum for study guidance and the plan for student guidance have been prepared in cooperation with the education providers of the city region. They have agreed on common goals and practices for higher education cooperation, ensuring that students are offered diverse opportunities to gain information and experience about higher education studies. Working groups have been established to maintain cooperation between higher education and upper secondary education, promote students' higher education studies as part of upper secondary studies, and facilitate the transition to higher education.

Higher education studies and related competencies are linked to both transversal competence and the objectives and contents of different subjects in the subject curricula. Preparedness for further studies is built on the knowledge and skills objectives of the subjects and the strengthening of future working life skills within the subjects.

Working Life Cooperation

Working life and entrepreneurship skills are decentralized into unique operating models in the upper secondary schools of the Tampere city region. In working life skills, we particularly emphasize highlighting the skills needed in future working life within the subject curricula. Alongside the knowledge content of subjects, skills play a significant role. Among the areas of transversal competence, the accumulation of future further study and working life skills alongside subject knowledge is clearly emphasized. Working life skills require genuine activities for practice. Each subject must define the working life and further study skills it develops. In the upper secondary schools of the city region, a TET (work experience) period is introduced, which can be completed alongside summer work or studies or through other active work experience. With work experience in the upper secondary school, students can receive 1-2 study points.

In the city region's joint working life and entrepreneurship think tank, a list of future working life skills that upper secondary studies should develop and strengthen was compiled with representatives from business, various industries, technology industries, Proakatemia, and the upper secondary schools of the city region.

Ability to operate in different environments and cultures	Critical thinking and creativity	Social skills
<ul style="list-style-type: none"> • Self-direction • Service orientation • Language and cultural skills • Responsibility 	<ul style="list-style-type: none"> • Decision-making ability • Ability to recognize and develop one's own skills • Problem-solving ability • Motivation for learning new things 	<ul style="list-style-type: none"> • Cooperation and teamwork skills • Emotional intelligence and empathy • Adaptability (resilience) • Negotiation skills

Internationality

The emphases of international competence and the forms of international activities in upper secondary schools are decided in the education provider's curriculum.

4. Guidance and support for students

4.1. Guidance

Students studying the general upper secondary education syllabus are entitled to receive personal and other guidance that meets their needs related to their studies and their plans for further studies (section 25(2) of the Act on General Upper Secondary Education 714/2018). The task of educational guidance in general upper secondary education activities is to build on the study and careers education provided in primary and lower secondary education, forming a continuum which extends to studies after general upper secondary education. Through educational guidance, the students improve their capabilities for coping with changing life situations and learn to value their choices of general upper secondary studies and further studies from the perspective of future competence needs. In accordance with the general upper secondary education's transversal competence objectives, the general upper secondary level studies are transformed into lifelong employability skills and a more comprehensive societal competence.

Educational guidance and counselling support the students' well-being, growth, and development, afford building blocks for acquiring self-knowledge and self-directiveness, and encourage students towards active citizenship. The students' sense of community, participation, and agency as well as their trust in their personal competence is developed and maintained throughout their general upper secondary school studies. Guidance promotes equity and equality in education as well as prevents marginalisation. Gender sensitive guidance creates equal opportunities for different genders' placement in further studies and the world of work. The students' studies and well-being are monitored and supported in cooperation with the parents or those who have custody of the students, as well as the school and student welfare staff.

Educational guidance is to be managed in accordance with jointly agreed goals and is a shared responsibility of all school staff members. It includes cooperation with higher education institutions and the world of work. Guidance can be provided as classroom activities in study units, as individual and small group guidance, peer guidance, and a combination of these delivery modes. The students have an active and participatory role in the guidance, and they must have opportunities for participating in study units implemented with higher education institutions and the world of work during their studies. The study and careers adviser is responsible for the coordination and practical implementation of educational guidance. The homeroom teacher acts as the first point of contact for their student group.

The guidance should be differentiated, taking into account each student's individual background, needs, objectives, hobbies, interests, competence areas, and factors affecting their life situation. A student's individual needs may be addressed more effectively by resorting to multi-professional cooperation. The students must be informed about the tasks of different actors in the integrated service provision, the issues in which students can receive help from them, and the practices for obtaining support.

The local curriculum must contain a description of how the general upper secondary education provider organizes co-operation in transition phases with primary and lower secondary education, vocational educational and training, higher education, and other education providers. Practices that enable the students to take higher-level orientation studies and alternative routes to further studies must be developed separately with higher education institutions. The implementation of regional multidisciplinary cooperation with the world of work, local employment and business services, social and health services, youth services, and other actors must also be described. The local curriculum describes how educational guidance ensures the students' possibilities for improving their internationality competence as well as working life and entrepreneurial skills.

As part of the local curriculum, an educational guidance plan is prepared, which describes how educational guidance is organised in the educational institution. This plan serves as a tool for evaluating and developing educational guidance.

The educational guidance plan of a general upper secondary school must contain the following elements based on the National core curriculum for general upper secondary education:

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- the tasks and objectives of guidance
- organisation of guidance
- actors participating in providing guidance and their division of responsibilities
- guidance in transition phases: cooperation with primary and lower secondary education, higher education, secondary level vocational institutions and other education providers as well as the organisation of further guidance
- the contents, methods, and work approaches of guidance
- cooperation between guidance and the world of work and other parties outside the school
- evaluation of guidance activities.

The educational guidance plan also covers accessibility in transition phases. It describes operating models followed to ensure equal opportunities when applying for a place in general upper secondary education and, later on, further studies. The plan should also include a description of measures for ensuring that the study paths and learning environments are accessible.

Under section 26(1) of the Act on General Upper Secondary Education (714/2018), students completing the general upper secondary syllabus shall prepare for themselves plans that contain a personal study plan, a matriculation examination plan, a plan for further studies, and a career plan to support their progress in upper secondary studies as well as the transition to further studies and the world of work. Under section 26(2) of the Act on General Upper Secondary Education, the personal study plans shall be prepared at the beginning of the studies with the support of the educational institution's teaching and guidance staff, and they are updated regularly as the studies progress.

The personal plan contains the following parts:

1) a study plan

- prior learning and other competence
- Finnish/Swedish language proficiency and other language skills as well as language learning skills
- studies and/or syllabi and other prior learning to be recognised
- studies to be completed; progress in general upper secondary studies; study unit choices
- the conditions in which the studies are pursued, ways of completing studies, and any special teaching arrangements
- study skills and any need for support
- study and/or familiarisation periods at higher education institutions and possibly other educational institutions
- periods of introduction to working life
- estimated time required to complete the studies

2) a matriculation examination plan

3) a plan for further studies and a career plan.

Under section 27(1) of the Act on General Upper Secondary Education (714/2018), the education providers shall, in connection with the preparation of the students' personal study plans, find out about and recognise any prior learning a student may have based on an account given by the student. Under section 27(2) of the Act on General Upper Secondary Education, the education provider shall also recognise learning acquired elsewhere that corresponds to the objectives and contents of the local curriculum. Under section 27(3) of the Act on General Upper Secondary Education a student must, if necessary, give a demonstration of their prior learning as determined by the education provider.

The significance of educational guidance is emphasised at the transition points and phases of education. The educational institution provides information about general upper secondary education to primary and lower secondary education pupils, their parents and persons having the custody, study and careers advisers, and teachers as well as offers opportunities for them to familiarise themselves with general upper secondary education. At the beginning of their general upper secondary school studies, students are familiarised with the school's activities as well as the

practices related to upper secondary school studies. During the guidance process, the students plan their study programme, identifying and taking into account the opportunities offered by further studies and the world of work. These issues are addressed in educational guidance throughout the general upper secondary studies.

A student is entitled to receive educational guidance for applying for a place in other studies if their right to study the general upper secondary education syllabus is about to terminate, or the student has announced their intention to discontinue their studies (section 25(3) of the Act on General Upper Secondary Education 714/2018). A student who has completed the general upper secondary education syllabus but who has not secured a place in further studies for a qualification or a degree is entitled to receive educational guidance related to applying for studies and for careers advice during the year following the year in which they completed the syllabus. This guidance shall be organised by the education provider at whose educational institution the student completed the syllabus. (Section 25(4) of the Act on General Upper Secondary Education 714/2018.)

GUIDANCE PLAN

The goal of guidance is to integrate the young person into the school community, support their well-being and studies, and facilitate the transition to further studies. Guidance is provided for transitioning to upper secondary studies, the initial phase of upper secondary studies, completing upper secondary studies and the matriculation examination, and transitioning to further studies and working life after upper secondary school. The education provider offers guidance to students in need even after completing upper secondary school. Guidance is described in more detail in the regional guidance plan. When transitioning to upper secondary studies, guidance is provided in cooperation with basic education. In the initial phase of upper secondary studies, guidance focuses on familiarizing students with the practices and operational culture of upper secondary school, developing the skills required for upper secondary studies, and growing into an upper secondary student and a member of the upper secondary community.

As studies progress, guidance emphasizes the planned advancement of upper secondary studies, preparation for the matriculation examination, and exploration of further study opportunities. During upper secondary school, students receive guidance from various providers. In addition to personal guidance and teaching in all lessons, students are guided in information sessions for entire age groups, homeroom sessions, written communication and information screens. If necessary, students are referred to special educational needs teacher s or student welfare services.

Roles and Division of Tasks in Guidance

The division of tasks is specified in the school-specific student welfare plan.

Principal:

- Ensures accessibility to upper secondary studies and student selection
- Coordinates and supports guidance activities
- Informs about rules and regulations related to upper secondary studies and the matriculation examination

Study and Careers Adviser:

- Responsible for the overall planning of study guidance in the school
- Guides and assists in preparing study plans, matriculation examination plans, further study and career plans, and registering for the matriculation examination
- Guides and assists in choosing study module
- Guides and assists in preparing personal timetables
- Organizes opportunities to explore further study options and working life
- Guides during transition phases and when students move from one institution to another
- Engages in multidisciplinary cooperation to support student well-being
- Participates in the activities of the multidisciplinary expert group in student welfare if necessary

Homeroom teacher:

- Member of the homeroom guidance grade-level team that plans and implements the school's annual group guidance, as described in the guidance plan for upper secondary education in the Tampere region
- The primary contact person between the school and caregivers for their group
- Introduces new students to the practices of upper secondary studies
- Participates in team building at the beginning of upper secondary studies and supports the community spirit of their group later on
- Holds personal discussions with the students in their group
- Regularly monitors the progress, absences, and overall situation of their group's students and intervenes if necessary
- Engages in regular cooperation with the Study and Careers Adviser and special educational needs (SEN) teacher
- Holds homeroom sessions, as described in more detail in the guidance plan for upper secondary education in the Tampere region
- Informs their group about current issues
- When necessary, participates in the activities of the multidisciplinary expert group in student welfare

Subject Teacher:

- Guides and assists students in studying the subject they teach and helps them develop learning skills and preparedness
- Monitors and records student absences during study modules and informs the homeroom teacher when necessary
- Monitors the progress of students in their subject and informs the homeroom teacher when necessary
- Supports students' preparedness for further studies and working life in their subject
- When necessary, participates in the activities of the multidisciplinary expert group in student welfare

Special Educational Needs Teacher (SEN):

- Assesses the need for support in learning and studying
- Guides and teaches students in study skills
- Conducts dyslexia tests and prepares dyslexia statements when necessary, and may conduct other assessments related to students' learning difficulties
- Provides guidance and special arrangements for the matriculation examination and prepares necessary applications to the Matriculation Examination Board
- Engages in regular cooperation with the study and careers adviser, homeroom teacher, and subject teachers
- Participates in the activities of the multidisciplinary expert group in student welfare when necessary

Attachment: Guidance Plan for Upper Secondary Education in the Tampere Region

The guidance plan is specified and supplemented with school-specific instructions.

STUDY PLAN**Personal Study Plan for Upper Secondary Education in the Tampere Region**

The personal study plan consists of the following parts: study plan, matriculation examination plan, and further study and career plan. The student builds their personal study plan throughout their upper secondary studies. They receive help and guidance in updating the different parts of their study plan from the study and careers adviser, homeroom teacher, special educational needs teacher, subject teachers, and principal. The students update their personal study plans on the education provider's forms.

Study Plan

At the beginning of upper secondary studies, the student's previous education, studies, and other competencies that can be credited towards their upper secondary studies are identified. Subject teachers, the principal, and the study and careers adviser assist in this identification and crediting process.

At the initial phase of studies, the student's Finnish/Swedish language skills and other language skills, as well as language learning preparedness, are also assessed. Language teachers play a significant role in this assessment.

During the first study periods of upper secondary studies, students familiarize themselves with the practices of upper secondary school and learn to plan their studies. Students prepare a study plan during their first year, which they update as their studies progress. The study plan records the studies to be completed, the progress in upper secondary studies, study module choices, and the estimated study time. Study and careers adviser, homeroom teachers, and, if necessary, subject teachers and the special educational needs teacher assist the students in updating the study plan.

At the beginning of upper secondary studies, the goal is to assess the study conditions, study methods, and possible special teaching arrangements, as well as study preparedness and potential support needs of new students. This assessment is supported by cooperation with basic education and guardians. Homeroom teachers and study and careers advisers play a significant role in this assessment. The special educational needs teacher assesses the need for support in learning and studying and guides and teaches students in study skills. The implementation of support requires regular cooperation between homeroom teacher, the study and careers adviser, the special educational needs teacher, subject teachers, and student welfare staff.

The study plan includes study and/or familiarization periods in higher education institutions and possibly other institutions as studies progress. The provision of study and/or familiarization periods is planned in cooperation with higher education institutions and secondary education institutions to make it possible to include them in upper secondary studies. Subject teachers and study and careers adviser assist students in including these periods in their study plans.

Work experience periods are also included in upper secondary studies. Work experience is integrated into the study modules of different subjects. Study and careers advisers assist students in including these periods in their study plans.

Matriculation Examination Plan

The study plan also includes a matriculation examination plan, which is updated as upper secondary studies progress.

Further Study and Career Plan

The student's thoughts on further study and career plans develop during upper secondary studies. Guidance discussions with the study and careers adviser and study and careers guidance study units play a central role. Information about different professions and working life obtained through various subjects also supports the student's further study planning. During upper secondary school, the student's understanding of themselves, their strengths, and skills deepens, enhancing their preparedness for lifelong development of their further study and career plans.

4.2. Support for learning and special needs education

City Region Curriculum

Informing Students and Caregivers about Support Measures and Students Rights to them

The special educational needs teacher informs about special needs education and support at the beginning of upper secondary studies. Students' right to support is communicated in meetings for caregivers, on the school's website, and through the student administration system. The study and careers adviser, homeroom teacher, and subject teachers guide students in need of support and, when necessary, refer them to the special educational needs teacher. The special educational

needs teacher guides students in obtaining necessary further assessments and statements, for example, for special arrangements in the matriculation examination. Cooperation is carried out with other experts.

Assessment of Support Needs

A regional information transfer form is used to obtain essential information from basic education for organizing education. Additionally, the upper secondary school can use a background information form to gather supplementary information about the student and their support needs. The special educational needs teacher conducts screening tests and a learning survey for all upper secondary students at the beginning of their studies. When necessary, a meeting is held with the student's guardian. If needed, the student can be referred for more comprehensive assessments of learning readiness, such as attention and concentration issues, following the official care pathway of the municipality.

Recording Support Measures in the Personal Study Plan

The special educational needs teacher supports both the student and teachers in planning learning support. The electronic support form is completed together with the student. The information on the form is available to the student's teachers with the student's permission. All teachers teaching the student can participate in completing the form, recording pedagogical solutions that support learning together with the student or with the student's consent. All information recorded on the form is expressed concretely to provide practical help to the student and be implemented in the daily life of the upper secondary school.

Implementation of Support

Students needing learning support regularly meet with the special educational needs teacher during their studies to assess the effectiveness of the pedagogical solutions recorded on the form. Students are encouraged to be active and open about their support measures. A conversational atmosphere about learning difficulties enables continuous monitoring and assessment with subject teachers.

Learning support is provided in lessons, test situations, and personal guidance and teaching. Learning support requires solutions related to communal and study environment, e.g. the possibility of a calm and less sensory-stimulating workspace or co-teaching by subject teachers. Responding to the individual needs of students may involve ensuring understanding of instructions or providing written instructions for more extensive and challenging assignments. Other forms of learning support may include differentiated teaching, remedial teaching, and other pedagogical solutions. In planning support, it is ensured that students receive sufficient practice of skills necessary for succeeding in the matriculation examination despite learning difficulties.

Special education involves teaching study skills, for example, through collaborative learning. Special education supports the development of the student's self-understanding as a learner and guides them in using their strengths in learning.

Monitoring and Assessing the Implementation of Support

The implementation of support is continuously monitored and assessed. In this assessment, the student's own perspective and self-assessment skills play a focal role; cooperation with guardians is carried out when necessary. The effectiveness of support measures is monitored by the homeroom teacher, subject teachers, study and careers adviser, and the special educational needs teacher. Successful monitoring of support measures requires active cooperation among school staff.

Cooperation, Responsibilities, and Division of Tasks in the Above Matters

The division of tasks from the perspective of support needs is specified in the school-specific student welfare plan.

Principal

- Responsible for organizing the school's support arrangements

- Ensures the submission of statements and applications to the Matriculation Examination Board and the implementation of special arrangements in the matriculation examination

Study and Careers Adviser

- Considers the student's support needs while guiding the student in study module choices, planning the matriculation examination, and guiding further study applications

Homeroom Teacher

- Monitors the progress and support needs of their group's students
- Communicates the support needs to caregivers, teachers, and other school staff if requested

Subject Teacher

- Communicates observed support needs of students to the homeroom teacher and special educational needs teacher
- Shares information about effective support measures within their subject group
- Responsible for implementing agreed support measures in their teaching

Special educational needs teacher

- Participates in assessing support needs at the beginning of upper secondary studies
- Communicates support needs to teachers, caregivers, and other school staff when necessary
- Participates in planning and implementing pedagogical support
- Participates in meetings for caregivers and the activities of the multidisciplinary expert group in student welfare when necessary

LIITE Tiedonsiirtolomake

LIITE Taustatietolomake

4.2.1. Support for learning

Support for learning means responding to the individual support needs of the student and providing support solutions in the school community and in the learning environment. Support for learning is provided for students in a diverse, flexible manner and using alternative methods. Learning support can be provided according to the needs of the student both individually and in groups.

The main focus of support for learning is on easily accessible support, which is provided to the student as soon as the need for support arises and which can be used to prevent the accumulation of difficulties. Support for learning is designed to support the teaching of subjects to students who have difficulties in completing their studies. This support is implemented in cooperation between teaching staff. Support measures include remedial instruction provided by subject teachers, instruction provided by subject teachers and special education teachers, and support and educational guidance provided by special education teachers, study and careers advisers and other personnel. Support measures must be provided sufficiently, in a timely manner, and in a way that promotes students' learning, demonstration of competence, progression to further studies, and well-being.

The subject teacher takes into account the student's support needs in the planning of lessons and in the teaching arrangements, for example by choosing diverse teaching methods and differentiating teaching.

Students have the right to receive remedial instruction, i.e. instruction and guidance provided by subject teachers in order to meet the student's learning support needs. Remedial instruction can be provided to students who have temporarily fallen behind in their studies or who for some other reason need support or guidance to complete their general upper secondary

education studies. Remedial instruction may also be provided to strengthen study skills, such as linguistic, mathematical or information technology-related skills, or to support skills related to study techniques. Remedial instruction may include strengthening of language skills where the student has a lack of knowledge of the vocabulary or ways of using the language of instruction.

Support for learning includes instruction, support and guidance from a special education teacher. Such support for learning provided by a special education teacher is not subject to an administrative decision on special needs education in accordance with section 28 b of the General Upper Secondary Education Act (714/2018).

The support provided by a special education teacher may include, for example, discussing the student's support needs and ways to support studying, or testing and screening for difficulties in reading and writing. In addition, a special education teacher can work together with the student to find suitable study strategies and provide support and guidance for developing study skills, structuring entities, scheduling and completing assignments, and independent and goal-oriented studying. A special education teacher can support the student by consulting other teachers to take into account the students' support needs. Such support from a special education teacher is usually sufficient for students who have, for example, mild learning difficulties or difficulties in reading and writing or mathematical perception.

The support for learning provided by the special education teacher may also include an assessment of the need for special arrangements for the matriculation examination and the planning, in cooperation with subject teachers, of ways of demonstrating learning and competence during general upper secondary education. Students should be given the opportunity to try out the chosen measures and arrangements during their general upper secondary studies in order to assess the need and effectiveness of the arrangements. If necessary, the special education teacher will guide the student in obtaining the necessary statements and in applying for special arrangements for the matriculation examinations.

According to section 28 of the Act on General Upper Secondary Education, the student's need for support must be assessed at the beginning of studies and regularly as the studies progress. The teachers assess the need for support together with the student and, if necessary, the parent or the person having custody. With the student's consent, other experts necessary for arranging support may also be involved in the assessment. The identification of the need for support may also be based on information transferred on the basis of section 40 of the Basic Education Act (628/1998, amended by Act 1288/2013) and section 23 of the Act on Compulsory Education (1214/2020), which is necessary for the organization of education, or on observations made by teachers and other staff. In addition, various methods, such as initial screenings or interviews, can be used to assess the need for support. Students should also be encouraged to tell subject teachers, special education teachers or study and careers advisers about learning difficulties which may not otherwise come to light.

Students can apply independently or be referred to support measures. However, students are not obliged to accept support for learning. The completion of general upper secondary education is based on the student's activity and initiative in promoting studies. Support for learning is not targeted at situations where students fall behind in their studies due to self-selected or unauthorised absences. Even in such cases, it is important to take into account the student's life situation as a whole when assessing the need for support for learning.

The subject teachers, special education teachers and study and careers advisers who instruct the student plan the support measures together with the student. If necessary and with the student's consent, support measures can be planned in cooperation with other experts. Support measures and any changes to them are recorded in the student's personal study plan at the student's request (Act on General Upper Secondary Education, section 28(2)). The teacher or study and careers adviser responsible for the support measures ensures that the student is informed of the possibility of having the support measures recorded. At the same time, they can find out whether the student has expressed a wish to have the support measures recorded. The implementation and effectiveness of support measures are monitored and evaluated regularly.

If necessary, the student's learning and well-being are supported through multidisciplinary cooperation. Students can receive learning support and guidance as needed not only from subject

and special education teachers and study and careers advisers, but also from other personnel, such as student welfare personnel.

As part of support for learning, a student's learning can also be promoted by offering studies within the general upper secondary school syllabus that increase learning and well-being. These studies provide support in areas such as study skills, life management, and subject-specific learning.

4.2.2. Special needs education

Students are entitled to special needs education if the support for learning described above is not sufficient in relation to the student's need for support and they need special needs education due to verified learning difficulties or other comparable reasons in order to complete the general upper secondary education syllabus.

Verified learning difficulties refer to factors that hinder a student's learning and that have been identified either during primary and lower secondary education or general upper secondary education studies. These factors may be due to a long-term learning disability, neuropsychiatric difficulty, or other disability or illness that impairs learning. Other comparable reasons refer to situations where a student would need special pedagogical support for some other reason than learning difficulties, disability or illnesses. Other reasons may be, for example, a reason related to a difficult life situation that significantly and persistently complicates studying and learning.

If a student has received student-specific or special support during primary and lower secondary education, the support measures received have been recorded in the student support documents available to the education provider. These documents are transferred to the provider of general upper secondary education on the basis of section 23 of the Act on Compulsory Education and section 28 b of the Act on General Upper Secondary Education: the provider of primary and lower secondary education must submit to the provider of general upper secondary education an administrative decision on support for learning or special needs education valid at the end of primary and lower secondary education in accordance with the Basic Education Act. In this case, the provider of general upper secondary education must investigate and assess the student's need for special needs education on the basis of a decision made during primary and lower secondary education.

During general upper secondary education, learning difficulties can be verified on the basis of, for example, screenings and tests. If necessary, the student and the teachers teaching the student can be interviewed as part of the assessment in order to assess the effects of the student's learning difficulties on studying and the necessary support measures. If necessary, the verification of learning difficulties is carried out in cooperation with the professionals of student welfare services. The adequacy of support for learning can be assessed, for example, in the spring semester of a student's first academic year. If the means of support for learning described in section 4.2.1 are assessed to be insufficient right at the beginning of general upper secondary education studies, special needs education can be provided and an administrative decision on special needs education can be made based on the need for support already at the beginning of general upper secondary education. Even then, other means of support for learning, such as remedial instruction and differentiation, can be used alongside it.

Special needs education is provided by a special education teacher, whose qualifications are laid down in the Decree on the Qualifications Requirements for teaching Staff. Special education teachers are responsible for assessing the need for special pedagogical support measures and planning support measures related to studying and demonstrating competence. The difference with support for learning provided by a special education teacher as described in chapter 4.2.1 is that special needs education based on an administrative decision is more deeply focused at verified learning difficulties or other equivalent causes, i.e. it is more systematic and targeted than support for learning. Such special needs education may, in contrast to support for learning, be more thorough teaching of, for example, study skills and strategies, executive functions or support for time management and setting and achieving independent study goals. As a rule, it is key that when assessing support measures, the support for learning presented in section 4.2.1 has been tried out in a wide range of ways and found to be insufficient to meet the student's support needs.

The special education teacher plans the support measures together with the student. If necessary, subject teachers and study and careers advisers are also involved in the implementation. Special needs education also takes into account the special arrangements required by the student in situations related to the demonstration of competence during general upper secondary education and in matriculation examinations. Special needs education is recorded in the student's personal study plan at the student's request. When discussing special needs education support measures, the special education teacher may find out the student's expression of will for recording the support measures.

Those admitted to general upper secondary school must have sufficient preconditions to complete the studies in the general upper secondary education syllabus. In general upper secondary education, it is not possible to deviate from the objectives specified in the syllabus. In special needs education, cooperation is carried out with student welfare services and the student's treatment and rehabilitation network, as necessary. In order to meet the support needs of students with disabilities, cooperation is carried out with the wellbeing services counties when necessary. The exceptional organisation of studies is described in section 4.2.3.

The education provider makes an administrative decision on special needs education to be provided to students. The administrative decision is taken when the need for special needs education arises or on the basis of a request or expression of will by the student or the student's or an underaged student's parent, person having custody or legal representative concerning the need for support. The decision may be positive or negative, depending on how the education provider assesses that the criteria for the provision of special needs education are met. The student and the parent, person having custody or legal representative of an underage student must be heard before the decision referred to in this paragraph is taken. Decision-making complies with the general provisions concerning decision-making, mainly the Administrative Procedure Act (434/2003) and, in municipalities, also the Municipalities Act (365/1995).

The effectiveness of support measures is assessed during studies and, if necessary, support is strengthened or reduced. It is also possible to give up special needs education and discontinue support if the need for support no longer exists. In this case, an administrative decision is taken to discontinue the support.

4.2.3. Exceptional organisation of studies and assistance services

Exceptional organisation of studies in accordance with section 29 of the Act on General Upper Secondary Education may also apply to students in need of support for learning or special needs education. Exceptional organisation of studies does not mean deviating from the objectives of the general upper secondary education syllabus, but that the student's studies in order to achieve the objectives of the syllabus may be partly organized differently from the provisions of the act or government decree on general upper secondary education, and the local curriculum. Deviating arrangements can be made at the student's request or with their consent. Deviating arrangements shall be made only to the extent necessary. They are recorded in the student's personal study plan.

The student's work, learning and competence development are assessed in a diverse manner. Students in need of support are guaranteed the opportunity to demonstrate their competence in different ways, for example, in situations where written production is challenging. The ways and situations of demonstrating competence are designed according to the student's needs. Individual arrangements for demonstrating competence include, for example, allowing extra time, using a small group space, increasing the font size of the material or the possibility to use a separate display. Depending on the student's needs, other appropriate special arrangements can also be used. For possible special arrangements for matriculation examinations, students are guided in obtaining the necessary statements and applying for special arrangements from the Matriculation Examination Board.

If necessary, students are guided to apply for assistance services, special aids and other services in accordance with the disability services act or other legislation. Supporting students' coping and well-being can be done in cooperation with professionals in student welfare services or, if

necessary, with other actors. In addition to special needs education and other support for learning, students are also entitled to individual student welfare in accordance with sections 15 and 16 of the Student Welfare Act (1287/2013).

4.2.4. Issues subject to local decision related to support for learning and special needs education

The local curriculum decides and describes the practical organisation of support for learning and special needs education in the following matters:

- informing students and their parents or persons having custody about support measures, special needs education and related rights;
- assessment of the need for support measures and special needs education
- recording support measures and special needs education in the personal study plan
- implementation of support for learning and special needs education
- monitoring and evaluation of the implementation of support and special needs education
- administrative decision on special needs education
- hearing the student and the parent or person having custody in the decision on special needs education
- cooperation, responsibilities and division of labor in the above matters.

4.3. Student welfare

Where applicable, educational institutions are referred to using the terms 'general upper secondary school' and 'school'. The statements below concerning wellbeing services counties also apply to the City of Helsinki (section 1 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

This chapter lays down provisions on the key principles of student welfare, the goals of the student welfare work carried out as part of education, and the preparation of the education provider's student welfare plan in accordance with the Student Welfare Act (sections 12 and 32 of the Act on General Upper Secondary Education 714/2018; section 13 of the Student Welfare Act 1287/2013 [as amended by Act 377/2022]).

Student welfare means the promotion and maintenance of the effective learning, good psychological and physical health and social well-being of students and activities that improve the preconditions for these in the school community (section 3 of the Student Welfare Act 1287/2013). Students are entitled to the free student welfare necessary for participation in education, excluding medical care services for students over 18 years of age (section 9 of the Student Welfare Act 1287/2013). The child's interests take priority in student welfare work. (UN Convention on the Rights of the Child and section 2 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Student welfare is implemented through systematic cooperation between education services and wellbeing services counties together with students, their parents and persons having custody and, where necessary, other cooperation parties (section 3 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). Student welfare consists primarily of preventive communal work. Communal student welfare is the shared task of all the professionals working in the school community. Students are also entitled to student welfare services, that is the student health care services and the services of school social workers and psychologists. (Sections 4 and 3 of the Student Welfare Act 1287/2013.) Student welfare services are primarily organised as locally accessible services, for which the education provider must provide appropriate facilities. Upper secondary level student health care services can also be provided at a centralised student health care services location. Even in this case, the service must be easily accessible to students. (Section 15 a of the Health Care Act 378/2022 and section 9 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

The student welfare activities are guided by the student welfare steering group set by the education provider. The steering group is responsible for proactive and long-term general planning, comprehensive development, guidance, and evaluation. Student welfare is divided into communal and individual student welfare.

Communal student welfare is preventive action. It refers to the operational culture and actions that promote students' learning, well-being, health, social responsibility, interaction, and participation, as well as the healthiness, safety, and accessibility of the study environment throughout the entire educational community. Each upper secondary school has its own multidisciplinary communal student welfare team responsible for planning, implementing, developing, guiding, and evaluating communal student welfare at the school level. The group prepares a school-specific student welfare plan to support its work and collaborates with third-sector actors. The education provider ensures that the plan considers the local children's and youth's well-being plan.

In communal student welfare, it is noted that students' well-being is also influenced by how they are included in the planning and decision-making of the school's activities. These measures are described in the school-specific student welfare plan. Surveys and discussion sessions between students, management, and other school staff strengthen open and participatory interaction. Students should be informed about various ways to contact the school anonymously.

The joint task of the school and homes is to support the student during their studies. The homeroom teacher has the primary responsibility to act as the contact person between the home and the school. The homeroom teacher should contact the caregivers of new students immediately at the beginning of the studies. It is beneficial if the student, despite being of legal age, allows communication between home and school. Caregivers are also heard through surveys, discussion sessions, or the parents' association.

Individual student welfare refers to the student welfare services provided to individual students (student health care, school social worker and psychologist services) for which the municipality where the school is located is responsible, as well as the activities of the multidisciplinary expert group concerning individual students. When a concern arises, the school staff member discusses the matter with the student and, if necessary, contacts the caregivers in the case of a minor. If needed, the staff member directs the student to student welfare services. The staff member can consult student welfare personnel anonymously without the student's permission. With the student's consent, a multidisciplinary expert group can be assembled when multiple experts are needed to resolve the student's situation. If the student's consent is not obtained and the situation still requires action, the caregivers are contacted, and child protection is consulted if necessary. The experts in the group can include school and student welfare staff, social and health care workers, or other individuals in the student's network. City and school-specific guidelines are described in more detail in the student welfare plan.

Attachment: Education Provider's Student Welfare Plan

Attachment: School-Specific Student Welfare Plan

4.3.1. Education provider's student welfare plan and issues subject to local decisions

The education provider must prepare an education provider's student welfare plan for the implementation of student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). The general planning, development, steering and evaluation of provider-specific student welfare is carried out by a multidisciplinary student welfare steering group (section 14 of the Student Welfare Act 1287/2013). The student welfare plan is drawn up in cooperation with the staff of educational institutions and student welfare services, students and their parents or persons having custody (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). Wellbeing services counties are obligated under the Health Care Act to engage in cooperation with education providers in the preparation of their student welfare plans (section 15 a of the Health Care Act 378/2022).

The education provider's student welfare plan supersedes the local curriculum as regards student welfare. It includes the objectives and key principles of student welfare work as defined by the education provider, the measures to be taken to implement and monitor student welfare (self-monitoring) and the school-specific detailed information specified below under items 1–5. The education provider must describe in the student welfare plan how the implementation of the plan will be monitored at schools and, where necessary, revised. (Section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

The education provider must prepare a student welfare plan in accordance with the regulations concerning each form of education. The education provider decides locally how the necessary information on the items listed below is collected and how the information is used to steer the operations of educational institutions. As regards student welfare services, this is done in cooperation with the wellbeing services county. The plan is attached to the municipality's plan for the well-being of children and young people. (Section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

The education provider is responsible for ensuring that the student welfare plan includes the following information (items 1–5) for the implementation, evaluation, and development of student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

1) Assessment of overall student welfare needs and available student welfare services

Information for the assessment of the overall need for student welfare and available student welfare services (student health care and the services of school social workers and psychologists) is collected from each educational institution. The information is recorded in the education provider's student welfare plan in the form of the person-years of the student welfare services professionals. The purpose of the assessment is to ensure the sufficiency of student welfare services, taking into account the needs of students and the school community, the implementation of health examinations and staffing and the organisation of services within time limits. (Sections 15 and 17 of the Student Welfare Act 1287/2013 and Section 17 of the Health Care Act 1326/2010).

The assessment of overall student welfare needs includes the resources needed for individual and communal student welfare work and student welfare cooperation. The assessment of overall needs takes into account factors such as the number of school units, the numbers of students of schools and the special characteristics of the operating environment. The assessment makes comprehensive use of local monitoring data on children's and young people's health, well-being and living conditions, which is also collected from students and their parents or persons having custody, teaching staff and student welfare professionals.

Assessment of available student welfare services

The education provider's assessment of available student welfare services includes the number of person-years of all student welfare professionals (student health care and school psychologist and social worker services).

2) Measures of the school community to promote communal student welfare

Communal student welfare is an important part of the school culture, i.e. the values, practices and procedures, of general upper secondary education, and its development requires management. Communal student welfare includes the promotion of the health and well-being of students in accordance with section 6 of the Student Welfare Act (student welfare in accordance with the curriculum and the education provider's student welfare). This means activities for monitoring and developing communal and individual well-being, creating a healthy, safe and accessible learning environment, promoting mental health and learning and preventing exclusion. (Section 6 of the Student Welfare Act 1287/2013.) The staff of the educational institution have primary responsibility for the well-being of the school community (section 4 of the Student Welfare Act 1287/2013).

The education provider's student welfare plan describes:

- the practices and key results of the monitoring of the well-being, health and safety of students and the school community
- the management, composition and operating methods of school-specific student welfare groups (section 14 of the Student Welfare Act (1501/2016))
- the monitoring of school attendance; the prevention of and intervention in absences
- the prevention of and intervention in the use of tobacco products and other intoxicating substances
- cooperation and practices related to inspections of the health and safety of the educational environment and the well-being of the student community (section 17 of the Health Care Act 1326/2010 and section 12 of the Government Decree on Maternity and Child Health Clinic Services, School and Student Health Services and Preventive Oral Health Services for Children and Youth 388/2011).

3) Measures to organise necessary support measures (individual student welfare)

Individual student welfare refers to student health care services, school social worker and psychologist services that are part of student welfare, and multidisciplinary individual student welfare implemented by a multidisciplinary expert group (section 5 of the Student Welfare Act 1287/2013). Individual student welfare involves monitoring and promoting a student's overall health, well-being, participation and learning, preventing problems and providing early support.

Individual student welfare is always based on student consent (section 58 of the Act on General Upper Secondary Education 714/2018 and Report of the Parliamentary Education and Culture Committee 14/2013 vp.) The student's participation and opinions are taken into account in the measures and solutions in accordance with their age and level of development (section 18 of the Student Welfare Act 1287/2013). Individual student welfare is subject to regulations concerning disclosure of, access to and confidentiality of information (EU General Data Protection Regulation (679/2016); Data Protection Act (1050/2018); Act on the Openness of Government Activities (621/1999); section 58 of the Act on General Upper Secondary Education 714/2018; Act on the Status and Rights of Patients (1992/785); Act on the Status and Rights of Social Welfare Clients (2000/812); and Section 22 of the Student Welfare Act 1287/2013, as amended by Act 377/2022, and section 23).

The education provider's student welfare plan describes:

- the steering of students to student welfare services (student health care, school social worker and psychologist services) (section 16 of the Student Welfare Act 1287/2013, as amended by Act 377/2022)
- the assembly of the multidisciplinary expert group to support an individual student, the obtaining of consent, and participation in the work (section 19 of the Student Welfare Act 1287/2013)
- the preparation and storage of school welfare reports and the assignment of a person responsible for the education provider's student welfare register (section 20 of the Student Welfare Act 1287/2013, as amended by Act 377/2022, and section 21)
- 714/2018, as amended by Act 165/2022)
- practices concerning the reporting of a student's special diet or medication during the school day at the educational institution
- the method of organising medical care services in student health care and guidance in accessing them.

4) Cooperation with students and their families, those working at the educational institution and other parties supporting the well-being of students

Student welfare is the shared task of everyone working in the school community and student welfare professionals (section 4 of the Student Welfare Act 1287/2013). The participation of students, parents or persons having custody, teaching staff, student welfare staff and cooperation partners in the planning, implementation and evaluation of student welfare practices is a

key aspect of student welfare. This participation requires common practices and in particular cooperation between the education provider and the wellbeing services county.

The education provider's student welfare plan describes:

- the participation of students, parents and persons having custody, teaching staff and student welfare services in the preparation of the education provider's student welfare plan and in the implementation of communal student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022)
- the induction of the general upper secondary school's teaching and other staff and ensuring their competence in communal work
- cooperation with partners outside the school, such as youth services, child welfare services, specialised medical care and the police
- the communication of the principles and activities of communal and individual student welfare to students, parents or persons having custody, staff and cooperation parties (section 11 of the Student Welfare Act 1287/2013).

5) Plans for safeguarding students against violence, bullying and harassment and crisis plan

Students have the right to a physically, psychologically, socially and pedagogically safe and secure learning environment (section 40 of the Act on General Upper Secondary Education 714/2018). Ensuring safety and security requires the education provider to systematically develop its school culture, engage in joint preparation and establish common operating procedures with educational institutions. The education provider familiarises its staff and student welfare professionals with the operating procedures followed in various problem situations and ensures that information is provided and plans are updated.

Plans for safeguarding students against violence, bullying and harassment

The education provider's student welfare plan must include a separate description of measures to prevent violence, bullying and harassment, monitor their prevalence and intervene in problem situations, and of the practices required for follow-up. The plan describes the obligation of the teacher or principal to report any harassment, bullying, discrimination or violence in the learning environment or on the way to or from school that they become aware of to the parent or person having custody, or other legal representative of the student suspected of these acts and the student subjected to them (section 40 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022). In addition to this, the plan describes the measures for directing students who need support (the subject and perpetrator of the act) to student welfare services. The plan also includes a description of cooperation with parents or persons having custody and cooperation with authorities, including procedures regarding the obligation to report incidents to social services and/or the police (section 23 of the Student Welfare Act 1287/2013, section 25 of the Child Welfare Act 471/2007 and section 35 of the Social Welfare Act 1301/2014).

Crisis plan (plan for crisis, threatening and dangerous situations)

The education provider's student welfare plan must include a crisis plan describing procedures in the event of sudden crises and threatening and dangerous situations. The plan describes the prevention, preparations for and procedures during crisis situations and the practising of operative preparedness. In addition to this, the plan describes crisis management principles, cooperation and the division of tasks and responsibilities. The plan describes the principles of internal and external communication and information exchange between the education provider and the educational institution. The plan is prepared in cooperation with the wellbeing services county and other relevant authorities, taking into account other guidelines concerning threatening, dangerous and crisis situations as well as the principles governing the organisation of psychosocial support.

4.4. Discipline

Under section 40(1) of the Act on General Upper Secondary Education (714/2018), students have the right to a safe and secure learning environment. The education provider shall protect the students from bullying, violence, and harassment. Under section 30(2) of the Act on General Upper Secondary Education, students shall refrain from bullying and discriminating against others and behave in a way that does not endanger the safety or health of other students, the school community or the learning environment (section 30(2) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022). Cooperation in the general upper secondary school community and different pedagogical solutions create preconditions for a disruption-free learning environment. General upper secondary education providers also have the right to use disciplinary measures in accordance with the Act on General Upper Secondary Education (section 41 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Under section 40(3) of the Act on General Upper Secondary Education, education providers shall, in conjunction with the preparation of the local curriculum, prepare a plan and issue instructions for the use of disciplinary measures and the procedures to be followed in connection with them. The Finnish National Agency for Education issues provisions on the preparation of the plan in the national core curriculum for general upper secondary education. The purpose of the plan is to ensure that the procedures are legal and uniform and that the students are treated equally. Planning also supports the enforcement of the school rules.

When preparing the plan, the fact should be taken into account that only the means referred to in legislation may be used in disciplinary measures and for safeguarding a good disciplinary climate, and that when using these measures, the general principles of legal protection in governance must be complied with.

Disciplinary actions provided for in legislation:

- A student who disrupts instruction or otherwise breaches order or cheats may be issued a written warning.*
- If the breach is serious or if the student carries on with the inappropriate conduct after being issued a written warning, the student may be suspended from the school for a fixed period of time not exceeding one year and denied access to student accommodation for a fixed period of time or for the duration of their studies. A student in compulsory education may be suspended from the educational institution for a maximum period of three months.*

The use of disciplinary actions must be based on appropriate, generally accepted, and objective reasons. The same sanctions must be imposed for similar acts regardless of who committed them, however so that recurrence of acts may be taken into account as aggravating circumstances. The disciplinary consequences must be in proportion to the act. They shall not be used for inappropriate purposes, such as taking revenge or offending a student. When considering disciplinary action, the education provider must also take into account the nature of the act and the age and level of development of the student. The student and their parent or person having custody must be heard before deciding on disciplinary actions. A formal decision must always be issued for any disciplinary action (section 42(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Disciplinary measures provided for in law:

- A student who disrupts instruction may be removed from the classroom or other place of instruction for the remainder of the class or be ordered to leave a school function.*
- A student may be banned from attending instruction for a maximum of three school days if there is a risk that the safety of a fellow student or other person working in the premises in which instruction is provided is endangered by the violent or aggressive behaviour of such a student or if the student displays disruptive behaviour so as to inordinately complicate instruction and related activities. During the ban, the student must be provided with the opportunity to engage in a personal discussion with a student welfare psychologist or social worker.*

Disciplinary measures shall be reported to the student's parent or person having custody and, if necessary, the banning of a student from instruction shall be reported to the authority responsible for the implementation of social welfare services in the wellbeing services county in whose area the educational institution is located. Disciplinary measures must be recorded. (section 42(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022)

The rules of order for upper secondary schools in the Tampere city region are specified by the participating education providers with school-specific operational guidelines.

Discipline (Upper Secondary School Act 41§)

A student who disrupts teaching, otherwise breaks the order, or acts dishonestly can be given a written warning. If the offense is serious or if the student continues the inappropriate behaviour mentioned above after receiving a written warning, they can be expelled from the school for a fixed period, up to one year, and expelled from the dormitory for a fixed period or for the remaining duration of their studies. The aforementioned actions are disciplinary sanctions.

A student who disrupts teaching can be ordered to leave the classroom or other space where teaching is provided or an event organized by the school for the remainder of the lesson.

Participation in teaching can be denied for up to three working days if there is a risk that the safety of another student or a person working in the school or other teaching space will suffer due to the student's violent or threatening behaviour, or if teaching or related activities are unreasonably hindered by the student's disruptive behaviour.

*The education provider has a separate plan with operational guidelines for **disciplinary sanctions**:*

- *Written warning: hearing the student and guardians in writing (principal)*
- *Suspension for three days: hearing the student and guardian in writing (form attached)*
- *Fixed-term expulsion (expulsion and suspension from studies decided by a multi-member body), compulsory education up to three months*

Cheating in studies, such as plagiarism or copying, leads to consequences that, considering the severity and recurrence of the act, include a reprimand from the principal, hearing the student and, if necessary, the caregiver, a written warning, or fixed-term expulsion. Additionally, the consequence may be a failed component of a study unit or overall failure of the study unit.

Possession and use of intoxicating substances and appearing under their influence in school premises and activities are prohibited and always lead to a written warning. Violent behaviour always leads to, at minimum, a written warning.

It is forbidden to bring or possess any object or substance in the school that is prohibited by law, can endanger one's or another person's safety, or is particularly suitable for damaging property and for which there is no acceptable reason for possession. Teachers and the principal have the authority to inspect the student's belongings and confiscate objects and substances that endanger the student's individual or others' safety.

The education provider has a separate plan with more detailed operational guidelines for confiscating dangerous or prohibited objects or substances.

In all situations involving the use of disciplinary measures, good governance and general principles of legal protection, such as equality, purposefulness, impartiality, proportionality, legitimate expectations, are followed.

Ensuring staff competence in using disciplinary powers is managed through communication and necessary training.

The school informs about the rules of procedure and legally prescribed disciplinary measures. Information for students is provided by the homeroom teacher or other teaching staff, for example, during homeroom sessions.

The education provider's student welfare plan includes a description of cooperation with various authorities and guardians. The student welfare plan also includes procedures for monitoring the plan and evaluating its implementation and effectiveness.

All rules apply to all school events, including those outside the school premises.

4.4.1. Content of the plan on the use of disciplinary measures and the procedures to be followed in connection with them

The education provider prepares the plan on the use of disciplinary measures and the procedures to be followed in connection with them in cooperation with the school staff and students. Before adopting or updating the plan, the education provider must hear the student body and school staff and give all students of the general upper secondary school an opportunity to express their opinions on it. Cooperating with the students' parents or persons having custody as well as the wellbeing services county's authorities responsible for social welfare and health services and other necessary authorities supports the preparation and implementation of the plan.

The plan on the use of disciplinary measures and the procedures to be followed in connection with them must contain the following:

- *procedures in cases of violations and disruptions, division of responsibilities for investigating incidents, and procedures for hearings and record-keeping*
- *preparation of a plan for supporting a student who has been banned from attending instruction during the ban and upon their return to teaching (section 41(3) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022)*
- *principles of compliance with the general principles of legal protection in governance when using disciplinary measures*
- *ensuring staff familiarisation and competence in relation to using disciplinary authority*
- *provision of information to various parties about the plan, school rules, and disciplinary measures laid down in the law*
- *cooperation with different authorities and the parents or the persons having custody of the student*
- *procedures for monitoring the plan and evaluating its implementation and effectiveness.*

The plan may be included in the local curriculum or be a separate document.

4.5. Questions of language and culture

Common goals and principles laid down in the National core curriculum for general upper secondary education are complied with in the instruction of all students. The students' linguistic capabilities and cultural background are taken into account in general upper secondary school education. Each student's linguistic and cultural identity is supported diversely. The students are guided to understand and respect everyone's right to their own language and culture protected under the Constitution. They are guided in becoming aware of their linguistic and cultural rights in different situations.

The objective is to guide all students to appreciate linguistic and cultural diversity and to promote bilingualism and plurilingualism, thus reinforcing the students' language awareness and metalinguistic skills. General upper secondary school studies may include multilingual teaching situations.

The language of instruction in general upper secondary education is either Finnish or Swedish. The language of instruction may also be Sámi, Roma or the sign language. Under section 14(1)

of the Act on General Upper Secondary Education (714/2018), instruction may additionally be provided in a language spoken by a student other than the languages listed above. In this case, the local curriculum must specify the subjects, scopes, and ways in which the above-mentioned languages are to be used for instruction or studying.

The Sámi and Sámi language speakers

Education for Sámi students must take into account the fact that the Sámi are an indigenous people with their own language and culture. In general upper secondary school education provided for Sámi students, the particular objective is supporting the young people in growing into their language, culture, and community, and building their identities. General upper secondary school instruction may also support the re-learning of a lost indigenous language and the revival of the language. It promotes knowledge of the history, culture, and the Sámi community extending across the territories of several countries as well as awareness of the Sámi as one of the indigenous peoples of the world. It also provides possibilities for learning traditional knowledge. General upper secondary school instruction promotes the students' possibilities for continuing studies of and in the Sámi language at higher education level in Finland and the neighbouring countries.

Under section 15 of the Act on General Upper Secondary Education (714/2018), instruction of the Sámi languages spoken in Finland – Inari Sámi, Skolt Sámi and North Sámi – may be provided in a general upper secondary school as the syllabus in mother tongue and literature. Instruction of the Sámi language may also be delivered as foreign language syllabi of different scopes, or as instruction supplementing general upper secondary education. The Sámi language may also be taught as the syllabus in mother tongue and literature even if the school does not generally provide instruction in the Sámi language. Instruction of Finnish or Swedish may be delivered to those studying the Sámi language as their mother tongue either according to a separate syllabus intended for Sámi-language students or the syllabus in Finnish language and literature or Swedish language and literature. Instruction of Sámi as a foreign language may be provided for Sámi students who have not been able to learn the Sámi language in their home environment. Instruction may also be provided in cooperation with other educational institutions and as distance teaching.

The Sámi language can be used as the language of instruction in general upper secondary education. The aim should be to ascertain the continuation of instruction in the Sámi language in general upper secondary school for students who have received instruction in this language in primary and lower secondary education. In instruction provided in the Sámi language, the particular objective is supporting the students in growing into bilingualism. The instruction also supports equal opportunities for studying and participating for Sámi students in both Sámi-language and Finnish-speaking communities. In instruction provided in the Sámi language, the teaching and learning of different subjects support the development of Sámi language skills. The instruction in the Sámi language follows the National core curriculum, taking special features of the Sámi culture into account. Knowledge of the history of the Sámi people, traditional Sámi industries, traditional knowledge, nature in the Sámi area as well as awareness of Sámi music, narrative, and craft traditions are emphasised in the instruction. The resources used in the instruction include the local community, extended families, the Sámi-language media, and active contacts with other Sámi areas.

Sámi-language students must be informed about their rights in the matriculation examination.

The Roma

The education for Roma students must account for the status of the Roma as an ethnic and cultural minority in Finland. The particular objective of general upper secondary school studies is supporting young people in growing into their language, culture, and community, promoting their inclusion in society, and building their identity. A further aim is to promote the transition of Roma students to further studies.

Under section 15 of the Act on General Upper Secondary Education (714/2018), instruction of the Roma language may be provided in a general upper secondary school as the syllabus in mother tongue and literature. Instruction of the Roma language may also be delivered as instruction supplementing general upper secondary education. General upper secondary school instruction in Roma promotes the students' possibilities for both reviving the language as well as continuing Roma-language studies at higher education level. Instruction of the Roma language in general upper secondary education strengthens the Roma students' identity and provides them with opportunities to use their language and express themselves while acknowledging the skills and knowledge they have obtained at home, in their community, and in primary and lower secondary education as well as their desire to express their identity. The instruction promotes the Roma students' knowledge of their history and language as well as their awareness of the Roma in Finland and other countries. Instruction of the Roma language may also be provided in cooperation with other educational institutions and as distance teaching. The local surroundings, the Roma community, and the Roma-language media can be utilised in the studies.

Sign language users

The objective of general upper secondary education in sign language is to strengthen the students' identity as sign language users and to teach them to appreciate their language and culture as equals to the majority language and culture. Students using sign language may be deaf, hard-of-hearing or hearing.

In the instruction and studies of the sign-language students, the general educational and learning objectives of the general upper secondary school should be complied with, however applied to sign language culture and communication. The language of instruction may be the Finnish or Finnish-Swedish sign language, complemented with Finnish or Swedish as the language used for reading and writing. Sign languages or communication methods based on them can also be used alongside instruction in Finnish or Swedish. The students are guided in utilising sign-language interpretation and social services. Another objective is that the students become aware of and learn about the world of sounds and the culture and practices of hearing people insofar as they differ from sign language culture and practices, allowing the students to manage flexibly within the sphere of two or more cultures. Sign language may be taught as the syllabus in mother tongue and literature, even if the school does not generally provide instruction in sign language. Instruction of Finnish or Swedish may be delivered to those studying sign language as their mother tongue following either a separate syllabus intended for sign-language users, or the syllabus in Finnish language and literature or Swedish language and literature.

As both the Finnish sign language and Finnish-Swedish sign language are minority languages, special attention in the instruction should be focused on creating the richest possible sign language learning environment. There is no generally applicable writing system for sign language, which places special emphasis on personal linguistic interaction. Instruction makes use of the opportunities offered by information and communication technology for sign language communication and acquisition of information. Instruction may also be provided in cooperation with other educational institutions and as distance teaching.

Students using sign language must be informed about their rights in the matriculation examination.

Other plurilingual students

Common goals and principles laid down in the National core curriculum for general upper secondary education and the local curriculum are complied with in the instruction and studies of other plurilingual students while taking into consideration their backgrounds and initial situations, including their Finnish/Swedish language proficiency, mother tongue, knowledge of the Finnish general upper secondary education and study culture, and previous schooling. Teaching and learning in general upper secondary school support the students' command of the language of instruction, plurilingual identity, appreciation of their linguistic and cultural backgrounds, and growth into active and balanced members of society.

Students whose mother tongue is not Finnish, Swedish, or Sámi may be taught mother tongue and literature following the syllabus in Finnish/Swedish as a second language and literature. The syllabus in Finnish/Swedish as a second language and literature is appropriate for the student if there are deficiencies in some aspects of their basic Finnish or Swedish language proficiency, in which case the student's Finnish/Swedish language proficiency does not create sufficient preconditions for studying the syllabus in Finnish/Swedish language and literature. Instruction of the student's mother tongue may be offered as instruction supplementing general upper secondary education. Instruction of the student's mother tongue may also be provided as the syllabus in mother tongue and literature under section 15 of the Act on General Upper Secondary Education (714/2018). The education provider decides how the instruction of Finnish or Swedish as a second language and literature, instruction in the language spoken by the student, and instruction of their mother tongue are organised and when it is appropriate to provide it in cooperation between several educational institutions.

The students must be informed about their study opportunities, support arrangements, and rights in the matriculation examination.

If the student has completed preparatory training for immigrants and other foreign-language speakers for general upper secondary education, these studies can be recognised as part of their general upper secondary education studies.

In the upper secondary schools of the Tampere region, the language of instruction is Finnish, except for Svenska samskolan i Tammerfors, where the language of instruction is Swedish, and which prepares its own curriculum. The language of instruction in the IB program at Tampereen lyseon lukio Upper Secondary School is English. Mother tongue instruction is provided in Persian and Russian. Some study units are conducted in different languages in various upper secondary schools. These study units are listed in the school-specific sections. In the Tampere region and especially in the upper secondary schools of Tampere, the proportion of students from different linguistic and cultural backgrounds is increasing. Upper secondary education must also support their linguistic and cultural rights and, on the other hand, enrich the language and cultural education of all students with their help.

5. Assessment of students' learning and competence

5.1. Objectives and tasks of assessment in general upper secondary education

Student performance, learning and progress in competences shall be assessed comprehensively. The purpose of student assessment is to provide guidance and motivation to study and to develop students' self-assessment capabilities. Students are entitled to be informed of the assessment criteria and how they are applied. Students shall be given the opportunity for self-assessment during general upper secondary school studies. (Section 37(1) of the Act on General Upper Secondary Education 714/2018.)

Assessment always takes place in the context of the objectives and the current situation. In general upper secondary education, assessment has two tasks:

- 1. Providing support and guidance for learning. These tasks are fulfilled by feedback given during a study unit, or formative assessment. The feedback describes the students' progress in relation to the objectives. It is an important part of interaction between the teacher and the students. Feedback given during study units as well as self and peer assessment carried out with the teacher's support during the general upper secondary school studies help students understand their learning, identify their strengths, correct their mistakes, and develop their work, enabling them to achieve the objectives set for learning.*
- 2. Making visible the attainment of objectives set for competence and learning. This task is fulfilled by the assessment of what the student knows and has learned, or summative assessment. The assessment of knowledge and skills is based on verified demonstrations of how well and to what extent the student has attained the objectives set for a study unit. The grade awarded for a study unit is determined on the basis of the subject's objectives and key contents, transversal competence objectives specified for the subject as well as the assessment criteria.*

Both formative and summative assessment include assessing the student's work. Assessment of work is based on the subject-specific objectives for work and their attainment.

Assessment should be versatile, and appropriate methods should be used for it. The students should be offered different possibilities, opportunities and methods of demonstrating their knowledge and skills during a study unit. The information produced by the assessment helps teachers direct their instruction to meet the students' needs.

In addition to general assessment criteria, the students must be informed of the objectives and assessment criteria of each study unit at the beginning of the unit. At this point, the objectives and criteria should be discussed with the students, and they should be offered support in planning their studies. The students must know what they are expected to learn and how their progress will be assessed. The assessment criteria promote the transparency of assessment.

The objectives and tasks of assessment are crystallised in the school's assessment culture, which is part of the school culture. The assessment culture refers to the values, norms, and practices applied in assessment work. A precondition for making the assessment culture visible and developing it is that the school has formalised uniform assessment principles and practices, the implementation of which is monitored.

5.2. Assessment of a study unit

. (Section 37(2) of the Act on General Upper Secondary Education 714/2018.)

Study units based on the curriculum are assessed once each unit has been completed. (Section 37(3) of the Act on General Upper Secondary Education 714/2018.)

The student's learning is assessed during a study unit by giving them assessment feedback on the attainment of the study unit's objectives. Feedback that supports learning should be given in a sufficiently early stage of the study unit, allowing the student to improve their study and work performances on the basis of the feedback.

A grade or a pass mark is awarded to student once each unit has been completed. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it. In a study unit shared between several subjects, a grade is awarded for each subject separately. The grades shall be based on diverse demonstrations of learning, competence, and skills related to achieving the objectives of the study unit. The assessment focuses on the student's knowledge, skills, and working skills, not on their values, attitudes or personal characteristics. The details of assessment are determined in the local curriculum.

Needs for learning support, including challenges arising from an illness or disability, specific reading and writing difficulties, , and other factors which hamper the demonstration of competence should be taken into account in the assessment, and the student should be provided with an opportunity to use special arrangements and alternative methods of demonstrating their competence.

At the beginning of each study module, students must be informed about the types of evidence is required to meet the assessment criteria and the minimum requirements for passing the study unit. The assessment criteria for the study unit must also include the possible impact of missing or incomplete tasks on the final grade and the grounds for discontinuation of the study module. A student can also drop the study module for a justified reason by agreeing on it with the teacher of the study unit or the study and careers adviser. Assessment must not be based solely on demonstrations given in exams. Even a grade of 4 requires that the assessment criteria are sufficiently met.

The assessment criteria include, among others:

- Participation in teaching
- Completion of tasks related to the study module
- The exam and/or other announced requirements of the study module

The student is obliged to participate in teaching unless there is a justified reason for their absence. The education provider decides on the procedures for student absences (Upper Secondary School Act 30 §).

5.2.1. Numerical grades and pass marks

In numerical grades, the scale of 4 to 10 is used. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good, and 10 excellent knowledge and skills. Grade 4 denotes a failed performance. A study unit or a subject for which no numerical grades are awarded is assessed as passed or failed. (Section 17 of the Government Decree on General Upper Secondary Education 810/2018.)

Grades are awarded to students for studies included in the study units. Numerical grades are awarded for compulsory studies and national optional studies included in the study units, except for study and careers education study units, for which a pass mark is given (S = pass , H = fail). For other optional studies, either a numerical grade or a pass mark may be awarded as specified in the local curriculum.

A grade can be complemented and detail can be added to it by means of a written verbal assessment or feedback given in an assessment discussion. The method for marking any incomplete study units and the practices for completing a student's performances are determined in the local curriculum.

Under section 37(3) of the Act on General Upper Secondary Education (714/2018), the student shall be given an opportunity to demonstrate that they have acquired the knowledge and skills required for a study unit if they have not passed the study unit acceptably.

The student has a right to raise both a pass and fail grade by demonstrating their competence related to key knowledge and skills of the study unit. The practices of raising grades are specified in the local curriculum. The assessment shall be versatile also in this case. As the final grade for the study unit, the best grade obtained on different attempts is awarded.

School-specific study modules are assessed with a performance mark (S = passed, H = failed), excluding the assessments of subjects related to the special educational task or emphasis of the upper secondary schools, which are decided locally.

For a discontinued study unit, a mark K (K = discontinued) is given. An discontinued study unit cannot be completed but must be studied again to receive an assessment for the study unit.

For a study unit that needs to be completed, a mark T (T = to be completed) is given. The required completions must be done no later than by the end of the next period.

The education provider defines the criteria for K and T assessments in more detail.

A student is allowed to retake a failed study unit once. The practices for retaking a passed study module are agreed upon by the education provider. The assessment must still be comprehensive. The final grade for the study module will be the better of the two assessments.

The retaking or raising of grades for an integrated study module is agreed upon by the education provider.

An interrupted (K), to be completed (T), or failed (H) study module is not counted towards the accumulation of study points. A national study module completed with a numeric grade four (4) is counted towards the accumulation of study points if the subject's syllabus is otherwise completed satisfactorily.

Failed grades (4) of optional national study modules can be excluded from the syllabus at the student's request.

5.2.2. Independent studies

Students may be required to study some of the studies included in the general upper secondary education syllabus independently if this does not jeopardise the attainment of the objectives set for education and the student's ability to complete the syllabus and the matriculation examination. On similar terms, students may also be granted permission to complete studies independently upon application. (Section 25 of the Act on General Upper Secondary Education 714/2018.)

The studies which the students may be expected to complete independently and, on the other hand, those that cannot be completed independently are determined in the local curriculum. Students are required to achieve a pass grade for any study units that they may have studied independently.

If a student studies a whole study unit or a part of it independently, the above-mentioned principles of assessment will be observed where applicable. The attainment of the objectives and progress in line with them should in such cases also be assessed on a sufficiently broad basis and diversely.

The education provider decides on the study modules that can only be completed independently. The practices for independent study are defined in the education provider's curriculum.

5.2.3. Assessment of oral language skills

In language instruction, students' oral language proficiency shall be assessed along with other aspects of language proficiency. Oral language proficiency can be assessed by means of a separate test. (Section 37(4) of the Act on General Upper Secondary Education 714/2018.)

In the course of compulsory studies and national optional studies of a second national language and foreign languages, the students' oral language skills are also assessed.

Regulations on using a test of oral language skills produced by the Finnish National Agency for Education, or demonstrations given following separate instructions issued by the Finnish National Agency for Education, are contained separately in the chapters dealing with the relevant subjects in the National core curriculum for general upper secondary education. A certificate of an oral language skills test taken as part of optional studies is attached to the student's general upper secondary education certificate.

5.2.4. Cooperation with parents or persons having custody in monitoring progress with studies

When organising studies under the syllabus for general upper secondary education intended for young people, education providers shall cooperate with the parents or those who have custody of the students. The persons who have custody of the students shall be provided with sufficient information on the students' performance and study progress. Schools shall consult students and the persons who have custody of the students at regular intervals on their views regarding the activities of the school and the education provider. (Section 31(1) of the Act on General Upper Secondary Education 714/2018.)

The teaching and guidance staff monitor the progress of the students' studies. The practices associated with progress in studies are determined in the local curriculum. However, the definition of progress in studies in the local curriculum may not impose more stringent requirements than those set out in this National core curriculum for general upper secondary education regarding the completion of subject syllabi.

To ensure that the parents or persons having custody of the student are informed of the student's work and progress in their studies, the general upper secondary school may require those students who are under 18 to obtain the signature of a person having custody, or a corresponding electronic acknowledgement, on certificates or communications.

5.2.5. Identification and recognition of prior learning

When drawing up a student's personal study plan, the task of the education provider is to determine and identify the student's prior learning on the basis of information presented by the student.

Education providers shall recognise the studies referred to in section 11 completed in another educational institution providing education in accordance with this Act by accrediting them as part of the general upper secondary education syllabus. Education providers shall also recognise prior learning acquired elsewhere that corresponds to the objectives and content of the curriculum.

Any recognition of student prior learning is governed by the provisions regarding student assessment and related decision-making referred to in sections 37 and 38. If necessary, students may be required to demonstrate said prior learning in a manner determined by the education provider.

A decision on recognition of prior learning is made in response to a specific request before the commencement of the studies or studies to be credited.

Further provisions on the recognition and related procedure for recognising prior learning are issued by the Finnish National Agency for Education. (Section 27 of the Act on General Upper Secondary Education 714/2018.)

In addition to what is laid down in the Act on General Upper Secondary Education, recognition of prior learning and credit transfer regarding competence acquired by other means shall be used to avoid overlap in studies and to shorten their time.

The student addresses the application for recognition of prior learning or competence otherwise acquired to the principal. The student must provide a reliable account of their studies or competence. For this purpose, the general upper secondary school may ask the student to provide an additional demonstration of learning to ensure that the objectives of general upper secondary education are met. The school principal must verify that the contents and scope of prior learning or competence acquired otherwise correspond with the objectives of general upper secondary education instruction. The students are informed of the practices for recognising prior learning.

Studies completed elsewhere or competence acquired by other means may be recognised by approving them as part of the general upper secondary syllabus. If the studies or competence acquired by other means are recognised as studies for which a numerical grade is awarded under the National core curriculum for general upper secondary education, a numerical grade must be given for the studies. Where necessary, the student may be required to provide additional demonstration of learning to support their grading. The regulations on the assessment of study units and syllabi contained in the national core curriculum and local curriculum shall be followed in the assessment of competence acquired by other means.

When studies a student has completed at another educational institution are recognised, the assessment made by that institution will remain valid. If, according to the local curriculum, such studies are to be assessed numerically, the grades are converted to the general upper secondary education grading scale as follows:

<i>scale of 1 to 5</i>	<i>general upper secondary education grading scale</i>	<i>scale of 1 to 3</i>
<i>1 (satisfactory)</i>	<i>5 (adequate)</i>	<i>1</i>
<i>2 (satisfactory)</i>	<i>6 (moderate)</i>	<i>1</i>
<i>3 (good)</i>	<i>7 (satisfactory)</i>	<i>2</i>
<i>4 (good)</i>	<i>8 (good)</i>	<i>2</i>
<i>5 (very good)</i>	<i>9 (very good), 10 (excellent)</i>	<i>3</i>

In the event that the general upper secondary school cannot decide whether studies completed at another educational institution correspond to the higher or lower grade used in general upper secondary education, the correspondence should be determined in favour of the student. In credit transfer and recognition of prior learning that concern studies completed abroad, the same principles are followed as for studies completed in Finland.

A student's general upper secondary education certificate may not contain syllabi of different scopes in the same subject. When a student transfers from an advanced to a less advanced syllabus in a subject, the studies completed as part of the advanced syllabus will be recognised in the less advanced syllabus in so far as their objectives and core contents correspond to each other. Grades awarded for an advanced syllabus are directly used as the grade for the less advanced syllabus unless the student gives an additional demonstration entitling them to a higher grade. Upon the student's request, opportunities for additional demonstrations shall be arranged for them in order to determine the level of competence. Other studies or parts of studies of an advanced syllabus completed acceptably may be recognised as optional studies of a less advanced syllabus as determined in the local curriculum. When a student transfers from a less advanced to a more advanced syllabus before the syllabus is completed, the above-mentioned principles also apply. In this case, the student may be required to take supplementing studies, and in this connection, the grades for studies already completed should also be reconsidered.

If the student's mother tongue and literature syllabus is Finnish/Swedish as a second language and literature (below referred to as the S2/SV2 syllabus), they shall be assessed according to this syllabus regardless of whether separate teaching based on the S2/SV2 syllabus has been arranged or not, or whether the general upper secondary school has only been able to offer part of the study units in the S2/SV2 syllabus. Studies completed following the syllabus in Finnish/Swedish language and literature are recognised in full as studies of the S2/SV2 syllabus, and the grade awarded for them is used as the grade for studies included in this syllabus. S2/SV2 studies replace studies included in the Finnish/Swedish language and literature syllabus in so far as their objectives and core contents correspond to each other. A student may only have a grade for either the syllabus in Finnish/Swedish language and literature or the syllabus in Finnish/Swedish as a second language and literature on their certificate, but not both.

The recognition of studies completed during an exchange year or within the education system of another country is defined in Chapter 5.2.5 of the curriculum guidelines. The recognition of individual study units is evaluated by the principal based on the certificates presented by the student or the curriculum of the respective institution. The goal is to advance the student's studies.

It is recommended that the student completes the first study module of each subject in a teaching group to become familiar with the nature and working methods of the subject. If the student has already studied the content of the study module before starting upper secondary school (e.g., in the education system of another country), they may be offered the opportunity to demonstrate their competence without completing the study module.

5.2.6. Assessment of transversal competences

The areas of transversal competences comprise the common objectives of the general upper secondary school subjects. These competences are 1) well-being competence, 2) interaction competence, 3) multidisciplinary and creative competence, 4) societal competence, 5) ethical and environmental competence, and 6) global and cultural competence.

The National core curriculum for general upper secondary education describes how the transversal competences are included in the studies of each subject. They are also taken into consideration in the objectives of the subjects. The local curriculum determines how the objectives and areas of transversal competences are implemented in different study units. Transversal competences are assessed as part of the formative and summative assessment of each study unit.

5.3. Assessment of subject syllabi

Once the studies included in the syllabus for general upper secondary education have been completed, a final grade is given for each subject as an assessment of learning of the syllabus. Students who have not been successful in a subject or who wish to raise their grades shall be provided with an opportunity to successfully pass the studies in the subject in an acceptable manner or to raise their grades. The support measures referred to in section 28 and the exceptional organisation of studies referred to in section 29 may be taken into account in the assessment of a study unit and in the final assessment. (Section 37(3) of the Act on General Upper Secondary Education 714/2018.)

Each study unit is assessed by the teacher of the student or, where there is more than one teacher, by the teachers together. Final assessment of learning is determined by the principal in consultation with the student's teachers. (Section 38 of the Act on General Upper Secondary Education 714/2018.)

The syllabus of a subject consists of studies taken by a student following their personal study plan. Detail is added to the student's study plan in the course of their general upper secondary school studies. Drawing up and following this plan guides the student in making appropriate and goal-oriented choices. The scope of the syllabus in a specific subject may vary between different students.

The compulsory and national optional studies in different subjects are described in the National core curriculum for general upper secondary education. The common module in mathematics is included in the mathematics syllabus selected by the student. The compulsory studies taken by a student or national optional studies that have been completed acceptably cannot be removed later. The local curriculum determines whether or not the syllabus of a subject contains other optional studies and thematic studies. Of these, only the studies the student has completed acceptably are included in the syllabus of a subject.

In order to complete the syllabus of a subject acceptably, the student must pass most of the studies in it. The student may at most have the following fail grades in compulsory and national optional studies:

Scope of compulsory and national optional studies taken by the student	of which the number of failed grades may not exceed
2 to 5 credits	0 credits
6 to 11 credits	2 credits
12 to 17 credits	4 credits
18 credits or more	6 credits

The grade awarded for the syllabus in a subject is calculated as an arithmetic average weighted by the credits obtained by the student in compulsory and national optional studies.

If a student shows greater maturity in and better command of the subject in a separate examination than the subject grade based on study unit assessments would imply, a higher grade must be awarded. A higher grade may also be awarded if those responsible for assessing the student decide that, based on demonstrations given by the student, their knowledge and skills are better than the grade determined on the basis of the study unit grades at the final stage of the student's studies of this subject.

For the syllabi in compulsory subjects and optional foreign languages, a numerical grade referred to in the Government Decree on General Upper Secondary Education (810/2018) is awarded. A pass mark is given for study and careers education. A student is, upon their request, entitled to receive a pass mark for physical education and for any subjects where the syllabus completed by the student only comprises two credits, and for optional foreign languages, provided that the scope of the syllabus completed by the student in these languages is no more than four credits.

Any other studies compatible with the general upper secondary school's role determined in the local curriculum are assessed according to the provisions of the curriculum.

5.4. Completion of the entire general upper secondary education syllabus

The scope of the syllabus for general upper secondary education for young people is 150 credits – – . (Section 10(3) of the Act on General Upper Secondary Education 714/2018.)

The syllabus for general upper secondary education comprises studies in the mother tongue and literature, the second national language and foreign languages, mathematics and natural sciences, humanities and social studies, religion or culture, worldviews and ethics, arts and practical subjects, (subject groups) and guidance for studies– – The syllabus for general upper secondary education may include thematic studies that develop transversal competence. The syllabus for general upper secondary education may also include studies (general upper secondary school diploma) that provide evidence of special competence and hobbies in different subject groups or subjects. (Sections 11(1) and (2) of the Act on General Upper Secondary Education 714/2018.)

The syllabus may also include general upper secondary diplomas and other optional studies as decided by the education provider. (Sections 12(1) and (2) of the Government Decree on General Upper Secondary Education 810/2018 as amended by Decree 124/2021.)

The syllabus for general upper secondary education is completed once the studies included in the syllabus have been completed in accordance with the provisions of the Government Decree referred to in subsection 4 of section 11, while also taking into account any specific educational mission referred to in section 6 or the authorisation for an educational trial referred to in section 18. (Section 36(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 1217/2020.)

A student has completed the general upper secondary education syllabus once the student has passed the subject syllabi and completed the minimum scope of general upper secondary education studies, or 150 credits. The general upper secondary education syllabus must contain national optional studies amounting to at least 20 credits. Regarding studies other than the compulsory and national optional studies, only those the student has completed acceptably can be included in the general upper secondary education syllabus.

By application or consent of the student, a student's studies may be partly organised in ways that derogate from the provisions in and under this Act, if:

- 1) the student is deemed to already possess the knowledge and skills specified in the syllabus for general upper secondary education in some respects;*
- 2) completing the entire general upper secondary education syllabus would be unreasonable, in some respects, in view of the student's circumstances and previous studies;*
- 3) this is warranted for reasons related to an illness, disability or other health condition of the student. (Section 29 of the Act on General Upper Secondary Education 714/2018.)*

In the event that a student's studies are organised otherwise than what is provided by virtue of legislation, the minimum scope of 150 credits laid down in legislation must nevertheless be completed.

5.5. Requesting a review of a decision regarding assessment or progress of studies

A decision on student assessment referred to in section 37 and 38 is not subject to review by way of appeal. The student may file a request with the principal for a review of a decision regarding the progress of studies or final assessment within two months of service of the decision. The decision on any new assessment is made by the principal in consultation with the student's teachers.

A student may request a review of the assessment or a decision by which the request has been denied by filing a request to this effect within 14 days with the Regional State Administrative Agency as provided in the Administrative Procedure Act. After taking the request for review under advisement, the Regional State Administrative Agency may amend or reverse the administrative decision, deny the request for an administrative review or return the matter to the principal for reconsideration. (Section 53 of the Act on General Upper Secondary Education 714/2018.)

Each provider of general upper secondary education must inform the students of the possibility to file a request for a review of a decision regarding assessment or the progress of studies.

A request for a revised decision concerning a decision referred to in the [General upper secondary schools] Act may be submitted to the Regional State Administrative Agency as laid down in the Administrative Procedure Act, where the decision concerns:

- 1) student admissions;*
- 2) the granting of an extension referred to in subsection 2 of section 23 or the termination of the right to study referred to in section 24;*

- 3) recognition of successfully completed studies;
- 4) special arrangements in studies;
- 5) the right to be given instruction in religion or culture, worldviews and ethics;
- 6) the right to be given special needs education. (Section 49 of the Act on General Upper Secondary Education 714/2018, as amended by Act 801/2024.)

An appeal against a decision on a request for an administrative review and other decisions issued under this Act shall be made by filing a complaint with the administrative court. In the appeal process to the administrative court, the provisions of the Administrative Judicial Procedure Act (808/2019) shall apply, unless otherwise stipulated in this Act. (Section 50 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022.)

A decision of the administrative court by which an appeal in a matter referred to in section 49 is resolved, and a decision of the Regional State Administrative Agency by which a request for an administrative review in a matter referred to in section 53 is resolved is not subject to appeal. (Section 54(2) of the Act on General Upper Secondary Education 714/2018.)

When education is provided abroad, the competent administrative court is the Helsinki Administrative Court and the competent regional state administrative agency the Regional State Administrative Agency of Southern Finland. (Section 55 of the Act on General Upper Secondary Education 714/2018.)

5.6. Certificates and the information included in them

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate.

A transcript of studies completed is issued to students whose right to study has terminated before the general upper secondary education has been completed. Subject students and those studying for the special examination syllabus in general upper secondary education are issued a certificate of the completed studies belonging to the syllabus and of other studies completed.

The certificates referred to in subsections 1 and 2 are also accompanied by a separate certificate of completion of the general upper secondary school diploma and oral language proficiency test.

The Finnish National Agency for Education determines in the core curriculum the information to be included in the certificates, and appendices to the certificates other than those mentioned in subsection 3. (Section 39 of the Act on General Upper Secondary Education 714/2018, as amended by Act 1217/2020.)

The following certificates are used at general upper secondary schools:

1. A general upper secondary education certificate is awarded to a student who has completed the entire general upper secondary education syllabus. Additionally, a separate certificate on completion of a general upper secondary school diploma and an oral language skills test is attached to the general upper secondary education certificate.
2. A certificate for completion of a syllabus is given to a student who has completed the syllabus in one or more general upper secondary school subjects.
3. A certificate of termination of studies (certificate of resignation) is given to a student who leaves the general upper secondary school before completing the entire syllabus.

The certificates issued by a general upper secondary school shall contain the following information:

- title of the certificate
- name of the education provider
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture
- name of the educational institution
- name and personal identity code of the student
- completed studies
- place and date of award of the certificate and the principal's signature
- grading scale
- specification of the language syllabi

S2/SV2 = syllabus in Finnish/Swedish as a second language and literature of the mother tongue and literature subject

A = syllabus in an A language started in grades 1 to 6 of primary and lower secondary education

B1 = syllabus in a B1 language started in primary and lower secondary education

B2 = syllabus in an optional B2 language started in primary and lower secondary education

B3 = syllabus in an optional B3 language started at general upper secondary education

ÄO/M = native-like syllabus in a second national language (Swedish/Finnish)

- a notation to indicate that the report conforms to the National core curriculum for general upper secondary education of 2019 approved by the Finnish National Board of Education.

The general upper secondary education certificate contains the following phrase: "The general upper secondary education syllabus corresponds to level four in the National Framework for Qualifications and Other Competence Modules and the European Qualifications Framework."

The grade for religion and culture, worldviews and ethics is given on certificates as "religion / culture, worldviews and ethics" without specifying which syllabus the student studied.

Finnish/Swedish as a second language and literature is marked on the certificate in the section for mother tongue and literature.

The general upper secondary education certificate and the certificate for completion of a syllabus indicates the subjects studied, the number of credits obtained in these subjects, and the grade for each subject in words and numbers (such as: very good 9) or as a mark indicating the acceptable completion of the subject (passed S).

A pass mark is given for thematic studies. The names of the study units of thematic studies are listed in the attachment.

The general upper secondary education certificate and the certificate for completion of a syllabus also include a section entitled Further information. This section is used for certification of proof of learning associated with general upper secondary school studies appended to and complementing the general upper secondary education certificate, such as general upper secondary school diplomas and oral language skills tests as well as a specification of thematic studies and other studies completed as part of the general upper secondary education syllabus which are not included in subject syllabi.

If a student has completed more than one half of the studies in a subject syllabus in a language other than the school's actual language of instruction, this should also be indicated on the certificate's Further information section.

A certificate of termination of studies should contain the subjects and studies completed by the student, the number of credits obtained in them as well as other general upper secondary studies completed by the student and the grades awarded for them, either numerically or as pass marks (S = pass, H = fail).

Each general upper secondary school shall keep a register of the students' studies with information on the studies completed and the grades awarded for them.

No overall grade is awarded for the completion of the entire general upper secondary education syllabus, either as an average of subject grades or in any other way.

The certificate shows the scope of studies completed by the student as credits. Failed studies are included in the total scope only in compulsory and national optional studies.

The decision on the layout of the certificates that it awards is made by each individual general upper secondary education provider.

Certificates for oral skills tests and general upper secondary school diplomas are appended to the general upper secondary education certificate.

A certificate issued for completing an oral language skills test contains the following information:

- title of the certificate
- name of the education provider
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture
- name of the educational institution
- name and personal identity code of the student
- the language in which the test was taken, its syllabus, and the grade awarded for the test
- place and date of award of the certificate (the date of the general upper secondary education certificate) and the principal's signature
- the grading scale.

A certificate for a general upper secondary school diploma is attached to the general upper secondary education certificate, and it is entered in the Further Information section. The following information is included in a certificate for a general upper secondary school diploma:

- title of the certificate
- name of the education provider
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture
- name of the educational institution
- name and personal identity code of the student
- the subject or entity to which the certificate for general upper secondary school diploma refers
- grade
- number of credits completed in the subjects included in the general upper secondary school diploma, including the diploma study unit
- place and date of award of the certificate (the date of the general upper secondary education certificate) and the principal's signature
- the grading scale.

5.7. Issues subject to local decisions related to assessment

As set out in the chapter on assessment in the National core curriculum for general upper secondary education, key issues decided in the local curriculum are the following:

- study unit specific issues: the objectives and core contents of the study unit, implementation of the transversal competences in the study unit, and the assessment of the study unit
- the principles of the school's assessment culture and shared assessment practices
- implementation of assessment and the different practices of providing assessment feedback associated with it
- monitoring of how the shared principles and practices relevant to assessment are realised
- practices for recording incomplete study units and complementing performances
- principles of raising fail and pass grades and the number of attempts
- studies that students may be expected to complete independently

- *specification of possible ways of progressing in studies*
- *certificate layout.*

6. Learning objectives and core contents of instruction

6.1. General objectives of instruction

Education and other activities in general upper secondary schools must be organised in accordance with the general national objectives defined in the Government Decree on General Upper Secondary Education (810/2018), enabling the students to grow into educated members of society, acquire knowledge and skills required by the changing operating environment, and improve their capabilities for continuous learning. The objectives emphasise the importance of transversal general knowledge and ability and understanding broad issues, and encourage the students towards ethically responsible and active agency as part of the local, national, European and global community.

General upper secondary education strengthens the students' identity and guides them in understanding and appreciating their uniqueness. Understanding the diversity of gender and sexual orientation creates preconditions for gender aware instruction.

General upper secondary education reinforces the students' awareness of the impacts that human activity has on the state of the environment and guides them to act for a sustainable way of living in a goal-oriented manner, based on knowledge and in diverse cooperation. The instruction encourages the students to recognise and discuss ethical questions, conflicts, and tensions from a number of viewpoints. It inspires the students to become involved and act for a fairer and more sustainable society and world with more respect for human rights.

During their years in general upper secondary education, the students gather diverse experiences of building new knowledge and ability, extensively and crossing the boundaries of individual subjects. The students develop their capabilities for acquiring and applying information, and their problem-solving skills. They gather experiences of inquiry-based learning and participation in conducting science and research. The instruction reinforces the students' multiliteracy, allowing them to understand the language typical for different fields of science and arts as well as motivating them to examine, produce, and interpret different texts. The students become accustomed to assessing the reliability of texts and information. Languages are valued and made visible in a versatile way in general upper secondary education. The students learn to communicate in both national languages as well as making full use of their language resources. The instruction guides the students in advancing their knowledge of information and communication technology and using it appropriately, responsibly, and safely, both when working alone and with others.

General upper secondary education contributes to sense of community, participation, and well-being by strengthening interaction, cooperation, and expression skills. The students gather experiences of goal-oriented activity and peer learning in teams and projects during their studies. General upper secondary education encourages the students to engage in expression and activity characteristic of different fields of art as well as to participate in arts and cultural life. Physical activity and a healthy way of living are understood as the basic preconditions for health and well-being.

During their general upper secondary education, the students develop and diversify their learning-to-learn skills. The students learn to recognise their strengths and development needs as learners and feel confident about their possibilities as learners. The students understand the significance of commitment for their learning, thus reinforcing their self-regulation. General upper secondary education helps the students recognise and become skilled in using the learning strategies best suited for them. During general upper secondary education, the students gain solid skills and an interest in continuous and renewing learning.

The instruction provides the students with knowledge and experiences of educational opportunities, society, and the world of work, supporting them in planning their future, further studies, and working life in Finland and abroad. It strengthens the students' equal opportunities

for developing their competences as well as making choices during their studies and concerning their future.

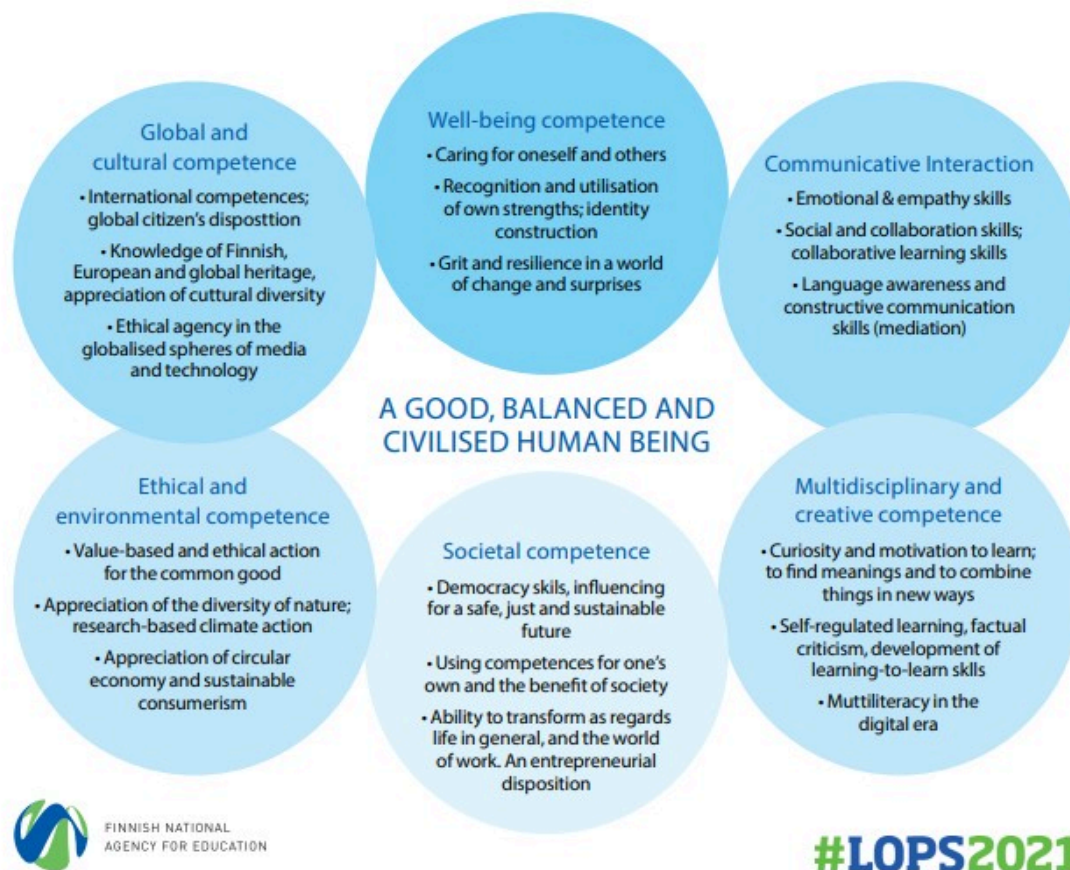
6.2. Transversal competences

The key task of transversal competences is to provide an integrative element to the general upper secondary studies. The areas of transversal competences comprise the common objectives of the general upper secondary school subjects. The Figure below describes the transversal competences as a whole.

Transversal Competences in General Upper Secondary Education as of 2021

General objectives:

a good overall knowledge and skills base; and competences needed in building a sustainable future plus a readiness to move on to continued studies & working life & the internationalised world



Transversal competence areas

The syllabuses in different subjects described in the National core curriculum for general upper secondary education lay the foundation for the knowledge and skills acquired in general upper secondary education. The general knowledge and ability, which it is the mission of general upper secondary education to develop, consist of competence specific to fields of knowledge defined for the subjects, and it is complemented and advanced by the transversal competences.

The transversal competences consist of the knowledge, skills, values, attitudes, and will needed to acquire solid general knowledge and ability and to grow into a good human being, to build a sustainable future, and to obtain capabilities for further studies, working life, and internationalisation.

The underlying values, conception of learning, and school culture of general upper secondary education lay the foundation for the development of transversal competences. Achieving the objectives of the transversal competence areas is the aim of all general upper secondary studies. Each subject approaches the transversal competences from the starting points of its own fields of knowledge and science. Transversal competences are a key part of both subject-specific studies and those integrating the different subjects.

In studies which develop transversal competences, the students' knowledge and skills are advanced by examining complex cultural and societal phenomena as well as their links and interdependencies. The students learn to apply their prior learning and to find, interpret, evaluate, share, and produce information in different forms, environments, and communities as well as using different tools. The developing transversal competences support the students in improving their critical thinking, team skills, creative problem-solving, learning-to-learn, and continuous learning skills.

As shown in the Figure above, all general upper secondary schools have six common areas of transversal competences, which complement each other and are interlinked. The areas of transversal competence are:

- well-being competence
- interaction competence
- multidisciplinary and creative competence
- societal competence
- ethical and environmental competence
- global and cultural competence.

In studies of all these areas, the idea is that the students

1. observe and analyse contemporary phenomena and operating environments and learn to seek elements for building a good future
2. are able to express their justified views of desirable changes and are emboldened to work for ethically sustainable solutions at the level of both their daily lives and society
3. are given opportunities for challenging their comfort zone, sharing knowledge and peer learning as well as producing ideas and solutions together.

The transversal competences are complemented and expressed in concrete terms in the local curriculum for each subject and in the description of each study unit. Transversal competences are taken into account in the school culture. Their implementation is complemented by descriptions of arrangements for familiarisation with higher education studies and the world of work as well as international competence included in the curriculum. The contents of thematic studies can be selected from the areas of transversal competences.

The more detailed objectives of the transversal competence areas are described below. The areas and their objectives progress from an individual perspective towards broader contexts.

Well-being competence

The students build their identity by recognising their strengths and development areas and advancing their competence based on increasing self-knowledge. General upper secondary studies improve the students' ability to tolerate uncertainty, perseverance and trust in future.

The students understand the significance of health and healthy ways of living as well as take care of their physical, psychological, and social functional capacity and well-being. The students adopt practices that support their well-being and bring them joy as well as recognise communities that promote these practices. Sufficient physical activity, sleep, breaks during the school day, and a healthy diet support learning and the students' coping and recovery. The general upper secondary school studies also reinforce ways of living in which culture meaningful for the students, responsible use of technology, and ethical considerations are highlighted.

The students work actively to promote their and other people's well-being and safety. The general upper secondary school studies also improve the students' capabilities for recognising factors that undermine well-being and safety, including fatigue, bullying, and harassment, as well as for participating in preventing them. The students obtain capabilities for accessing, or guiding other to access, the service system in case of problems and exceptional situations.

The general upper secondary school studies introduce the students to social, cultural, and global means of promoting the well-being of communities and ecosystems. The students are offered possibilities for doing things and learning together as well as finding ways of encountering the uncertainties of a changing world.

Interaction competence

The starting point for good communication is empathy, which enables experiences of meaningfulness. The students can feel part of the school community, and they are heard as themselves. The students develop their interaction competence by recognising, processing, and regulating their emotions. They also learn to listen to, respect and anticipate other people's emotions and views, and their expression. They learn to use emotions as a resource in interaction. The students learn interaction together and in cooperation as well as in different environments. At the same time, the students improve their language awareness and multiliteracy and understand the key importance of these competences for producing and interpreting information and seeking solutions. Interaction competence supports the students as they set goals for their studies and other activities.

General upper secondary school studies provide the students with capabilities for constructive interaction. The students improve their skills in encountering disputes and conflicts constructively, also using the means of mediation. The students also gain experiences of conveying messages and meanings in interaction across linguistic and cultural barriers.

As part of developing their interaction competence, the students reflect on the meaning of the freedom of expression, its responsible use, and changes in the conception of information and information dissemination from different perspectives. The students perceive the importance of constructive interaction and inter-cultural understanding for a sustainable future, democracy and peace.

Multidisciplinary and creative competence

Multidisciplinary competence supports the students in reflecting on their ethical, aesthetic, and ecological values that underlie their thinking, views, and action. They familiarise themselves with and learn to use different ways of acquiring and presenting information. They also improve their ability to evaluate the reliability of information. The students get accustomed to evaluating the usefulness and significance of different types of information in terms of their life management, studies, and plans for work and further studies as well as from the perspective of different communities they belong to. In more concrete terms, this takes place by familiarising the students with the ways of building knowledge and using competence typical of higher education studies and on-the-job learning. At the same time, the students improve their learning-to-learn skills as well as their capabilities needed in further studies and later life stages.

The students' multiliteracy is advanced in a goal-oriented manner. Multiliteracy is based on a broad conception of text. General upper secondary school studies reinforce the students' curiosity and skills in finding, interpreting, and producing many types of texts with different levels of challenge, perspectives, and contexts. The students reflect on how technology and digitalisation support individuals' and communities' abilities. They examine the possibilities of solving complex problems.

The students reflect on solutions for a sustainable future which take into account the connections between the environment, economy, technology, and politics, and learn to produce and evaluate alternative future scenarios from the perspectives of individuals, communities, and ecosystems.

Societal competence

The students' diverse experiences of and reflection on participation, involvement, and work lay the foundation for societal competence. The studies develop the students' understanding of their roles, responsibilities, and possibilities related to supporting the diverse realisation of democracy in society around them and in cooperation with others.

Societal competence supports the students in their plans for further studies, world of work, and civic engagement. Societal competence helps students adopt an entrepreneurial approach and an attitude intent on renewal in different areas of life. They learn to plan their future with an open mind and are emboldened to take calculated risks and to tolerate uncertainty, frustration, and failures.

The students learn to understand and appreciate the operating principles and structures of a democratic and fair society built on equality and equity. They understand how social capital is formed and how it can be increased. The students adopt active citizenship and agency skills. They are motivated to take a stand on societal issues as well as to submit and promote initiatives in local and international cooperation. The importance of the students' own work in building a good future is made visible.

Ethical and environmental competence

The students evaluate and plan their actions from the perspectives of ethics and responsibility. They learn basic facts about the ecological, economic, social, and cultural dimensions of a sustainable way of living and the interdependencies between these dimensions. The students understand why human activity has to be reconciled with the bearing capacity of natural environments as well as limited natural resources and their sustainable use. Experiences of caring for human beings and nature build their trust in being able to make a difference by means of good deeds in daily life.

The students familiarise themselves with research evidence and practices associated with climate change mitigation and safeguarding biodiversity. They are given opportunities to observe, plan, examine, and evaluate activities that can help change these phenomena towards a more sustainable direction. The students reflect on their observations from the perspective of civic engagement, striving to identify structures that enable, or prevent different communities from taking, sustainable action.

The students understand the basics of globalisation and the way in which it affects the possibilities people living in different conditions have of pursuing a sustainable way of living. They are familiar with the goals of the UN's 2030 Agenda for Sustainable Development and evaluate progress made towards achieving them. The students reflect on and increase their personal inputs and strengthen the necessary partnerships for promoting a sustainable future.

Global and cultural competence

The students advance their knowledge and understanding of their identity as well as diversity in the general upper secondary school community and society, where different identities, languages, religions, and worldviews live side by side and interact with each other. The students improve their international competence and multiliteracy by drawing on culturally and linguistically diverse networks, media, and reference materials. They gain experience of studying, cooperation, and ethical agency which draw on different operating forms of internationality and technology environments.

The students learn to recognise and reflect on different types of cultural heritage, values, different operating environments, and other elements on which cultural identities and ways of living are based in their daily lives and Finnish society, in Europe, and globally. At the same time, they learn to appreciate individuals' and communities' right to a cultural identity, and to act for cultural diversity. The students are offered versatile opportunities for investigating, practising, and improving their global citizenship and ethical skills in line with the UN's 2030 Agenda for Sustainable Development. They also learn to analyse internationalisation and globalisation as phenomena. The students build their knowledge of human rights and their agency in promoting human rights, equity, justice, and ethically responsible ways of living. They identify and learn to use opportunities for multilateral, creative cooperation aiming to build a good future.

7. Appendices

7.1. Government decree on general upper secondary education

The following is an unofficial translation of the Government Decree 810/2018, provided for present purposes.

Government decree on General Upper Secondary Education

Pursuant to the decision of the Government, in accordance with the Act on General Upper Secondary Education (714/2018), the following is laid down:

Chapter 1

General national objectives of education

Section 1

Growth as a member of a civilized society

The objective of general upper secondary education is to support the student's balanced mental, physical, and social growth and to promote respect for life, human rights, sustainable development, the environment, and cultural diversity. Education actively supports equality and non-discrimination in all activities of the educational institution.

Education guides the student to act democratically, responsibly, and as an active member of the local, national, European, and global community.

Section 2

Knowledge and skills

Education broadly develops the student's ability to acquire, integrate, and apply knowledge and skills, as well as to apply what they have learned in a versatile manner, transcending subject boundaries. Education strengthens and deepens the student's general knowledge in a changing operational environment and provides knowledge and skills in studies specified in the annexes to this decree.

Education develops the student's readiness for further studies, working life, entrepreneurship, societal participation, and internationalization.

Education strengthens the foundation for the student's physical, mental, and social well-being and provides the skills and motivation to maintain them throughout different stages of life. Education supports the development of the student's ethical reflection.

Education enhances the ability to manage complex tasks, learning skills, scientific and critical thinking, creativity, work skills, interaction and collaboration skills, information acquisition and management skills, information technology application skills, and the ability to express oneself in writing and orally in both national languages and other languages, as well as through artistic means.

Section 3

Lifelong Learning and guidance for studies

Education shall guide, inspire, and create conditions for lifelong learning, as well as improve the student's future management and decision-making skills and readiness for career and life planning.

Education develops the student's ability to assess and renew their competencies and to identify their strengths and development needs.

The student shall be able to utilise the guidance for studies and other guidance provided and shall familiarize themselves comprehensively with further study options. They shall also be able to make meaningful further study and career plans during their general upper secondary education.

Section 4

Learning environments and school culture

General upper secondary education shall make versatile use of learning environments that increase familiarity with further studies, working life, and information and communication technology. Learning environments shall support the student's motivation to learn and help them discover their strengths. They shall enrich the student's experiential world in a multidisciplinary manner and be pedagogically and functionally appropriate.

The school culture of the general upper secondary school shall support the student's own activity and communal action and promote all students' opportunities to participate in the development of the learning environment and school culture. A positive attitude toward learning shall be pursued in studies.

Section 5

Special objectives of general upper secondary education for adults

In general upper secondary education for adults, the knowledge, skills, and competencies previously acquired by the students shall be taken into account.

The objective is for the adult student to acquire study, communication, and language skills, as well as information technology knowledge and skills, needed for further studies, employment, and success in the world of work. Teaching shall provide readiness for lifelong learning and support the growth of the student's personality.

The special characteristics of adult education shall be taken into account in provision of education. In addition to students completing the general upper secondary education syllabus, teaching may take into account subject students completing one or more subjects included in the general upper secondary education syllabus, as well as other special groups.

Section 6 (4.2.2021/124)

Section 6 has been repealed by Decree 4.2.2021/124.

Chapter 2

Provision of education

Section 7

Applying for authorisation to provide education

An application to provide education, as referred to in Section 3 of the Act on General Upper Secondary Education (714/2018), shall be applied for no later than one year before the planned start date of the education. The Ministry of Education and Culture may also consider applications submitted after this deadline.

Section 8

Documents and reports to be attached to the authorization application

The application for authorisation shall include a justification for:

1. The need to provide education, as referred to in Section 4(1) of the Act on General Upper Secondary Education;
2. The planned number of students;
3. The planned start date of the education;
4. The municipalities in which the education is intended to be provided;
5. The languages of instruction;
6. The provision of possible boarding school-based education.

The following shall also be attached to the application:

1. A report on the applicant's ownership entities and organisational structure, as well as the founding documents of a municipal federation, registered association, or foundation;
2. Information from the most recent financial statements, including the balance sheet and income statement, or, if financial statements have not yet been finalised, a reliable estimate of the balance sheet and income statement during the financial year;
3. A report on the applicant's solvency and financial stability and their management, as well as the profitability of operations during the planned start year and the following four years;
4. A plan for qualified teaching staff;
5. A plan for the premises and learning environments to be used;
6. A curriculum to be followed in the education;
7. A plan for cooperation with the entities referred to in Section 8(1) of the Act on General Upper Secondary Education;
8. A plan for quality management and its continuous development, as referred to in Section 56 of the Act on General Upper Secondary Education.

If the application concerns an amendment to an existing authorisation, the application shall justify the matters referred to in subsection 1 to the extent they relate to the requested amendments.

Section 9

Conditions for granting a specific educational mission

When granting a specific educational mission as referred to in Section 6(1) of the Act on General Upper Secondary Education, the following shall be taken into account:

1. The national need for education to promote special expertise and strengthen the national knowledge base;
2. National and regional demand for education, the students' need to combine general upper secondary education with strong specialisation or special interests, and the need to build individualised study paths;
3. The educational offerings, cooperation networks, and effectiveness of the applicant's operations in line with the specific educational mission;
4. The qualifications, special expertise, and adequacy of the staff, the suitability of the premises, equipment, and curricula, the development of operations, and the students' opportunities to participate and influence the development of teaching and education, as well as the applicant's readiness to allocate resources to the specific educational mission;
5. Other relevant factors related to the specific educational mission applied for.

If the specific educational mission includes a national development task, the following shall also be taken into account when granting the mission:

1. The national development need for the educational emphasis of the specific educational mission;
2. The applicant's prerequisites and readiness to act as a national developer of its educational emphasis;
3. The national significance, effectiveness, and accessibility of the development activities;
4. Other factors significant for development.

Section 10

Content of the national development task

The national development task may include:

1. An obligation to develop and disseminate nationally models and good practices related to pedagogy, school culture and learning environments in line with the educational emphasis of the specific educational mission, as well as to strengthen the teaching staff's pedagogical competencies and expertise nationally;

2. *An obligation to develop and promote cooperation between education providers and other actors in the field of the specific educational mission.*

Chapter 3

Teaching and Assessment

Section 11 (4.2.2021/124)

Scope of studies

Studies included in the general upper secondary education syllabus are weighted according to their duration. Teaching is provided in education intended for young people for an average of 14 hours and 15 minutes per credit and in education intended for adults for an average of 9 hours and 20 minutes per credit. Studies also include a necessary and reasonable amount of independent work by the student, considering the objectives and content of the studies.

Section 12 (4.2.2021/124)

Structure and scope of study units

The general upper secondary education syllabus includes compulsory and national optional studies as set out in Annexes 1 and 2 of this decree, which the education provider must provide to students.

The syllabus may also include general upper secondary diplomas and other optional studies as decided by the education provider.

The education provider decides the scope of study units in which the studies are offered to students. However, students must have the opportunity to complete optional studies as specified in Annexes 1 and 2 as two-credit study units. The scope of general upper secondary diplomas is two credits.

Section 13

Language teaching

Compulsory language teaching as specified in Annexes 1–2 is organized as an advanced syllabus (A-language) based on the A-syllabus started in grades 1–6 of primary and lower secondary education and as an intermediate syllabus (B1-language) based on the B1-syllabus completed in primary and lower secondary education. Optional language teaching is organized as a basic-level syllabus (B2-language) based on the B2-syllabus started in grades 7–9 of primary and lower secondary education and as a basic-level syllabus (B3-language) started in general upper secondary education.

A student may study more than one A-language. The syllabus for a second national language is studied either as an A- or B1-language. For a student exempted from studying a second national language under Section 29 of the Act on General Upper Secondary Education, instruction of the second national language may be provided following the B3-syllabus.

In general upper secondary education intended for young people, the education provider must provide B2- or B3-languages as optional studies in at least two different languages. In general upper secondary education intended for adults, the education provider must provide B2- or B3-languages as optional studies in at least one language.

Section 14

Mother tongue and literature and language teaching for students other than Finnish- or Swedish-speaking students

For a Sámi-speaking, Roma-speaking, or foreign-language-speaking student, mother tongue and literature as specified in Annexes 1–2 may be taught according to the syllabus for Finnish or Swedish as a second language and literature.

If a Sámi-speaking, Roma-speaking, or foreign-language-speaking student is taught their own mother tongue, the total amount of compulsory studies in the student's mother tongue and literature and other languages, as well as the total amount of compulsory studies for the student,

may be less than specified in Annexes 1–2 of this decree. In this case, the second national language is studied as an optional subject.

If a foreign-language-speaking student is taught Finnish or Swedish as a second language and literature, the teaching of mother tongue and literature and the second national language may be divided between the teaching of these subjects as decided by the education provider.

Section 15 (4.2.2021/124)

Section 15 has been repealed by Decree 4.2.2021/124.

Section 16

Teaching provided in penal institutions

In teaching provided in penal institutions, deviations from the provisions of Annex 2 of this decree may be made as specified in the curriculum.

Section 17

Grading scales

In numerical grades, the scale of 4 to 10 is used. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good, and 10 excellent knowledge and skills. Grade 4 denotes a failed performance. A study unit or a subject for which no numerical grades are awarded is assessed as passed or failed.

Chapter 4

Entry into force

Section 18

Entry into Force

This decree enters into force on 1 August 2019.

Studies included in the general upper secondary education syllabus for young people

Subject group and subject	Compulsory studies (credits)	Amount of national optional studies offered to students (credits)
Mother tongue and literature, second national language, and foreign Languages		
Mother tongue and literature	12	6
A-language	12	4
B1-language	10	4
B2- and B3-languages		16 + 16
Mathematics and natural sciences		
- Common studies in mathematics	2	
Basic or advanced syllabus in mathematics		
- Basic syllabus	10	4
- Advanced syllabus	18	6
Biology	4	6
Geography	2	6
Physics	2	12
Chemistry	2	8
Humanities and social sciences		
Philosophy	4	4
Psychology	2	8
History	6	6
Social studies	6	2
Religion or Culture, worldviews and ethics	4	8
Health education	2	4
Arts and practical subjects		
Physical Education	4	6
Music and Visual arts combined	6	
- Music	2 or 4	4
- Visual arts	2 or 4	4

<i>Study and careers education</i>	4	
<i>Thematic studies</i>		6
<i>Total compulsory studies</i>	94 or 102	
<i>National optional studies according to this annex</i>		20
<i>Total studies (minimum)</i>	150	

Studies included in the general upper secondary education syllabus for adults

Subject group and subject	Compulsory studies (credits)	Amount of national optional studies provided to students (credits)
Mother tongue and literature, second national language, and foreign Languages		
Mother tongue and literature	10	2
A-language	12	4
B1-language	10	4
B2- and B3-languages		12
Mathematics and natural sciences		
- Common studies in mathematics	2	
Basic or advanced syllabus in mathematics		
- Basic syllabus	10	4
- Advanced syllabus	18	6
Biology, Geography, Physics and Chemistry combined	10	10
Biology	2 or 4	
Geography	2 or 4	
Physics	2 or 4	
Chemistry	2 or 4	
Humanities and social sciences		
Religion or Culture, worldviews and ethics, History, Social sciences or Philosophy combined	12	10
Religion or Culture, worldviews and ethics	2	
History	4	
Social studies	4	
Philosophy	2	
Psychology		4
Thematic studies		2
Total compulsory studies	66 or 74	

Total studies (minimum)	88	
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Annex 3

Annex 3 has been repealed by Decree 4.2.2021/124.

Entry into force and application of amendment provisions:

4.2.2021/124:

This decree enters into force on 1 August 2022.

7.2. Evolving Language Proficiency Scale

The Evolving Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

EVOLVING LANGUAGE PROFICIENCY SCALE					
Proficiency level	Interaction skills			Text interpretation skills	Text production skills
	Interacting in different situations	Using communication strategies	Cultural appropriateness of communication	Text interpretation skills	Text production skills
A1.1 First stage of elementary proficiency	Supported by the communication partner, the student is at times able to cope with a few of the most common and routine communication situations.	The student needs plenty of communication aids (including gestures, drawing, glossaries, the internet). The student is at times able to guess or conclude the meanings of individual words based on the context, their general knowledge, or other language proficiency. The student is able to indicate whether they have understood.	The student is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-byes, thanking) in some of the most routine social contexts.	The student understands a small number of individual spoken and written words and expressions. The student is familiar with the alphabet or a very limited number of characters.	The student is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised. The student pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.
A1.2 Developing elementary proficiency	The student can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The student relies on the most central vocabulary and expressions in their communication. The student needs plenty of communication aids. The student is able to ask the communication	The student is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The student understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The student is able to	The student is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised. The student is able

		partners to repeat what they said or slow down.		recognise individual facts in a text.	to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.
A1.3	Functional elementary proficiency	The student is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The student participates in communication but continues to need communication aids frequently. The student is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback. The student needs to ask for clarification or repetition very frequently.	The student is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The student understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context. The student is able to find the simple information they need in a short text.
A2.1		The student is able to exchange thoughts or information in familiar and	The student participates increasingly in communication, resorting to non-verbal	The student is able to cope with short social situations and use the most	The student understands texts that contain easy and familiar vocabulary
	First stage of basic proficiency				The student is able to tell about everyday and concrete topics and

	everyday situations and can occasionally maintain a communication situation.	expressions less often. The student needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.	common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	and expressions as well as clear speech. The student understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary. The student is capable of very simple reasoning supported by the context.	those important to them using simple sentences and concrete vocabulary. The student masters predictable basic vocabulary and many key structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
A2.2	The student is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The student increasingly participates in communication using set phrases if necessary when asking for clarification of key words. The student needs to ask for clarification or repetition from time to time. The student uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).	The student is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The student is able to have a polite conversation using common expressions and basic-level communication routines.	The student is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or slow speech including familiar vocabulary. The student is able to deduce the meanings of unfamiliar words based on the context.	The student is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
Developing basic proficiency					

B1.1	The student is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	The student is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The student has learned to compensate or replace an unknown word or rephrase their message. The student is able to negotiate the meanings of unknown expressions.	The student demonstrates knowledge of the most important rules of politeness. The student is able to take into account some key perspectives related to cultural practices in their interaction.	The student understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text. The student understands speech or written text based on a shared experience or general knowledge. The student is able to find the main ideas, keywords, and important details, also without preparation.	The student is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest them. The student uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
B1.2	The student is able to participate in communication fairly effortlessly in some more challenging communication situations, such as in providing information about a current event.	The student is able to take initiative and use suitable expressions in interaction situations that deal with familiar topics. The student is able to correct misunderstandings quite easily and to negotiate the meanings of fairly complicated ideas.	The student is able to use language for different purposes in a way that is not too familiar or formal. The student knows the most significant rules of politeness and follows them. The student is able to take into account key perspectives related to cultural practices in their interaction.	The student understands spoken language that includes distinct factual information on familiar or fairly common topics and can also manage texts that require some inference. The student understands the main points and most important details of a wider formal or informal discussion around them.	The student is able to describe ordinary, concrete topics using description, analysis, and comparisons. The student is able to express themselves relatively effortlessly and to write personal and also more public messages and to express their thoughts on some fictional topics. The

					<p>student uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences.</p> <p>The student masters the basic rules of pronunciation also in expressions that have not been practised.</p>
B2.1					
First stage of independent proficiency	<p>The student is able to communicate fluently also in some communication situations that are new to them, in which the language used is sometimes conceptual but yet clear.</p>	<p>The student is able to express their opinion and sometimes use standard phrases, such as “That is a difficult question”, to gain some time. The student is also able to negotiate the meanings of complex issues and concepts. The student is able to monitor their understanding and communication and correct themselves.</p>	<p>The student strives to express their thoughts appropriately and respectfully for the communication partner, taking the requirements set by different situations into account.</p>	<p>The student understands speech or written text that is factually and linguistically complex. The student is able to follow a long speech and complicated argumentation and to express the main ideas of what they have heard. The student understands a large share of a discussion around them. The student understands many types of written texts that may also deal with abstract subjects and which contain facts, attitudes, and opinions.</p>	<p>The student is able to express themselves relatively clearly and accurately on many issues within their sphere of experience using versatile structures and rather extensive vocabulary that also includes idiomatic and conceptual expressions. The student is also able to participate in rather formal discussions and masters a relatively large vocabulary and even demanding sentence structures. The student's pronunciation is clear, the main stress in</p>

					a word is on the correct syllable, and their speech contains some intonation patterns typical for the target language.
B2.2	The student is able to use the language in many types of communication situations requiring versatile language use, also in situations that are new to them.	The student strives to give feedback, to contribute complementary points of view, or to state conclusions. The student is able to promote smooth communication and, when necessary, to use paraphrastic expressions and negotiate the meanings of also complex issues and concepts. The student is able to use strategies that support understanding, including picking out the main points and, for example, making notes of what they hear.	The student is able to express their thoughts naturally, clearly, and respectfully in both formal and informal situations and to select the mode of language use according to situations and the persons participating in them.	The student understands or live or recorded standard language speech that is clearly structured in all types of situations and also understands somewhat unfamiliar forms of language. The student is able to read complex texts produced for different purposes and to summarise their main points. The student is able to recognise attitudes and to evaluate critically what they have heard and/or read.	The student is able to express themselves confidently, clearly and respectfully. The student masters extensive linguistic means for expressing all topics, both concrete and conceptual as well as familiar and unfamiliar. The student is able to communicate spontaneously and to write a clear and structured text. The student's pronunciation is very clear, the main stress in a word is on the correct syllable, and their speech contains some intonation patterns typical of the target language.
Functional independent proficiency					
C1.1	The student is capable of versatile, fluent and	The student is able to naturally take responsibility	The student is able to use the language flexibly and	The student understands in detail also longer	The student is able to express themselves
First of stage fluent					

language proficiency	accurate interaction in all types of communication situations.	for progress in communication. The student is able to rephrase the content they wish to express, to draw back when encountering difficulties, and to skilfully use hints associated with language or the context to make conclusions or to anticipate what is coming next.	effectively for social purposes as well as for expressing emotional states, making indirect references, and using irony or playfulness.	presentations on familiar and general topics, even if the speech were not clearly structured and contained idiomatic expressions or changes of register. The student understands in detail complex and conceptual written texts and is able to collate information found in complicated texts.	fluently, accurately, and in a structured manner on many types of topics or to deliver a lengthy presentation prepared in advance. The student is able to write well-structured texts on complex topics using a confident personal style. The student has a very extensive resource of linguistic expressions. The student's pronunciation is natural and pleasant to hear. The rhythm of the speech and intonation are typical of the target language.
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7.3. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of the Sámi language supplementing general upper secondary education

November 7, 2019 OPH-2264-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE SÁMI LANGUAGE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the Sámi language complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the

instruction of the Sámi language complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 3 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.3.1. Objectives, core contents, and assessment of the students' learning in instruction of the Sámi language supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2264-2019.

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the Sámi language is to support the students' active plurilingualism and their interest in the lifelong development of language proficiency. The instruction of the Sámi language supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the Sámi language is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

The objectives and contents have been defined for the entire period of general upper secondary education for Sámi language instruction amounting to two lessons a week. The education provider

draws up a local curriculum, in which the objectives are defined and the contents selected by taking the special features of the Sámi language into account. The curricula for the Sámi language may also be formulated in cooperation between education providers.

Task of instruction

The instruction of Sámi language guides the students to diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of the Sámi language advances, and the students are motivated to develop their Sámi language skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of the Sámi language expand, they learn about the roots of their language area, and they develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. They develop their skills of utilising Sámi-language texts and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their cultural area.

Objectives of instruction

The general objectives of the instruction of Sámi language supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation
- master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts
- improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.

Development of language and cultural awareness

The objective is that the students

- understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities
- advance their knowledge of the structure, vocabulary, and different registers of the Sámi language, means and tones of expression, the meanings created by them as well as literature and other cultural products
- familiarise themselves with the Sámi language family and understand their status as preservers of the Sámi language.

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

SÄI1 Interpreting and writing texts (2 credits)

Objectives

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal Sámi texts, their structures, and their ways to express*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts, normative writing*

SÄI2 Language and textual awareness (1 credit)

Objectives

The objective of the module is that the students

- *improve their language and textual awareness*
- *develop their understanding of language and texts as entities that construct meanings*
- *develop their understanding of the Sámi language family among world languages as well as the influence of cultural contacts.*

Core contents

- *Sámi language and identity, language variations, comparison of languages as well as the position, viability, and endangered status of languages*
- *language policy, unilingualism and plurilingualism, language ideologies, principles of language planning*
- *concept of multiliteracy, concept of genre, broad conception of text*

SÄI3 Interaction 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*
- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

SÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of Sámi fiction, non-fiction, and cinema*
- *diversify their skills in reading, analysing, and interpreting literature about the Sámi or by Sámi authors, using an appropriate approach and concepts*
- *learn about the history as well as the material and immaterial cultural heritage of the Sámi.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction, mythical stories, joik, and singing tradition*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

SÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret diverse Sámi-language texts and to analyse their ways to express and interaction, also from the perspective of the Sámi identity*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*
- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

SÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the Sámi-language writing process*
- *are able to use other Sámi-language texts as a basis for their writing and evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

SÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *special features of Sámi-language interaction*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

SÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- improve their knowledge of Sámi-language literature and learn to examine fiction also as a part of changing society
- understand the significance of different contexts in interpreting literature
- are able to analyse Finnish and international literature and other art about the Sámi or by Sámi authors and artists as part of the cultural context.

Core contents

- examining Sámi-language literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context
- examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies
- Sámi-language literature, literature by Sámi authors and literature about the Sámi as a diverse, polyphonic and multilingual phenomenon

Certificates

The students are issued a certificate of attendance for Sámi language studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

7.4. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of the Roma language supplementing general upper secondary education

November 7, 2019 OPH-2265-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE ROMA LANGUAGE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the Roma language complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the instruction of the Roma language complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 4 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.4.1. Objectives, core contents, and assessment of the students' learning in instruction of the Roma language supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2265-2019.

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the Roma language is to support the students' active plurilingualism and their interest in the lifelong development of language proficiency. The instruction of the Roma language supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the Roma language is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

The objectives and contents have been defined for the entire period of general upper secondary education for Roma language instruction amounting to two lessons a week. The education provider draws up a local curriculum in which the objectives are defined and the contents selected, taking the special features of the Roma language into account. The curricula for the Roma language may also be formulated in cooperation between education providers.

Task of instruction

The instruction of the Roma language guides the students towards diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of the Roma language develops, and the students are motivated to improve their Roma language skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of the Roma language expand, they learn about the roots of their language area, and they develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. The students develop their skills of utilising Roma-language texts and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their culture.

Objectives of instruction

The general objectives of the instruction of the Roma language supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language, standardised Roma language, and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*
- *build their knowledge of the structures, vocabulary, and different registers of the Roma language spoken in Finland, its means and tones of expression, the meanings created by them as well as literature and other cultural products*
- *familiarise themselves with Roma dialects spoken around the world and understand their status as preservers of the Finnish Roma language.*

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

RÄI1 Interpreting and writing texts (2 credits)*Objectives*

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal Roma-language texts, their structures, and their ways to express*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts, normative writing*

RÄI2 Language and textual awareness (1 credit)*Objectives*

The objective of the module is that the students

- *improve their language and textual awareness*
- *develop their understanding of language and texts as entities that construct meanings*
- *understand the place of the Roma language among world languages as well as the influence of cultural contacts.*

Core contents

- *Roma language and identity, language variations, comparison of languages as well as the position, viability, and endangered status of languages*
- *language policy, unilingualism and plurilingualism, language ideologies, principles of language planning*
- *concept of multiliteracy, concept of genre, broad conception of text*

RÄI3 Interaction 1 (1 credit)*Objectives*

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*

- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

RÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of Roma-language fiction, non-fiction, and cinema*
- *diversify their skills in reading, analysing, and interpreting literature about the Roma or by Roma authors using an appropriate approach and concepts*
- *learn about the history as well as the material and immaterial cultural heritage of the Roma.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction, mythical stories, song lyrics*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

RÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret diverse Roma-language texts and to analyse their ways to express and interaction, also from the perspective of the Roma culture*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*

- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

RÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the Roma-language writing process*
- *are able to use other Roma-language texts as a basis for their writing and to evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

RÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *special features of interaction in the Roma language*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

RÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- improve their knowledge of Roma-language literature and learn to examine fiction also as part of changing society
- understand the significance of different contexts in interpreting literature
- are able to analyse Finnish and international literature and other art about the Roma or by Roma authors and artists as part of the cultural context.

Core contents

- examining Roma-language literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context
- examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies
- Roma-language literature, literature by Roma authors and literature about the Roma as a diverse, polyphonic, and multilingual phenomenon

Certificates

The students are issued a certificate of attendance for Roma language studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

7.5. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of students' mother tongue supplementing general upper secondary education

November 7, 2019 OPH-2266-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE STUDENTS' MOTHER TONGUE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the students' mother tongue complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the instruction of the students' mother tongue complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 5 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.5.1. Objectives, core contents, and assessment of the students' learning in instruction of students' mother tongue supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2266-2019

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the students' mother tongue is to support the students' active plurilingualism and interest in the lifelong development of language proficiency. Instruction of the students' mother tongue supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the students' mother tongues is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

These instructions have been formulated for all the languages that are taught as the student's mother tongue. The objectives and core contents have been defined for the entire period of general upper secondary education for the instruction of the student's mother tongue amounting to two lessons a week. The education provider draws up a local curriculum in which the objectives are

defined and the contents selected, taking into account the special features of the language to be learned, including the writing system. The curricula may also be formulated in cooperation between education providers.

Task of instruction

The instruction of the students' mother tongues guides the students towards diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of their mother tongue develops, and the students are motivated to develop their mother tongue skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of their mother tongues expand, and the students learn about the roots of their language area and develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. They develop their skills of utilising texts in their mother tongue and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their cultural area.

Objectives of instruction

The general objectives of the instruction of the students' mother tongues supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their linguistic and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- *are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- *know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- *improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- *are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*
- *advance their knowledge of the structure, vocabulary and different registers of their mother tongue, its means and tones of expression, the meanings created by them as well as literature and other cultural products.*

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

OÄI1 Interpreting and writing texts (2 credits)

Objectives

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways to express*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts, normative writing*

OÄI2 Language and textual awareness (1 credit)

Objectives

The objective of the module is that the students

- *improve their language and textual awareness*
- *develop their understanding of their mother tongue and texts as entities that construct meanings.*

Core contents

- *mother tongue and identity, language variation, position of languages, viability and endangered status of languages*
- *language policy, unilingualism and plurilingualism, language ideologies, principles of language planning*
- *concept of multiliteracy, concept of genre, broad conception of text*

OÄI3 Interaction 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*
- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

OÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of fiction, non-fiction, and cinema in their mother tongue*
- *diversify their skills in reading, analysing, and interpreting versatile literature, using an appropriate approach and concepts*
- *learn about their material and immaterial cultural heritage.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

OÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret multimodal texts and to analyse their ways to express and interaction*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*

- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

OÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the writing process in their mother tongue*
- *are able to use other texts in their mother tongue as a basis for their writing and to evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

OÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

OÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- *improve their knowledge of literature in their mother tongue and learn to examine fiction also as a part of changing society*
- *understand the significance of different contexts in interpreting literature.*

Core contents

- *examining literature in their mother tongue in its different contexts: the context of the author and the genre, historical and cultural context, political and societal context*
- *examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies*
- *literature as a diverse, polyphonic and multilingual phenomenon*

Certificates

The students are issued a certificate of attendance for mother tongue studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

7.6. Guidance Plan for Upper Secondary Education in the Tampere Region 2021

Guidance Related to Further Studies and Working Life		
Working Life Knowledge	Study and Careers Adviser, subject teacher	In subjects/study modules, subject teachers also highlight the perspective of working life and further studies. Cooperation is carried out with working life and third-sector actors.
Further Study Opportunities and Post-Secondary Income	Study and Careers Adviser, subject teacher	Students are introduced to further study opportunities. They are provided with opportunities to explore the educational offerings of various institutions. The study and careers adviser provides students with information from employment authorities about registering as a job seeker and labour market support, as well as support related to further studies.
Further Study and Career Plan	Student, Study and Careers Advisers	The student prepares a personal further study and career plan. The study and careers adviser guides and assists in preparing the plan.
Further Study Discussions	Study and Careers Advisers, Special Educational Needs Teacher	Students have a personal further study discussion with the study and careers adviser. The special educational needs teacher can be consulted for obtaining statements regarding special arrangements for entrance exams for further studies.
Post-Secondary Guidance		
Post-Secondary Guidance	Study and Careers Advisers	Post-secondary guidance is organized in a manner determined by the education provider.
Evaluation of Guidance		
Student Feedback	Principal, teachers, Students	Feedback is collected from students by the education provider. The feedback is used to develop guidance. Students are involved throughout the process.

Evaluation of the Effectiveness of Guidance	Study and Careers Adviser, Principal	School-specific placement in further studies is obtained from Statistics Finland. The follow-up data is used to develop guidance processes.
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Organization of Educational Guidance

Students are divided into homeroom groups that are small enough to allow for individual guidance. The pre-planning of the formation of homeroom groups can support team building. Some students may form their own small guidance group during upper secondary studies based on guidance needs. Team building is supported if the homeroom teacher teaches their group at the beginning of the studies or if the homeroom group students have common study modules.

Each upper secondary school has an educational guidance team consisting of homeroom teachers for each year level. The team collaboratively plans and implements educational guidance for each of their year levels. The educational guidance team prepares/updates the annual plan for educational guidance (events, monitoring the progress of studies, themes of educational guidance sessions). Planning and/or implementation work is done in collaboration with study and careers advisers, school student welfare staff, tutors, and other students. The teams develop educational guidance to be participatory for students. The year level teams for educational guidance meet regularly during the school year at the invitation of the team leaders. The team leaders ensure the even distribution of common tasks among homeroom teachers, act as contact persons with principals on matters concerning the entire year level, and can be members of the communal student welfare team. The team leaders are responsible for transferring information to the next year level. Educational guidance is an essential part of the teacher's work, and appropriate support and training are provided for it.

Goals and Contents of Educational Guidance Sessions

Educational guidance sessions allow for meetings between students and the homeroom teacher. The meetings should be regular and long enough to achieve the goals of educational guidance. Meetings can be held in different compositions and lengths. Guests can also be invited to the sessions. At the beginning of upper secondary school, there should be enough educational guidance for new students. The importance of educational guidance sessions is emphasized when they are included in the timetable. Attendance at educational guidance sessions is monitored, as participation in educational guidance is a significant factor supporting the overall upper secondary studies of the student.

The contents of educational guidance sessions can include:

- Information on current issues
- Practices of upper secondary school
- Structure of upper secondary studies
- Development of school community
- Time management and study skills
- Study motivation
- Student well-being
- Interaction skills

7.6-7.9 Monitoring the Progress of Studies and Addressing Absences in Upper Secondary Education in the City of Tampere

Upper Secondary Education Curriculum of the City of Tampere 2021

Monitoring the Progress of Studies and Addressing Absences in Upper Secondary Education in the City of Tampere 2021

Child Protection Notification when necessary, during the entire process

7.7. Language Selection in Upper Secondary Schools in Tampere

Options for Foreign Language Studies

Upper Secondary Schools in the City of Tampere	Advance level (started at primary school)	B1-level (started at 7th grade)	B2-level (started at 8th grade)	B3-level (started at upper secondary school)
<i>Pyynikin lukio</i> Upper Secondary School	<i>German, English</i>	Swedish	<i>Spanish, French, German</i>	<i>Spanish, French, German</i>
<i>Sammon keskuskoulu</i> Upper Secondary School	<i>English, Spanish, French, Swedish, German</i>	Swedish	<i>French, German</i>	<i>Spanish, French, German, Russian</i>
<i>Tammerkosken lukio</i> Upper Secondary School	<i>Spanish(4, English, Chinese, Persian(3, French(5, German, Russian(1, Russian (2</i>	Swedish	<i>French, German</i>	<i>Spanish, Chinese, French, German, Russian</i>
<i>Tampereen klassillinen lukio</i> Upper Secondary School	<i>German, English</i>	Swedish	<i>French, German, Latin</i>	<i>Spanish, Latin, French, German, Russian</i>
<i>Tampereen lyseon lukio</i> Upper Secondary School	<i>German, English, French</i>	Swedish	<i>Spanish, French, German, Russian</i>	<i>Spanish, French, German, Russian</i>
<i>Tampereen teknillinen lukio</i> Upper Secondary School	<i>English</i>	Swedish	German	German
<i>Tampereen aikuislukio</i> Upper Secondary School for Adults	English	Swedish		<i>Spanish, Latin, French, German, Russian</i>
Private Upper Secondary School in Tampere	Advance level (started at primary school)	B1-level (started at 7th grade)	B2-level (started at 8th grade)	B3-level (started at upper secondary school)
<i>Kalevan lukio</i>	<i>German, English</i>	Swedish	<i>Spanish, French, German</i>	<i>Spanish, French, German, Italian</i>

<i>Tampereen Rudolf Steiner - koulu</i>	<i>English</i>	<i>Swedish</i>	<i>German</i>	<i>Spanish</i>
<i>Tampereen yhteiskoulun lukio</i>	<i>English, French, Swedish, German, Russian</i>	<i>Swedish</i>	<i>Spanish, French, German, Russian</i>	<i>Spanish, French, German, Russian</i>
<i>Tampereen yliopiston normaalikoulun lukio</i>	<i>English, French, Swedish, German, Russian</i>	<i>Swedish</i>	<i>German, French, Russian</i>	<i>German, French, Russian</i>
<i>Svenska Samskolan</i>	<i>Finnish, English</i>		<i>German, Spanish, French</i>	<i>German, Spanish, French</i>

1. A-Russian, e.g., for native Russian speakers as guided independent study, taught by Tammerkosken lukio
2. Russian as a mother tongue is taught at Tammerkosken lukio
3. Persian as a mother tongue, teaching times and locations will be announced at the beginning of the academic year
4. In cooperation with Sammon keskuslukio
5. In cooperation with Sammon keskuslukio and Tampereen lyseon lukio

For financial reasons, teaching groups may be combined between different upper secondary schools to achieve a sufficient group size. The aim is to offer the language jointly to students from all upper secondary schools. **A teaching group is established if there are 12 students enrolled in the study unit.**

7.8. Higher Education Study Modules

Study credits are higher education study credits.

1. Digitalization - Digital Evolution and Future Studies / TAMK 1 ECTS
2. Digitalizing Society and Security / TAMK 1 ECTS
3. Introduction to IoT Projects / TAMK 1 ECTS
4. Introduction to Laboratory Work in Analytical Chemistry and Instrumental Analysis / TAMK 2 ECTS
5. Introduction to Laboratory Work in Organic Chemistry and Microbiology / TAMK 2 ECTS
6. Choir and Ensemble Conducting Study Module / TAMK 1 ECTS
7. Basics of Cybersecurity / TAMK 1 ECTS
8. Physiotherapy for Children and Adolescents / TAMK 1 ECTS
9. Media History / TAMK 3 ECTS
10. Basics of Measurement and Reporting / TAMK 3 ECTS
11. Basics of Acting and Dance / TAMK 3 ECTS
12. Basics of Therapeutic Exercise / TAMK 1 ECTS

8. Subjects

8.1. Mother tongue and literature (AI)

The task of the subject

The task of mother tongue and literature is to improve the students' language proficiency, interaction skills, and multiliteracy. The studies strengthen the students' interest in language, literature, and other forms of culture as well as increase their awareness of their skills as communicators and language users. The studies support the development of their language awareness, cultural knowledge and ability, and learning in all subjects. The objective is that the students learn knowledge and skills which support their further studies and active citizenship.

Mother tongue and literature is a multidisciplinary subject involving theoretical, practical and cultural dimensions. It combines phenomena explored by linguistics, literature, and communication studies as well as cultural studies. Studies in mother tongue and literature introduce the students to cultural heritage and its different forms, literary arts as well as the media and communication culture.

The instruction of mother tongue and literature guides the students to multifaceted self-expression, development of interaction skills, text interpretation, active acquisition of information as well as critical processing of and ethical reflection on information. The studies develop thinking and learning-to-learn skills, metalinguistic skills, and creativity. The objective is to support and develop language awareness and skills in interpreting and producing multimodal texts.

Linguistic knowledge is integrated in the other contents of the subject, and studying it develops the students' skills in interpreting and producing texts. The objectives of studying literature include understanding both fiction and non-fiction, experiential reading as well as improving the students' skills in analysing and interpreting texts. Studying literature supports the development of aesthetic and ethical reflection and provides the students with building blocks for developing their creativity, interaction skills, and personal ways of expression. Learning media literacy advances the students' skills in the critical reading, production, and interpretation of media texts and contents as well as understanding the media culture. It also helps the students adopt skills needed by an active and responsible citizen.

In the instruction of mother tongue and literature, the students familiarise themselves with the language, concepts, and ways of building knowledge used in the fields of science underlying the subject. The instruction is based on a broad conception of multimodal texts, for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. Typical texts studied in the subject are fiction and non-fiction, media texts as well as institutional and everyday discussions.

The instruction of mother tongue and literature is part of the language education of the general upper secondary school, which aims to recognise and make visible the role languages play in learning. Studying languages develops the students' plurilingual competence, which consists of mastering their mother tongue, other languages, and their dialects and registers at different levels. Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. Language education helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society. The instruction addresses the linguistic diversity in Finland, the status of Finnish and Swedish as national languages, and the Sámi languages as languages of an indigenous people in Finland.

The studies of mother tongue and literature are carried out in close collaboration with libraries. Moreover, key learning environments include theatres, museums, and archives as well as other cultural institutions. The students also draw on their own language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential

for the students and that develop their creativity are utilised in the studying. Texts are produced and interpreted both independently and in interaction with others.

The studies of mother tongue and literature are implemented through integration of the general objectives of the subject. The studies also draw on collaboration of the different syllabi of the subject, and other subjects.

Transversal competences

In the subject of mother tongue and literature, transversal competences are studied as themes and competence areas within the subject and across the boundaries of subjects. The subject is part of the cultural, media, citizenship, and democracy education of the general upper secondary school.

Of the transversal competence areas, **multidisciplinary and creative competence**, **interaction competence** as well as **societal competence** are emphasised in mother tongue and literature. The students learn about using the means of language, expression, texts, and interaction to build meanings and connections between people. Advancing the skills in involvement, argumentation, personal text production, and interaction supports active citizenship and working life skills. The development of critical and cultural literacy, text production skills, multiliteracy as well as language awareness and interaction skills supports studying and learning in all subjects and in the cooperation of subjects. Sustained, creative, inquiry-based, and process-oriented work as well as learning by doing are required to develop these skills.

Studying mother tongue and literature strengthens **ethical and environmental competence** as well as **global and cultural competence**, and these elements are taken into account in the selection of learning content. The studies improve the students' understanding of the topical environmental challenges of our time and impart capabilities for building a sustainable future. Studying media skills as well as information acquisition and management skills is linked to critical and cultural literacy and ethics. The students are guided to understand linguistic and cultural diversity and to reflect on and recognise identities. The objective is that they can understand their own identity in relation to the Finnish, European, and global culture.

The competence acquired when studying mother tongue and literature supports the development of the students' **well-being competence** in a variety of ways. The emerging language awareness, interaction competence, and multiliteracy support and strengthen the development of the students' identity. The students learn to evaluate constructively and reflect on their and other people's competence. Studying culture and especially literature advances the students' perception of life, humanity, and the world. The subject provides the students with tools for verbalising their thoughts, emotions, and experiences as well as understanding their personal life stories and strengths. The subject supports key life management skills: interaction skills and multiliteracy as well as skills in acting responsibly, ethically, and constructively in different situations.

Assessment

8.1.1. Syllabus in Finnish language and literature (AI1)

The task of the subject

The specific task of the syllabus in Finnish language and literature is to advance the students' knowledge of the Finnish language, literature, and culture as well as their multiliteracy, interaction skills, and media skills. The studies enhance the students' understanding of the significance that language and cultural awareness, language proficiency, and interaction competence have for building individuals' identities and communities. The Finnish language is both an object of learning and an instrument of studying other subjects. The studies build diversely the multiliteracy and interaction skills needed in further studies and the world of work. The students familiarise themselves with possibilities of continuing to study Finnish language and literature in higher education.

The studies of the syllabus in Finnish language and literature include reading complete works and writing extensive texts. In the course of the compulsory studies, the students read at least eight complete works, at minimum one of which is non-fiction.

Transversal competences

Objectives

The general objectives of the instruction of Finnish language and literature are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- *are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- *know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and related ethical considerations.*

Interpreting texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature, and spoken texts with awareness of their objectives and contexts as well as use appropriate concepts for analysing texts*
- *develop their skills in interpretative and experiential reading of fiction and non-fiction, advance their understanding of literary devices, and use appropriate concepts for analysing literature*
- *are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts as well as express and justify their ideas, using language and ways of expression suitable for the situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyright laws.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*

- advance their knowledge of the structure and different registers of language, means and tones of expression as well as literature and other cultural products.

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. In studies of Finnish language and literature, provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, such as written, oral, and possibly other products as well as working actively during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

In addition to, or to improve, the average of the grades awarded for study units, targets of assessment derived from the subject's general objectives can be used to support the final assessment. Divided into objective areas, these targets are the following.

Interaction competence

- mastering interaction skills in group and public speaking situations
- understanding interactive situations and phenomena

Interpreting texts

- analysing and interpreting multimodal texts, especially media texts
- understanding and interpreting fiction and non-fiction
- skills in evaluating information and texts

Producing texts

- producing different genres, mastering different means of expression and self-expression
- mastering the text production processes
- command of standard language
- information acquisition skills, evaluation, and use of sources and materials

Development of language and cultural awareness

- understanding linguistic and cultural diversity
- understanding the languages used in the fields of knowledge linked to the subject
- mastering linguistic knowledge and concepts used in the subject

In the final stage of the studies, a secondary level test of oral communication skills can be used to assess speech and interaction skills (the PUHVI test).

Study units

Intensive Course in Language and Writing Skills, 2 cr (ÄI12)

Objectives

Local specification

- The study unit provides essential skills for the written proficiency required in various subjects. The goal is to develop one's writing to an upper secondary level and suitable for further studies in terms of content, structure, and especially language. The study unit may also cover the functionality of planning and editing one's text, language maintenance, and, for example, the ten-finger typing system.

Core contents

Assessment

Local specification

Assessment focuses on the development of language and writing skills and the completion of exercises. Assessed with a pass/fail mark.

Benefits and Well-being from Reading, 2 cr (ÄI13)

Objectives

Local specification

- The study unit helps realize the benefits of reading literature by providing opportunities to document one's reading hobby in a guided manner. It practices various aspects of reading skills and explores the creative and well-being-enhancing effects of reading. Students analyse the significance of reading in different contexts of human interaction. Reading is made visible and valued in the school community by organizing various literature-related activities: poetry slam events, reading circles, book recommendations, cultural festivals, and other fair events. Students train to function as reading tutors or agents in the school community. The study unit can collaborate with, for example, the History in Literature and Films study unit as well as the Creative Writing study unit.

Core contents

Assessment

Local specification

Assessment emphasizes class activity and participation in various projects. Assessed with a pass/fail mark.

Creative Writing, 2 cr (ÄI14)

Objectives

Local specification

- Students explore various fictional genres (such as poetry, prose, and drama) and apply this knowledge to their writing. The study unit offers an opportunity for fictional writing, which is practised only minimally in other mother tongue and literature studies and helps in all text production. Writers are helped to find their unique expression style, encouraged to seek creative solutions, and build their well-being. The study unit is suitable for anyone who wants to develop as a fiction writer, and no previous experience in creative writing is

required. The study unit can be chosen multiple times: on the second and third occasions, students can work on a more extensive writing project.

Core contents

Assessment

Local specification

Assessment is based on diverse participation and, for example, the creation of a portfolio. Assessed with a pass/fail mark.

Mother Tongue and Literature Study Project, 2 cr (ÄI15)

Objectives

Local specification

- Credits can be achieved through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment emphasizes the key aspects of the study project. Assessed with a pass/fail mark.

Mother Tongue and Literature Study Project II, 2 cr (ÄI16)

Objectives

Local specification

- Credits can be achieved through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment emphasizes the key aspects of the study project. Assessed with a pass/fail mark.

8.2. Biology (BI)

The task of the subject

Biology is a natural science that studies life-related phenomena from molecular and cellular level to the biosphere. The task of the instruction of biology is to develop interest in life and environmental sciences and to support the students in developing a way of thinking typical for natural sciences. The instruction reinforces the students' knowledge about the significance of biology for building a scientific worldview. The scientific worldview is based on scientific research and thus helps students to view the world from the perspective of knowledge. The instruction of biology helps the students understand the structure, function, and interrelationships of the natural world and the significance of evolution for the development of living organisms.

Biology provides the students with skills for their everyday life, world of work, and further studies. Through the study of biology, the students obtain a picture of life sciences as rapidly developing

disciplines, the applications of which are utilised in many different ways in such fields as medical science, industry, agriculture, and forestry. The teaching and learning of biology help the students understand the opportunities offered by life sciences to advance the welfare of humankind, other living organisms, and living environments.

Information acquisition based on observations and experiments, research-based practises, and working methods that are both active and interactive are characteristic features of the instruction of biology. The teaching and learning involve laboratory work and also work in digital environments and learning environments outside school. As their studies progress, the students' skills in empirical work become more versatile and advanced. The teaching and learning of biology engage in versatile cooperation with other subjects. Phenomena included in the instruction of biology are examined in other subjects, especially in geography, chemistry, physics, psychology, and health education, in a way typical for each subject.

Transversal competences

The instruction of biology is based on understanding biodiversity and its development. The building of a sustainable future is a central theme in the instruction. The objectives of transversal competences are integrated with the objectives for biology.

The instruction of biology reinforces the students' **well-being competence** in a natural way. The instruction increases the students' appreciation of how significant a clean and healthy environment with rich biodiversity is for the holistic well-being of people. Biology emphasises the differences between and diversity of individuals as well as explains the biological background for this, providing the students with tools to understand diversity. The students are guided in setting their personal goals, and they are supported and encouraged at different stages of the learning process, which promotes self-knowledge and perseverance.

In biology, the students improve their **interaction competence** by learning to present arguments and evaluate their and other people's views with the help of biological information. The teaching and learning take place in different learning environments and using diverse working methods, which develops the students' social and interaction skills.

The instruction of biology steers the students towards a way of thinking typical for natural sciences, information acquisition, and analysing information critically, which supports their **multidisciplinary and creative competence**. The instruction introduces the students to the language and terminology of, and the ways of knowledge building in, biology and disciplines associated with it. Through the teaching and learning of biology, the students adopt skills to carry out inquiry-based and multidisciplinary activities as well as a creative way of working in various learning environments.

Regarding students' **societal competence**, the instruction of biology provides them with the skills needed to work in fields important to society, including healthcare, environmental fields, agriculture, and forestry. Life sciences are rapidly developing international disciplines, and their applications are utilised in society at a local, national, and international level. The instruction of biology gives the students a knowledge base that helps them take a stand on many topical social issues and helps them consume media critically. The students are steered towards a sustainable way of living and assuming global responsibility as active members of society, which enforces their **global and cultural competence**.

The instruction of biology develops the students' **environmental competence** and willingness to preserve biodiversity. It emphasises an understanding of the uniqueness and intrinsic value of nature. The instruction deals with the opportunities provided by applications and ecosystem services in relation to a sustainable future. It helps students make sustainable choices in their daily lives and apply biological knowledge in deliberations that require **ethics**.

Objectives

The instruction of biology fosters the students' ability to observe phenomena from the perspective of life sciences and strengthens and deepens their biological knowledge, skills and competence in a comprehensive way. The objectives refer to a biological approach; biological phenomena and processes; and biological skills and their application. The general objectives of the instruction are described in detail below.

Biological approach

The objective is that the students

- *know how to use key concepts in biology accurately and in correct contexts*
- *are able to illustrate biological phenomena by giving examples of species*
- *understand that biological knowledge is based on research, and that important biological research is carried out in Finland*
- *understand the significance of biological knowledge and the applications based on this knowledge for innovations and for solving different problems*
- *gain experiences that increase their interest in biology and the study of biology.*

Biological phenomena and processes

The objective is that the students

- *know the basic structures and functions of organisms*
- *understand biological causal relations ranging from the molecular level to the biosphere*
- *understand the importance of evolution*
- *know applications based on biological information.*

Biological skills and their application

The objective is that the students

- *plan and carry out, independently or in groups, experimental work in various learning environments such as in the field, in laboratories, and in virtual environments*
- *have opportunities to familiarise themselves with biological applications through visits or collaboration with higher education institutions or workplaces at a local or international level*
- *use and evaluate critically sources of biological information, and express and justify different views in a way that is characteristic for biology*
- *understand the importance of maintaining the biodiversity of living organisms, recognise the necessity of sustainable development, and find the initiative to act for positive solutions.*

Assessment

Assessment in biology evaluates how well the objectives of the subject have been achieved, with emphasis on the objectives and contents of each module. Assessment and feedback given during the learning process help the students become aware of their personal ways of working and develop their competences. Grades are awarded on the basis of diverse demonstrations of knowledge and skills and observation of the students' conceptual and methodological competence.

The assessment framework focuses on the students' skills and knowledge, such as on their command of the basic concepts of biology and their reflection, justification, and research skills. The students' ability to understand, apply, analyse, evaluate, and present biological information in different situations is taken into account in the assessment. The assessment evaluates the students' understanding of the fundamental principles of natural sciences and causal relations,

their grasp of the importance of interrelationships, and their ability to perceive the whole. The assessment also takes into account the students' ability to evaluate information critically.

The students may also demonstrate the competence to be assessed through empirical work in the field or in laboratories, or with presentations, essays, and other products.

Study units

Microbiology, 2 cr (BI7)

Objectives

Local specification

- The study unit explores microbiology as a science and deepens the knowledge of microbes from various perspectives, including evolution, ecology, pathology, and biotechnology. The goal is multidisciplinary and creative competence. The study unit may include current topics, field trips, and practical exercises such as microbial cultivation and microscopic studies.

Core contents

Assessment

Local specification

Assessment is based on experimental classwork, lab reports, and a learning diary. Assessed with a pass/fail mark.

Human Anatomy and Physiology, 2 cr (BI8)

Objectives

Local specification

- The study unit explores the structure and functions of the human body. Key content includes the musculoskeletal system, circulation, and regulatory systems. The goal is well-being competence, deepening and applying knowledge of human anatomy and physiology, and preparing students for studies in biology, medicine, pharmacy, healthcare, and physical education. The study unit may include both written and practical exercises.

Core contents

Assessment

Local specification

Assessment is based on active experimental classwork, lab reports, and other written outputs. Assessed with a pass/fail mark.

8.3. Philosophy (FI)

The task of the subject

Philosophy examines the reality as a whole and different ways of perceiving it. Knowledge of the questions it explores lays the foundation for the understanding and rational evaluation of views concerning the world, society, and humanity. Studying philosophical thinking develops the students' skills in weighing critically the justifications for different views.

Due to its nature as a discipline that asks questions and looks for justifications, philosophy helps students in structuring today's information overflow as well as separating factual statements from opinions. Studying philosophy thus promotes the students' overall capabilities for learning and thinking. Learning argumentation and valid reasoning develops their ability to understand and express thought processes, even complex ones.

Philosophy has traditionally been called the mother of all sciences. This is why integration of different fields of knowledge is part of its fundamental nature and supports the understanding of extensive conceptual entities and connections. Studying philosophy helps the students perceive how conceptions in different fields of science and intellectual traditions are constructed and differ from one another. This supports them in learning different sciences and facilitates their transition to further studies. Knowledge of philosophy strengthens the students' general knowledge and ability.

Studying philosophy strengthens the students' perception of their identity. It gives them practise in ethical reflection and helps them understand the meaning of different knowledge and skills for the individual and society. Philosophy develops the students' judgement and promotes the development of their creative and independent thinking. This supports the students in forming independent views and improves their ability to participate in rational discussion. As philosophical questions rarely have simple answers, students learn to formulate and justify their views and also to respect differing views when justified. Considering complex issues in a group builds the students' trust in their thinking skills. Discussion-based and dialogical working methods are well suited for the nature of this subject.

Transversal competences

Studying philosophy supports diversely the students' **interaction competence** and their growth into educated and responsible citizens who respect equality. The subject stresses a dialogical approach and good argumentation and thus promotes the students' commitment to sustainable ways of thinking and living as well as to fair practices in society. Philosophy combines different fields of knowledge and supports the learning of different sciences and continuous learning. Studying this subject develops linguistic expression, analytical thinking, and logical reasoning.

Philosophical problems are analysed conceptually and dialogically. Consequently, precise language use that clarifies the meanings of concepts as well as language awareness are emphasised in it. While the subject draws on the terminology of philosophical tradition and other fields of science, it aims for clear and comprehensible language. The argumentative nature of philosophy develops expression in which logical justifications and taking different viewpoints into account are stressed.

Reflections on good life and society are traditionally at the core of philosophy. Studying philosophy supports **well-being competence** by developing the students' understanding of themselves, their thinking, and their relationship with others. This growing understanding is associated with holistic growth as a human being and directs the students towards virtues and well-being. The emphasis on dialogue and good argumentation in the teaching and learning of philosophy supports the students' sense of community and interaction skills as well as teaches them to appreciate different views. It also encourages the students to commit to sustainable ways of thinking and living as well as to fair practices in society. Philosophy improves the students' ability to tolerate uncertainty and capabilities for taking action, also in situations where the available information is limited.

An approach that reinforces **multidisciplinary and creative competence** and integrates different fields of science is traditionally part of philosophy. Studying philosophy builds natural bridges between fields of science. Philosophy helps the students adopt different information acquisition methods as well as combine the findings of different sciences, promoting the understanding of large entities. The strong requirement of consistency in philosophical thinking develops the students' ability to understand the reasoning behind different arguments and to tell factual statements from opinions. As a subject which questions and looks for reasons, philosophy encourages creative and independent thinking.

For the part of **societal competence**, the instruction of philosophy is committed to rational ethical thinking based on respecting democracy, human rights, and a sustainable future. The ideals

of a fair society and active citizenship are not only objects that the students examine but also goals of the teaching and learning. Philosophy develops the students' ability for creative, critical, and independent thinking, strengthening their capabilities for further studies, meaningful career planning, and coping with changes in the world of work of the future.

Ethics is a traditional area of philosophy and thus plays a key role in studying this subject. Philosophy teaches the students about conceptual structuring of values, norms, and meanings. **Ethical** reflection covers questions concerning the individual, society, and the environment alike. The critical tradition of the subject guides the students to independent thinking and inspires them to commit to ethically sustainable action. Studying philosophy helps the students understand multidimensional problems and analyse them as a whole. Understanding the nature of global social and ecological problems encourages the students to take action in order to alleviate them and implements the objectives of **environmental competence**.

From the perspective of **global and cultural competence**, studying philosophy broadens the students' thinking and helps them understand that there are different ways of perceiving reality. It develops their sensitivity to finding similarities and differences in the phenomena of the world. Of the various areas of philosophy, particularly ethics and social philosophy help the students examine the diversity of people and cultures and encourage them to encounter different phenomena in life with an open mind. Philosophical thought experiments lead the students to perceive potential developments of the future.

Objectives

The objective of the instruction of philosophy is that

the students

- are able to perceive philosophical problems and their different potential solutions within the tradition of philosophy and applied to current issues
- are able to analyse, structure, and evaluate information, particularly different statements, their meanings, and their justifications
- master the basic skills of consistent argumentation, which helps them develop their thinking, evaluate it critically, and reflect on its limitations in different fields of science and in daily life
- are able to evaluate moral problems and their potential solutions as well as to commit to ethical principles
- learn to reflect on and structure conceptually large entities as well as to think and act judiciously in both ethical questions and in other areas of life, also when dealing with unreliable or conflicting information
- develop their ability to express their views with rational justifications.

Assessment

The assessment focuses on the students' understanding of philosophical questions, command of thinking skills and concepts, and their ability to express and evaluate philosophical thinking. This means an ability to perceive and define information conceptually and to analyse and reflect on it critically. In addition, their skills in identifying philosophical problems in everyday life and science and formulating them conceptually are assessed.

The students' knowledge of solutions proposed for philosophical questions and their ability to present logical arguments in writing, orally, and interactively are taken into account in the assessment.

The assessment supports and develops the students' ability to reflect on their thinking and encourages them to plan, assess, and develop their studies. Versatile methods are used in the assessment of the study units, and the attainment of the general objectives of philosophy is assessed based on module-specific objectives and core contents.

Study units

Overview of Philosophy, 2 cr (FI5)

Objectives

Local specification

- The study unit reviews the key concepts of the FI01-FI04 study modules. Small group work is used to solve past matriculation examination tasks. The study unit includes a practice exam to prepare for the matriculation examination.

Core contents

Assessment

Local specification

Assessment is based on attendance, completion of review tasks, and the practice exam. Assessed with a pass/fail mark.

8.4. Geography (GE)

The task of the subject

Geography examines natural, human and social phenomena and their interactions. The task of the teaching and learning of geography is to broaden the students' geographical worldview; to develop capabilities to understand global, regional, and local phenomena and changes in them over time as well as regional problems and their possible solutions.

Through the instruction of geography, the students learn to notice factors that influence changes in the world; to form well-founded views; to take a stance on changes in their own environment, in the neighbouring areas, and in the whole world; and to take an active role in improving human welfare and preserving the natural world. The teaching and learning give the students opportunities to practise their skills in participation and involvement and support the students in building a sustainable future. Through the instruction of geography, the students become aware of the interaction between nature and human activity, and learn to view the world as a changing and culturally diverse living environment.

The instruction of geography integrates the topics of natural sciences with those of human and social sciences. The teaching and learning provide the students with the ability to scrutinise environmental and human rights questions as well as support their development into educated and responsible citizens.

The instruction is based on young people's living environment and the students' everyday experiences and observations. It utilises different learning environments in a variety of ways. Inquiry-based activities and the use of geomedial help the students develop their geographical thinking and understand the changes taking place in their everyday environment at a local, regional, and global level. Geomedial refers to the ways geographical information is collected and presented, such as maps, geospatial information, diagrams, images, videos, written sources, media, and verbal presentations. The versatile use of geomedial supports the students in the acquisition, analysis, interpretation, and visual presentation of geographical information. Current news is discussed in the instruction of geography, helping the students build their worldviews and develop their critical thinking. It also helps them understand the changes taking place in their surroundings and elsewhere in the world.

Transversal competences

The objectives of transversal competences are integrated with the objectives of geography.

The instruction of geography supports the development of the students' **well-being and interaction competence**. The instruction of geography typically employs student-centred and interactive working methods in varying learning environments. Social and collaboration skills as well as taking responsibility for your own and other people's work are emphasised in the teaching and learning of geography. The students are guided in setting their goals as well as supported and encouraged at different stages of the learning process, which promotes their self-knowledge and perseverance.

Through the instruction of geography, the students develop skills to carry out inquiry-based and **multidisciplinary** activities as well as a **creative** way of working. The instruction introduces the students to the language and terminology of, and the ways knowledge is developed in, geography and disciplines associated with it. Geomedia skills strengthen the students' multiliteracy skills. The instruction of geography inspires the students to think and to collect and analyse information critically in a way that is typical for natural sciences as well as human and social sciences.

The instruction of geography gives the students a knowledge base that helps them take a stand on many topical social issues and consume media critically. The instruction increases the students' understanding of the importance of sustainable development as a starting point for regional planning, and provides them with skills for participatory planning. The students are steered towards a sustainable future and an understanding of their global responsibility as active members of society, which reinforces their **societal competence**.

The study of geography strengthens the students' **ethical and environmental competence** in a comprehensive way. The instruction increases the students' understanding of cultural diversity and the importance of the natural environment. Through the instruction of geography, students learn the necessity of a sustainable way of life. The instruction helps the students apply their geographical skills and knowledge in their everyday lives, in ethical considerations, and in making sustainable consumer choices.

The instruction deepens the students' understanding of the importance of human rights, the diversity of society, and the formation of a regional identity, thereby supporting the development of the students' **global and cultural competence**. The examination of current worldwide phenomena and their interrelationships is a characteristic feature of geography. Geography supports the building of the students' internationalisation skills and their skills for the future as well as helps them grow into educated and broad-minded citizens.

Objectives

The instruction of geography strengthens the students' geographical thinking, advances their understanding of phenomena and processes, and develops the command and application of versatile skills. The general objectives of the instruction are described in detail below.

Geographical thinking

The objective is that the students

- gain experiences which advance their interest in geography and the way geography views and examines the world
- know the properties of geography as a scientific discipline, and understand why geographical competence is needed in daily life, studying, and the world of work
- know how to use geographical concepts accurately and express well-founded views in correct contexts and in a way that is characteristic of geography
- deepen their command of the world map and toponomy
- are able to study the world from different starting points, such as from the individual, societal, and environmental perspective
- understand the necessity for a sustainable way of living and the importance of a circular economy that saves natural resources.

Geographical phenomena and processes

The objective is that the students

- *understand phenomena and processes of physical geography*
- *understand phenomena and processes of human geography*
- *understand the interaction between the phenomena and processes of physical and human geography.*

Geographical skills and their application

The objective is that the students

- *can observe everyday environments and interpret the landscape*
- *know how to compare and analyse regional phenomena, structures and interrelationships of nature and human actions and their changes at different regional levels*
- *are able to observe, describe, and analyse human well-being locally, regionally, and globally*
- *can reflect on and evaluate possible solutions to environmental changes and changes caused by human actions*
- *understand, apply, and analyse geographical information and utilise geomedia in a comprehensive way for collecting, evaluating, and presenting information*
- *follow current world events and can critically evaluate factors affecting them and their possible consequences*
- *know ways to develop regions and means of participation and civic engagement*
- *gain the ability to operate as active global citizens who speak out and promote a sustainable future.*

Assessment

The attainment of the general objectives of geography is assessed through the objectives of each module and the core contents. Assessment and feedback given during the learning process help students become aware of their personal ways of working and develop their competences. Grades are awarded on the basis of diverse demonstrations of competence and observation of the students' conceptual and methodological skills and knowledge.

The assessment framework in geography focuses on geographical thinking; understanding of geographical phenomena and processes; and knowledge of and application of geographical skills. The students can demonstrate their geographical thinking and knowledge using many different methods. The students' ability to understand, apply, analyse, evaluate, illustrate, and present geographical information in different situations is taken into account in the assessment. The key competences assessed in geography are the skills in reading and interpreting maps, graphical presentation skills, and other geomedia skills. The students may also demonstrate the competence to be assessed through field work and presentations, essays, and other products.

Study units

Geography Regional Study and Overview, 2 cr (GE5)

Objectives

Local specification

- The study unit reviews the key content of geography and familiarizes students with the types of tasks and response techniques in the matriculation examination. Additionally, a small-scale regional study is conducted, practicing the application of geographical knowledge and reviewing the IT skills needed in the matriculation examination.

Core contents

Assessment

Local specification

Assessment is based on classwork and the completion of required tasks, such as the regional study. Assessed with a pass/fail mark.

8.5. History (HI)

The task of the subject

The instruction of history improves the students' general knowledge and ability and capabilities for understanding the world of their time and its processes of change. The subject provides tools for understanding the present and opens up perspectives for reflecting on future development. As a subject promoting cultural awareness, history reinforces the students' individual, national, European, and global identity as well as supports their growth into active members of society who understand diversity.

The teaching and learning of this subject are based on the scientific nature of history. Attention is paid to the basics of constructing historical knowledge, critical evaluation of the reliability of information, and explaining phenomena from multiple perspectives. Studying history develops the students' ability to acquire information, distinguish between essential and inessential information, and process large entities of knowledge. Interdependencies between the past, the present, and the future as well as the interpretative nature of historical knowledge and its use in society are explored in the teaching and learning. The task of the teaching and learning is to strengthen the students' historical thinking. Historical thinking consists of understanding that historical information is open to interpretations. Mastering the basic concepts of history and understanding change and continuity as well as cause and effect are an essential part of historical thinking. Historical thinking also includes command of textual skills, including an ability to analyse sources produced by actors in the past and to assess the intentions of those who produced them. The way of reading and interpreting sources typical of history also provides the students with capabilities for evaluating the reliability of information in today's world.

The students learn about development that has led to the present, the relationship between humans and the environment as well as interactions between culture, exercise of power, and the economy. They familiarise themselves with the significance and possibilities of the individual as an actor now and in the future and reflect on the motives and factors underlying the actions of individuals and population groups in their historical contexts. In the teaching and learning of history, the students also practise historical empathy, or putting themselves in the position of people of the past in each context. This way, the students strive to understand the decisions made by those people. The significance of human rights, equality, and equity as well as the possibilities democracy and international cooperation have of solving the challenges of our time and the future are emphasised in the teaching and learning. The history of Finland is examined against the background of world history.

Transversal competences

History supports the students in developing their identity and their growth towards ethical agency. It helps the students grow into educated members of society with broad horizons. The objectives of the teaching and learning of history are integrated with the transversal competence objectives.

*History strengthens the students' **well-being competence** by developing ethical thinking, empathy, and capabilities for taking other people and their perspectives and needs into account. The subject supports the students in finding their identity, helps them analyse their self-image as well as promotes the recognition and use of their personal strengths. It also develops their understanding of how welfare societies develop.*

Interaction competence is made visible in the objectives of the subject and the working methods used in the teaching and learning of history. Working methods typical of history are discussion-based, student-centred, and interactive. A key aspect of the studies is learning to encounter, understand, and accept different ways of thinking and working. Listening to and understanding others as well as argumentation in which other people's views are appreciated promote not only learning but also social and team skills, develop empathy skills, and strengthen everyone's participation and a positive learning atmosphere.

The starting point of history as a subject is learning to use and evaluate critically different information sources and their reliability as well to as understand and appreciate the importance of research-based knowledge. The students learn to produce, combine, and apply information in multidisciplinary networks boldly, creatively, and looking to the future. History supports the development of the students' **multidisciplinary and creative competence** as well as multiliteracy in many ways. Cooperation with higher education institutions is utilised in the teaching and learning as far as possible.

The instruction of history stresses the importance of human rights, equality, and equity, thus supporting **societal competence**. The diverse possibilities of democracy, active citizenship, and international cooperation are examined on the basis of the sustainable future principles. Reinforcing source criticism and media literacy plays a key role in the subject. Studying history helps the students become aware of, interpret, and evaluate the use of history in society and politics. Awareness of history lays the foundation for the students' democratic participation and improves their possibilities for involvement.

The subject examines the change in interdependencies between the individual, nature, and society over the long term. They are discussed as part of a sustainable future in line with the objectives of **ethical and environmental competence**. History develops the students' understanding of how the current underlying values of society were shaped and provides them with capabilities for understanding and solving multidimensional phenomena from a humanistic perspective. Historical empathy reinforces the students' ability for versatile ethical reflection.

As a subject that advances the students' knowledge of cultures and cultural heritage, history reinforces their individual, national, European, and global identity and builds their **global and cultural competence**. The teaching and learning of history support the students' growth into responsible members of society who understand diversity and are internationally oriented. The subject stresses everyone's right to their cultural roots.

Objectives

The general objectives of the instruction of history are related to historical thinking: values, understanding of historical phenomena as well as acquiring and applying historical knowledge. The general objectives of the teaching and learning can be divided into the following areas:

Values

The objective is that the students

- are familiar with the extensive scope of history and understand different manifestations of cultures and their diversity
- acquire capabilities for forming a worldview in which human rights, equality, democracy, and a sustainable way of living are valued, and are able to act as responsible citizens who promote these values
- gather experiences that deepen their interest in history and develop their understanding of its significance.

Understanding historical phenomena

The objective is that the students

- know some of the main processes of Finnish and world history as well as their backgrounds and outcomes, and are able to evaluate their significance and interactive relationships
- understand how history lends itself to multiple interpretations and know the principles of constructing historical knowledge
- understand the present as an outcome of historical development and the starting point for future
- are able to analyse historical phenomena and assess human actions in different times from the specific premises of each era
- are able to perceive their era and themselves as part of a historical continuum as well as to advance their awareness of history.

Acquiring and applying historical knowledge

The objective is that the students

- are able to find, interpret, and evaluate with source criticism different written, statistical, and visual sources
- know how to build knowledge about the past by using different information sources critically
- are able to draw on historical knowledge to form a reasoned opinion and to evaluate critically the use of history as a means of involvement in society as well as in other contexts
- are able to apply their competence in history to evaluating societal and economic challenges and to perceive alternative solutions related to them also in the future.

Assessment

The assessment of the students' knowledge and skills in history focuses on the attainment of the general objectives of history, with emphasis on module-specific objectives and core contents. Assessment feedback provided during the learning process helps students in gaining awareness of their learning and working methods as well as developing their competence. Grades are awarded on the basis of diverse demonstrations of knowledge and skills and the students' ability to apply their competence.

Key targets of assessment in history are mastering knowledge and skills typical of history as a field of knowledge: the ability to understand temporal development, causes and effects as well as skills in acquiring information from different sources, separating essential from inessential information as well as evaluating critically the phenomena and interpretations of history and uses of historical knowledge.

The students' ability to understand, apply, analyse, and combine historical knowledge in different situations, including their skills in using historical knowledge as an instrument for formulating justified opinions and collating their knowledge into logical wholes, are taken into account in the assessment.

Study units

History of the City of Tampere, 2 cr (HI7)

Objectives

Local specification

- The study unit deepens knowledge and skills in history through local history and urban studies. Students explore Tampere's industrial heritage, cultural history, and the history of neighbourhoods and everyday life. The study unit reviews distinct phases of Finnish history from a local perspective.

Core contents

Assessment

Local specification

Assessment is based on active participation (class tasks, field trips) and a research task on local history. Assessed with a pass/fail mark.

Local description of study unit

The study unit is offered every other year (at the beginning of the school year in even-numbered years).

History in Literature and Films – Fact or Fiction, 2 cr (HI8)

Objectives

Local specification

- The study unit explores the use of history in literature and films: how history is depicted through both fiction and documentary storytelling. Is the history told in films and TV series different from the history in history books? The study unit includes research tasks and analysis of literature, TV series, and films, and deepens skills in source criticism and analysis.

Core contents

Assessment

Local specification

Assessment is based on active participation and tasks that strengthen source analysis skills. Assessed with a pass/fail mark.

Local description of study unit

The study unit is offered every other year (at the beginning of the school year in odd-numbered years).

The World Now, 2 cr (HI9)

Objectives

Local specification

- The study unit explores recent history and contemporary global political phenomena. The purpose is to deepen students' knowledge and skills for the matriculation examination. It is recommended to be taken just before the matriculation examination in history.

Core contents

Assessment

Local specification

Assessment considers tasks that deepen knowledge of recent history and skills required for source tasks in the matriculation examination. Assessed with a pass/fail mark.

8.6. Religion (KT)

The task of the subject

The task of the instruction of religion is to support the students in building transversal general knowledge and ability related to religions and worldviews. In the teaching and learning of religion, the students familiarise themselves with religions, manifestations of religiousness, and non-religion. The students learn about religions and worldviews as part of culture, cultural heritage, and society as well as the life of the individual and the community.

The instruction provides students with diverse knowledge about religions and develops their multiliteracy related to religions and worldviews. The students are guided to examine phenomena related to religion analytically from different perspectives and to apply and evaluate information about religions with source criticism. The instruction of religion supports the students' ability to build their personal worldviews and to participate in the dialogue within and between religions and worldviews. The instruction takes into account different views, respects individual beliefs, and promotes the realisation of human rights. The subject supports the students in growing into active and responsible members of society.

The instruction draws on research evidence, the specific sources of each religion, and topical media materials. The students familiarise themselves with the language, concepts, and ways of building knowledge in the fields of research underlying this subject. In particular, the academic foundation of the subject is found in theology and religious studies. The teaching and learning also draw diversely on research associated with religions in cultural studies, social sciences and art studies.

Taking the task of the subject and the objectives of the modules into consideration, instruction can be delivered in cooperation with different syllabi in religion and other subjects. Versatile use is made of interactive working methods as well as digital learning environments, learning environments outside of the school, and experts. As far as possible, cooperation with higher education institutions is used in the teaching and learning.

Transversal competences

The transversal competence objectives are integrated with the objectives of religion.

*The instruction of religion promotes the students' **well-being competence** by supporting their self-knowledge and appreciation for themselves and others. The instruction provides the students with building blocks and tools for developing and evaluating their identity as well as their personal worldviews and philosophies of life.*

*Methods which promote the students' social skills and ability for cooperation and empathy are used in the instruction in keeping with the objectives related to **interaction competence**. The instruction of religion is based on linguistic, cultural and worldview awareness, and it provides the students with capabilities for participating in dialogue on questions related to religion, worldviews, ethics, and society.*

*The instruction of religion builds diverse **multidisciplinary and creative competence**. The students are familiarised with the concepts, language and symbolism typical of religions as well as the perspectives on religion in different academic fields. The teaching and learning provide the students with capabilities for evaluating information about religions and worldviews with source criticism. The instruction improves the students' multiliteracy and encourages them in applying their knowledge and skills in diverse operating environments.*

*The teaching and learning of religion supports the students' **societal competence** by reinforcing participation and involvement. The instruction encourages the students to act as responsible members of different communities and a democratic society where human rights are respected. The subject provides the students with capabilities for acting in workplaces with diverse worldviews and cultures. By developing the students' understanding related to religions and worldviews and*

their dialogical skills, the subject provides them with capabilities for promoting social peace and building an ecologically, economically, socially, and culturally sustainable future.

The subject examines the ethical dimensions of religions and encourages the students to reflect on their personal values and ethical questions, taking the objectives of **ethical competence** into account. The instruction supports the students' **environmental competence** by advancing their understanding of the vital importance and role of religions and worldviews as ethical value systems in building an ecologically sustainable future.

Developing **global and cultural competence** has strong links with key objectives of the subject. Religion examines diversely the interaction between religions, cultures, and societies and thus promotes the students' understanding of the Finnish, European, and global cultural heritage and their diversity. The instruction of religion offers a safe space for discussing the relations between the individual, the community, and Finnish society as well as the students' thoughts and feelings about them. As a subject that reflects on values and worldviews, religion builds capabilities for acting in pluralistic global operating environments and in changing media and technology environments.

Objectives

The objective of the instruction of religion is that

the students

- *are able to acquire, apply, analyse, evaluate, and present information about religions and worldviews*
- *develop their cultural literacy related to religions and worldviews*
- *master thinking and interaction skills related to religious and ethical questions*
- *are familiar with key concepts, perspectives and methods of religion research*
- *familiarise themselves with the historical and current significance of religions and interactions between society, culture, and religion in different parts of the world*
- *familiarise themselves with the specific features, in Finland and elsewhere in the world, of the religion they study*
- *recognise and understand internal diversity within religions*
- *understand the special nature of religion, for example the particular features of religious language and symbolism, as well as*
- *improve their capabilities for building and structuring their personal worldviews and cultural identity*
- *develop their ability to understand people with different beliefs and to operate in pluralistic, multi-religious, and international environments*
- *understand and respect human rights and are able to examine religions and worldviews from a human rights viewpoint*
- *develop their capability to build an ecologically, economically, socially, and culturally sustainable future as well as to act as active and responsible members of society.*

Assessment

In the subject of religion, the task of assessment is to encourage the students to study and learn and to provide feedback on their learning processes, knowledge, and skills. The assessment guides and supports the students towards persistent planning and assessment of their learning processes. Assessment is versatile and includes both feedback provided during the learning process and assessment of what the students have learned and what they know. The assessment focuses on the attainment of transversal competences and the general objectives of the subject, however emphasising the module-specific objectives and command of key contents. Grades are awarded on the basis of versatile demonstrations of knowledge and skills as well as observation of the students' general knowledge and ability related to religions and worldviews. In the assessment, attention is paid to the students' command of concepts and large entities, application,

analysis, evaluation, and presentation of knowledge as well as information acquisition skills and work in different learning situations.

8.6.1. Evangelic-Lutheran religion (KT1)

Study units

Overview of Religion, 2 cr (UE7)

Objectives

Local specification

- The study unit reviews the key content of the religion study modules and practices responding to questions in the religion matriculation examination, including text and image analysis and essay responses.

Core contents

Assessment

Local specification

Assessment is based on attendance, completion of review tasks, and the practice exam. Assessed with a pass/fail mark.

8.7. Physical education (LI)

The task of the subject

The task of physical education is to support the students' well-being, development, and learning. Physical education teaches knowledge and skills that allow the students to evaluate, maintain, and develop their physical, social, and psychological functional capacity. The purpose of the instruction is to guide the students to take responsibility for their physical activity, functional capacity, and ability to study. The teaching and learning emphasise the importance of physical activity in promoting holistic well-being as part of an active way of living. The students build a positive body image and self-image through physical activity. Physical education allows the students to experience joy, success, and physical capability as well as to learn techniques for maintaining and developing their coping. In upper secondary school, physical education promotes the equality and equity of all students.

The task and objectives of physical education are fulfilled by means of versatile and safe instruction, drawing on the possibilities offered by different learning environments and seasons. In teaching and learning, different working methods and techniques are used, the students are involved in planning and evaluating the activities, and they are guided to take responsibility for their and the group's activities and safety.

The students' right to physical, psychological, and social safety is taken into consideration when forming teaching groups. Learning is supported by means of differentiation of instruction, taking into account the students' individual starting points and development needs (sections 28 and 29 of the Act on General Upper Secondary Education 714/2018).

Transversal competences

The instruction of physical education strengthens the students' motivation, self-confidence, and self-efficacy in physical activity as well as their understanding of the significance of lifelong physical activity.

Physical education supports the students' perseverance, tenacity and coping, reinforcing their **well-being competence** as well as a school culture that promotes health and well-being in broader terms. In physical education, functional capacity refers to physical, social, and psychological capabilities for coping with different daily activities. In this subject, the students learn to look after their functional capacity and to understand how functional capacity affects their physical and cognitive performance and well-being.

Interaction competence is developed through the diverse working methods and techniques of physical education. From the perspective of interaction competence, it is essential to strengthen the students' positive self-image, ensuring that they learn to value themselves. Good interaction requires of the students skills in self-regulation, including recognising and understanding their feelings and regulating the way the feelings are expressed. Consequently, the subject also promotes the sense of community and responsibility as well as physical, social, and psychological safety in the school community in more general terms.

Physical education in upper secondary school is a multidisciplinary subject which offers opportunities for understanding different fields of science and subjects, including health education, biology, physics, and music. **Multidisciplinary and creative competence** are developed in the learning situations of physical education which comprise problem solving. Physical education develops the brain and promotes its well-being diversely, supporting general alertness at school and the preconditions for learning.

Good functional capacity improves the students' capabilities for both studying and entering the world of work. **Societal competence** is developed in physical education by teaching the students to take responsibility for their actions, shared activity and its safety as well as through helping and assisting others during physical education lessons. Trying your best, making efforts, and sustained action in order to achieve goals are at the everyday core of physical education studies as well as further studies and the world of work. In physical education, the students experience sense of community through doing things together, encouraging each other, participation, and striving for a common goal.

Long-term self-development, using your muscles, and showing respect for others are manifestations of **ethical and environmental competence**, which in physical education are realised as acting for the common good. Physical education supports the students' positive social values and action in line with them, including honesty, responsibility, and fairness. The students learn to recognise forms of physical activity that either save or stress the environment; for example, they learn about sustainable consumption in physical activity by exercising in nature.

Well-being and physical activity technologies are used in the instruction of physical education as far as possible, and the students learn about interpreting information critically and safety in media use, including when publishing geographical information and describing performances. Physical activity as a global, shared, and bodily language unites different people and cultures, reinforcing the students' **global and cultural competence**.

Objectives

The objective of the instruction of physical education is that

the students

- learn to apply their physical activity related knowledge and skills in different physical education assignments and forms of sports and exercise, during different seasons, and in different conditions (including indoors, outdoors, and in water)
- learn to assess and improve their physical fitness (strength, endurance, flexibility, and speed) based on information they have acquired
- are able to make justified choices aiming to improve their physical, social, and psychological functional capacity and to increase their physical activity
- develop their self-assessment skills (goal-setting, planning, and implementation in line with the goals as well as assessment of progress)

- try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently
- respect others in interactive situations, learn to help and assist others during physical education lessons, promote the sense of community by encouraging others as well as give constructive feedback and participate in peer assessment.

Assessment

The task of assessment in physical education is to support the students' work, learning, and competence development. The assessment of physical education is based on the objectives of physical, social, and psychological functional capacity specified for the study units. Assessment consists of feedback that promotes learning and working as well as assessment describing the attainment of objectives. Assessment is based on continuous and versatile demonstrations of knowledge and skills, and it uses diversely different forms of assessment carried out by the teacher as well as self and peer assessment. The assessment does not focus on the students' values, attitudes, or personal characteristics. The students' level in aspects of physical fitness is not used as the basis for assessment. The students' state of health and special needs should be taken into account in the assessment of physical education, ensuring that the students have the possibility of demonstrating their best possible competence using alternative methods and special arrangements if necessary (sections 28 and 29 of the Act on General Upper Secondary Education 714/2018).

Study units

Ball Games, 2 cr (LI6)

Objectives

Local specification

- The main aim of this study unit is to develop game skills through team play, tactical thinking, and cooperation. Various ball games are played.

Core contents

Assessment

Local specification

Assessment is based on active classwork and completion of required exercises. Assessed with a pass/fail mark.

Racket Sports, 2 cr (LI7)

Objectives

Local specification

- The study unit practices racket sports skills. Students learn and practice the skills, tactics, and rules of racket sports and play related games.

Core contents

Assessment

Local specification

Assessment is based on active classwork and completion of required exercises. Assessed with a pass/fail mark.

Skiing Trip, 2 cr (LI8)

Objectives

Local specification

- The study unit includes a trip to a skiing destination, such as Åre in Sweden or a ski resort in Lapland. The trip lasts 5-7 days during the spring semester. It is intended for first and second-year students. Students participating will cover their costs.

Core contents

Assessment

Local specification

Assessment is based on active participation in group activities, interaction skills, and safe and responsible behaviour on the slopes. Assessed with a pass/fail mark.

Local description of study unit

The study unit is offered every other school year (at the beginning of the school year in odd-numbered years).

Summer Trip, 2 cr (LI9)

Objectives

Local specification

- The study unit includes a trip to a nature activity destination, e.g. cycling and trying different nature activities in Åland or in Lapland. The study unit is conducted as a 3–5-day trip at the beginning of the autumn semester. Participants cover the costs.

Core contents

Assessment

Local specification

Assessment considers interaction skills and active and responsible behaviour in the group while engaging in nature activities. Assessed with a pass/fail mark

Local description of study unit

The study unit is offered every other school year (at the beginning of the school year in even-numbered years).

Old Dances, 2 cr (LI10)

Objectives

Local specification

- The study unit introduces old ballroom and celebration dances. The events of Senior Ball Day are part of the study unit, and participation in them is included in the study unit completion.

Core contents

Assessment

Local specification

Assessment considers interaction skills and active and responsible participation in dance rehearsals and the celebration day. Assessed with a pass/fail mark.

8.8. Study and careers education (OP)

The task of the subject

The task of study and careers education is to offer the students opportunities for acquiring knowledge and skills they will need in life, studies, and the world of work. Study and careers education refers to actions through which the students reinforce their agency, functional capacity, learning-to-learn skills, and career planning skills. In this context, agency means the students' ability to build their future and make decisions related to their studies and careers. Study and careers education reinforces the students' confidence in their possibilities of achieving the goals they set and trust in their ability to cope with change.

Study and careers education builds bridges from general upper secondary school to society and the world of work. It promotes fairness, equity, equality, and participation as well as prevents exclusion from education and the world of work. Gender-aware guidance strives to dismantle segregation in choices of fields of education and the labour market. The knowledge and skills that the students develop in study and careers education promote the availability of skilled workforce and coordination of the supply and demand of skills in the working life of the future.

Transversal competences

*In study and careers education, the students acquire knowledge and skills for acting as responsible citizens and participating actively in society. They adopt continuous learning skills, career planning skills, and capabilities needed in working life. The students reflect on their actions and work constructively with others. Study and careers education helps the students develop their **societal competence** and **interaction competence**.*

*Supported by study and careers education, the students know how to look for information actively, examine it critically, and apply it. They learn to develop their **well-being competence**. The students learn to recognise their personal strengths and to encounter uncertainty as well as to seek guidance and advice if necessary.*

*Through study and careers education, the students develop perseverance, problem-solving skills, and curiosity towards new learning opportunities in keeping with the objectives of **multidisciplinary and creative competence**. They develop the willingness set out in the objectives of **ethical and environmental competence** as well as **global and cultural competence** to develop in different aspects of these competence areas and life.*

Objectives

Study and careers education supports the students' belief in future and provides them with courage to influence it.

Study and careers education supports the students' belief in future and provides them with courage to influence it. The objectives of study and careers education are that

the students

- *find their personal ways of learning that support their continuous learning*
- *receive support in their life planning and management as well as their decisions related to education, training, and career choices*
- *plan and manage their time use*
- *are able to assess their agency and resources, need for guidance and support as well as their team work and interaction skills*
- *recognise the influence of values, beliefs, and people who are important for them on their decisions and choices*
- *learn self-assessment skills and are able to map and verbalise their competence and strengths*
- *are familiar with key information sources, guidance services, and application systems related to further studies, world of work, and career planning and know how to utilise the information found in them in career planning and applying for a place in further studies*
- *learn to assess the development of their study and career planning skills*
- *practise assessing their information acquisition skills and information and communication technology competence related to seeking information on education and the world of work*
- *pay attention to their skills in recognising the reliability and appropriateness for their career planning of different information sources*
- *act and assess their activity in digital and other environments where discussions related to career planning are conducted.*

Assessment

Instead of awarding a grade as in other subjects, a pass mark is given for the study and careers education study units. The assessment in study and careers education is based on the students' self-assessment as well as interactive, instructive, and encouraging feedback given in connection with different study and careers education actions. All student set their personal goals, whose attainment study and careers education monitors.

Study units

Digital Study unit, 2 cr (OP3)

Objectives

Local specification

- The digital study unit supports students to start their studies smoothly, without struggles on computer use. It helps students recognize what they already know, provides tips for unfamiliar areas, and trains them to find the necessary information when encountering something new. The study unit aims to ensure that students can thrive in a digital society, as lack of digital skills can limit their opportunities. Additionally, it offers tips for effective study methods. Learning to use information technology happens through practice – the more you do, the more fluent you become. Apply what you learn immediately – skills are developed and strengthened in everyday life.

Core contents

Assessment

Local specification

Assessment is based on submitted tasks. Assessed with a pass/fail mark.

Acting as a Tutor Student, 2 cr (OP4)

Objectives

Local specification

- First-year students are selected through an application process and trained during the spring of their first year of study to guide incoming students of the following academic year. The study unit covers interaction skills, group cohesion, school practices, and training for tutor tasks: guiding new students in June, advising and familiarizing newcomers in the autumn, and organizing various school events. Training may include resources from the Mannerheim League for Child Welfare. Tutors can also participate in the OP5 study unit.

Core contents

Assessment

Local specification

Assessment is based on the development of the students' interaction skills together with participation in tutor tasks. Assessed with a pass/fail mark.

Marketing Pyynikin lukio Upper Secondary School, 2 cr (OP5)

Objectives

Local specification

- Students actively market Pyynikin lukio Upper Secondary School at school introduction days, lower secondary school visits, fairs, and other events. During the study unit, students also get to brainstorm and develop marketing materials based on previous years' experiences. The study unit is suitable for active tutors or experienced presenters and for students who want to develop their presentation skills and confidence.

Core contents

Assessment

Local specification

Assessment is based on the development of the students' interaction skills as well as participation in marketing activities. Assessed with a pass/fail mark.

Acting as a Digital or Sports Tutor, 2 cr (OP6)

Objectives

Local specification

- Digital tutors at the upper secondary school familiarize, help, and support other students – and sometimes teachers – with various information and communication technology devices and software issues. Sports tutors organize physical activities and events for lessons, breaks, and theme days. Sports tutors are trained for their role, for example, through training provided by Hämeen Liikunta ja Urheilu (HLU) organization. Enroll as a digital tutor or sports tutor during the 1st year of study and collect the completion of the study unit during the next two years of study.

Core contents

Assessment

Local specification

The assessment is based on good interaction and the student's activity. Assessed with a pass/fail mark.

Acting as a Mentor, Supporting and Helping Others, 2 cr (OP7)

Objectives

Local specification

- Provide tutoring or other agreed-upon assistance to your upper secondary school peers and earn one or two credits in the process. For a two-credit study unit, you need to provide 20 hours (à 45 minutes) of tutoring. You can also offer support in shorter periods of time. The study unit also includes a separate work certificate.

Core contents

Assessment

Local specification

Assessment is based on good interaction skills and the amount of tutoring or other agreed-upon peer support provided. Assessed with a pass/fail mark.

8.9. Psychology (PS)

The task of the subject

The objective of psychology is to provide the students with capabilities for observing, understanding, and evaluating psychological functions in humans and the social, cultural, and biological factors that influence them. The instruction familiarises the students with the language, concepts and ways of building knowledge used in psychology as a field of science. The contents of the subject are based on scientific knowledge, which is made relevant to the students by linking it to understanding human behaviour and phenomena of daily life. The multiple perspectives as well as the empirical and reflective approach of psychology develop the students' thinking skills extensively. The students are guided to understand the interactions and interdependencies of psychological, biological, social, and cultural factors as well as to improve their ability to evaluate and apply what they have learned.

Diverse methods that activate the students are used in the instruction of psychology, and the possibilities offered by digitality and different learning environments are utilised. Cooperation with other subjects is natural part of the teaching and learning of psychology. Phenomena included in the subject of psychology are examined especially in biology, health education, study and careers education, philosophy, religion, and culture, worldviews and ethics in the ways typical for each of these subjects. As far as possible, cooperation with universities and higher education is used in the teaching and learning.

Transversal competences

The objectives of transversal competences are integrated in the objectives of the subject.

*From the perspective of **well-being competence**, the skills in and knowledge of psychology support self-knowledge, self-development, understanding of others as well as maintenance of mental well-being. The instruction of psychology supports students in building their identity*

and provides them with capabilities for examining their personal psychological well-being as well as making decisions that support it. Knowledge of psychology gives the students tools for understanding the significance of social relationships, skills in regulating emotions, and resilience for maintaining and recovering holistic well-being.

The instruction of psychology uses dialogical and reflective methods, which improve the students' **interaction competence**. Studying psychology develops the students' skills of recognising emotions important for social interaction, both in themselves and others. The instruction of psychology develops the students' capabilities for constructive communication and their understanding of the importance of empathy in social relationships.

Studying psychology supports extensively the students' **multidisciplinary and creative competence**. Familiarisation with the psychology of learning provides the students with capabilities for becoming aware of, assessing, and developing their learning-to-learn skills. In psychology, human behaviour is examined diversely from the perspectives of natural sciences, social science and behavioural science. Learning about the limitations and potential of human information processing supports the development of critical thinking and multiliteracy. The applied nature of the subject lays a foundation for creative information processing.

Studying psychology develops the students' self-knowledge, which supports their career planning, working life skills, and other **societal competence**. Studying psychology provides the students with capabilities for understanding the significance of such elements as self-efficacy, self-development, and goal-setting in the background of an enterprising attitude.

Studying psychology provides the students with tools for understanding the differences between people's values, attitudes, and behaviour in **ethical** questions. The contents of psychology enhance the students' understanding of how important perception of the world is for people's thinking and behaviour, supporting the development of **environmental competence**.

Psychology opens up for the students scientific perspectives on which aspects of humanity are universal and which are culture-bound. Studying psychology develops the students' capabilities for understanding differences between individuals and cultural diversity, thus building **global and cultural competence**.

Objectives

The general objective of the instruction of psychology is that

the students

- *based on scientific knowledge, perceive human behaviour as an integrated whole that relies on interaction between mental, biological, social, and cultural factors*
- *master key concepts and questions of psychology as well as are able to justify statements on the basis of psychological knowledge and perspectives*
- *are able to acquire psychological information from different sources and know how to evaluate its reliability and validity*
- *are able to evaluate the potential, restrictions, and ethical perspectives of psychological research as well as master skills in applying scientific knowledge and critical thinking*
- *understand psychological information to the point that they can apply their knowledge to promoting their personal well-being, strengthening their interpersonal relationships and interaction skills, and developing their studying and thinking skills*
- *are able to draw on and apply their knowledge of psychology to analyse complex phenomena and to understand cultural diversity.*

Assessment

In the subject of psychology, the task of assessment is to support the students' learning and to provide feedback on their learning processes and competence. Assessment encourages the students to develop their thinking skills diversely. Assessment includes both feedback provided

during the learning process and assessment of what the students have learned and what they know. The assessment focuses on the attainment of transversal competences and the general objectives of psychology, however emphasising the module-specific targets and command of key contents. Grades are awarded on the basis of diverse demonstrations of knowledge and skills, and attention is paid to the students' competence in terms of both knowledge and information processing. In the area of knowledge attention is paid to the students' command of psychological knowledge and concepts. For the part of information processing, the skills in analysing, applying and evaluating psychological knowledge and research are emphasised. The assessment also takes into consideration the students' skills in information acquisition and presentation.

Study units

Interpersonal Skills, 2 cr (PS6)

Objectives

Local specification

- The study unit explores various stages of the human life cycle and aims to develop students' self-awareness and interpersonal skills through various role-playing and sociodrama exercises. The study unit is based on social and developmental psychology research. Part of the study unit may be conducted as a camp, depending on the group's decision. Each participant receives a separate certificate, which can be useful when applying for summer jobs. The study unit does not require the completion of other psychology study units.

Core contents

Assessment

Local specification

Assessment is based on attendance, completion of review tasks, and the practice exam.
Assessed with a pass/fail mark.

Overview of Psychology, 2 cr (PS7)

Objectives

Local specification

- The study unit prepares students for the psychology matriculation examination. The goal is to review the key content of psychology and practice applying knowledge. Special attention is paid to essay response techniques and preparing for the electronic matriculation examination.

Core contents

Assessment

Local specification

Assessment is based on attendance, completion of review tasks, and the practice exam.
Assessed with a pass/fail mark.

8.10. Health education (TE)

The task of the subject

Health education is a multidisciplinary subject whose task is to develop the students' health literacy. Health literacy comprises mastering facts and concepts, health-related skills, an ability for independent critical thinking, advancing self-awareness as well as citizenship competencies. It enables the students to understand the broad scope of health and to recognise and modify factors that support them to appreciate, promote, and maintain their personal health as well as the health of other people and the environment. Health is understood in terms of physical, mental, and social well-being and functional capacity. The underlying values of the subject are based on respect for life, a life of human dignity with full human rights, equality, equity, responsibility, and active citizenship.

The teaching and learning challenge the students to examine health, safety, health promotion, and prevention of illnesses as well as the related phenomena as multidimensional entities and from the perspective of the individual, the community, and society as well as the global world. An essential objective is guiding the students to understand health as a resource which underpins many other daily activities. The students familiarise themselves with the language, concepts, and ways of building knowledge in the fields of various sciences underlying this subject. The purpose of the instruction is to support the students' capabilities for individual and communal acquisition, building and use of knowledge as well as skills in evaluating critically health-related information and communication. The tasks of the subject also include developing the students' capabilities for analysing and evaluating the background factors and consequences of their health-related choices and habits as well as identifying ways of learning that are suitable for them. The teaching and learning develop the students' ability to explore diversely ethical and legal questions related to health and illness. Regarding health, the instruction additionally promotes the students' capabilities for making appropriate and reasoned choices as well as building their personal resources and a sustainable future.

Transversal competences

Transversal competences are diversely integrated in the instruction of health education and thus help the students grow into balanced and educated individuals.

*The teaching and learning of health education produce **well-being competence** by developing the students' understanding of key individual, communal, and societal preconditions for well-being and improving their capabilities for promoting their and other people's health and well-being. Health education develops the students' self-awareness, helping them recognise their personal strengths and supporting their identity building.*

***Interaction competence** is developed in health education with the help of both the subject contents and the teaching methods used in it. The instruction deals with factors relevant to mental well-being, including emotional and interaction skills. Communal knowledge building promotes social and team skills.*

*As a subject underpinned by different fields of science, health education naturally develops the students' **multidisciplinary and creative competence**. In health education, the students are guided to combine information produced in different fields of science and to build new knowledge for themselves. Health education contains objectives which guide the students to apply information and interpret it critically. The objectives of health education also support the regulation of learning by guiding the students to find ways of learning that suit them and to reflect on the personal significance for them of the themes covered in this subject.*

*The objectives and underlying values of the subject guide the students to reflect on such topics as the preconditions for a safe environment, inequalities in health, and the consequences of choices related to ways of living. The exploration of these themes lays a foundation for understanding a safe, fair, and sustainable future and thus develops **societal competence**.*

Ethical and environmental competence come up in the instruction of health education as the students analyse their consumption habits associated with different environmental health impacts, evaluate the consequences of these habits, and resolve ethical questions.

Health education seeks to explain the causation of different health culture phenomena and evaluates their significance. The subject also examines global health issues and ways in which they can be influenced. Dealing with such themes contributes to strengthening the students' **global and cultural competence**.

Objectives

The objective of the instruction of health education is that

the students

- *are able to build a holistic picture of health and its individual, communal, societal, and global preconditions, are able to make justified suggestions for how their, other people's, and the environment's health and safety can be maintained or promoted, as well as know how to use health education concepts appropriately*
- *are able to search for health-related information in different sources, apply and analyse it, and evaluate its reliability and validity; understand the difference between scientific and everyday information in explaining the risks, causes, mechanisms, and consequences of health and illnesses; and are able to justify their views by research evidence*
- *are able to analyse and evaluate the guiding influence of their personal needs, perceptions, experiences, attitudes, and values on their health-related choices as well as the impacts of their ways of living and consumption habits on health and the environment*
- *are able to analyse ethical questions related to health and illnesses as well as the preconditions for sustainable development and its health impacts*
- *are able to select ways of learning suitable for them and appropriate for the situation, set goals for their learning, and assess the attainment of these goals realistically.*

Assessment

The task of assessment is to support learning and provide the students with information about their progress and learning outcomes. Assessment is based on criteria derived from the objectives of the subject, and it consists of diverse assessment during the learning process and summative assessment of competence, also including self and peer assessment. Explaining the criteria to the students at the beginning of a study unit as well as assessment and feedback provided during it help the students steer their learning.

The targets of assessment are mastering facts included in the syllabus and using concepts accurately, the students' information acquisition skills, and their ability to apply, analyse, evaluate, and combine information on health and illnesses and to construct justifications for it. The students' ability to examine ethical questions related to health and illnesses diversely as well as their ability to set and assess the attainment of learning goals are also taken into account in the assessment. Assessment focuses on the students' capabilities for analysing, evaluating, and justifying their views and different health habits, not on the students' values, attitudes, health behaviour or other personal traits as such.

Study units

First Aid for Yourself and Others, 2 cr (TE4)

Objectives

Local specification

- The study unit is based on the Red Cross first aid courses EA1 and EA2, including theory and practical exercises in various first aid situations. Additionally, the study unit covers global health issues and topics related to travel health.

Core contents

Assessment

Local specification

Assessment is based on active participation and completion of required exercises.
Assessed with a pass/fail mark.

Overview of Health Education, 2 cr (TE5)

Objectives

Local specification

- The study unit reviews the key content of the TE1-TE3 study modules. Students practice various task types, text, and image analysis, and forming essay responses for the matriculation examination.

Core contents

Assessment

Local specification

Assessment is based on active classwork and completion of required tasks and exercises.
Assessed with a pass/fail mark.

8.11. Music and musical theatre (MUTE)

The task of the subject

Pyynikin Lukio upper secondary school has a national special educational task in music and musical theatre. Admission to this special educational task is through an audition held in April-May. Each year, 55 students are selected based on their combined scores from the audition and the average grades of their core subjects in their comprehensive school final report. Students in the special educational task study six compulsory study units in music and musical theatre. Additionally, they must complete at least six elective study units to receive the benefit of study unit exemptions. A student can exempt up to 8 study units from other subjects under certain conditions.

Objectives

Studying at Pyynikin Lukio provides excellent opportunities and qualifications for pursuing further studies in music and theatre fields after upper secondary school. Starting in 2027, students will have the opportunity to include music as one of their matriculation exam subjects. The studies in music and musical theatre enhance and support communal activities in our school. Students have the opportunity to develop their musical and expressive skills from their own starting points and utilize their skills in various professions in the future. The studies support the idea of lifelong hobbies, provide tools for performance situations, and help maintain personal well-being.

Study units

Basics of Studio Technology, 2 cr (MDI55)

Objectives

Local specification

- Familiarize yourself with the basics of studio technology and working in a studio. Learn about the basic properties of sound, the smooth use of the school's studio, recording various instruments and ensembles, and the basics of editing and mixing. Get acquainted with DAW work, different microphones, cables, patching, studio equipment, equalization, compression, MIDI, and many other interesting topics.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, and teamwork skills. Assessed with a pass/fail mark.

Studio Project, 2 cr (MDI56)

Objectives

Local specification

- Plan and execute a studio project in small groups, such as a recording, podcast, or live recording. Projects can be student-designed or part of another school production, such as a musical or album project. Learn new recording and mixing techniques and manage more challenging recording situations. Participation requires completion of MDI55 (Basics of Studio Technology), or equivalent skills acquired elsewhere.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, and teamwork skills. Assessed with a pass/fail mark.

Lighting Technology, 2 cr (MDI57)

Objectives

Local specification

- Familiarize yourself with the basics of theatre and concert lighting and the smooth use of the lighting console and spotlights. Students plan and execute the lighting for the school's musical or other event and operate the lighting console, follow spots, or video projections during performances.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and participation in some projects during the school year. Assessed with a pass/fail mark.

Sound Systems, 2 cr (MDI58)

Objectives

Local specification

- Learn the general basics of sound systems and the use of analog and digital mixers, various microphones, and other sound reinforcement equipment. Students plan and execute the sound system for the musical or other music event together with the teacher. Tasks during performances may include mixing, managing wireless microphones, acting as a stage technician, or running sound effects.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and participation in some projects during the school year. Assessed with a pass/fail mark.

Technical Group, 2 cr (MDI59)

Objectives

Local specification

- This study unit is intended for students who already have previous experience or other experience in performance technology or studio work. Technical group members plan and set up sound systems, stage lighting, and recordings for the school's concerts, events, music diplomas, and studio projects in collaboration with teachers. Students keep a record of their working hours, which is used to award credits.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and participation in some projects during the school year. Assessed with a pass/fail mark.

Vocal Ensemble 1, 2 cr (MLA41)

Objectives

Local specification

- Together with the Instrumental Ensemble (MSO33), conduct a musically challenging project, whose theme is determined by the singers' skill level. Practice voice use, solo and harmony singing, vocal and microphone techniques, and performance skills. The study unit is intended for students who are already advanced in their singing skills. The vocal ensemble performs at school concerts and outside the school.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Vocal Ensemble 2, 2 cr (MLA42)

Objectives

Local specification

- Deepen the skills learned in previous vocal ensemble study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Vocal Ensemble 3, 2 cr (MLA43)

Objectives

Local specification

- Deepen the skills learned in previous vocal ensemble study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Mixed Choir Samsara 1, 2 cr (MLA45)

Objectives

Local specification

- Develop singing technique, performance, and expression skills through various music styles and practice multi-part choral singing. The goal is to improve and maintain the student's singing skills, support independent practice, and find joy in singing together. The choir operates within the timetable, but performances and choir camps may sometimes be in the evening or on weekends. The choir represents the school and performs at various events during the school year, both at school and outside. New singers are auditioned at the beginning of the autumn semester.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Mixed Choir Samsara 2, 2 cr (MLA46)**Objectives**

Local specification

- Deepen the skills learned in previous mixed choir study units.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Mixed Choir Samsara 3, 2 cr (MLA47)**Objectives**

Local specification

- Deepen the skills learned in previous mixed choir study units.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Mixed Choir Samsara 4, 2 cr (MLA48)**Objectives**

Local specification

- Deepen the skills learned in previous mixed choir study units.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Chamber Choir Samsara 1, 2 cr (MLA49)

Objectives

Local specification

- Singers are selected for the Chamber Choir Samsara from the Mixed Choir Samsara. The choir is a smaller ensemble where students practice a more demanding choral repertoire. The Chamber Choir Samsara is for students already advanced in their singing skills due to its more challenging repertoire. The goal is to support long-term practice and develop individual singing and sight-reading skills, as well as the choir's unified sound and operation. The choir operates within the timetable, but performances and choir camps may sometimes be in the evening or on weekends. The choir represents and performs at various events during the school year, both at school and outside.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Chamber Choir Samsara 2, 2 cr (MLA50)

Objectives

Local specification

- Deepen the skills learned in previous chamber choir study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Chamber Choir Samsara 3, 2 cr (MLA51)

Objectives

Local specification

- Deepen the skills learned in previous chamber choir study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Chamber Choir Samsara 4, 2 cr (MLA52)

Objectives

Local specification

- Deepen the skills learned in previous chamber choir study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Vocal Project, 2 cr (MLA53)

Objectives

Local specification

- Earn credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse participation. Assessed with a pass/fail mark.

Movement and Dance Expression Project I, 2 cr (MLI10)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Movement and Dance Expression Project II, 2 cr (MLI11)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Musical Dance, 2 cr (MLI9)

Objectives

Local specification

- Explore dance as part of theatre and find ways to incorporate movement and dance into stage productions. Create and implement choreographic solutions for musical projects through dance and movement expression.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse participation. Assessed with a pass/fail mark.

Introduction to Music and Musical Theatre, 2 cr (MMP1)

Objectives

Local specification

- The study unit aims to introduce various aspects of the special educational task in music, such as playing music, sound systems, lighting technology, studio work, maintenance of musical instruments, movement expression and dance, acting skills, and creative writing. A small practice project may be included. Completed in the first year.

Core contents

Assessment

Local specification

Assessment is based on active and diverse participation and encouraging group activities. Assessed with a pass/fail mark.

Music and Musical Theatre Trip, 2 cr (MPR60)

Objectives

Local specification

- The theme of the study unit varies annually. Normally, the theme is a music and musical theatre trip abroad or in Finland. The student group is formed based on the theme and enthusiasm. The trip is financially supported by the Pynikin lukio Upper Secondary School Parents' Association with performance fees earned by the students.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and commitment to travel plans. Assessed with a pass/fail mark.

Large Production, 2 cr (MPR61)

Objectives

Local specification

- Produce a large project such as a major concert, music video, or album. The goal is to gain diverse experience in executing a large project. The study unit is typically offered every other year, alternating with MTE13 (Musical).

Core contents**Assessment**

Local specification

Assessment is based on collaboration skills, responsible attendance, and activity. Assessed with a pass/fail mark.

Collaboration Production, 2 cr (MPR62)

Objectives

Local specification

- An interdisciplinary and cross-disciplinary project combining music, speech, and movement expression. The study unit may include collaboration with other subjects. The project can be a collaboration with a local theatre, music school, company, or community. For example, performances at the Christmas Market are conducted on this study unit. The study unit may include performances outside the school, such as in nursing homes, schools, kindergartens, or other local communities.

Core contents**Assessment**

Local specification

Assessment is based on collaboration skills, responsible attendance, activity, and participation in performances and events. Assessed with a pass/fail mark.

Collaboration Production 2, 2 cr (MPR63)

Objectives

Local specification

- An interdisciplinary and cross-disciplinary project combining music, speech, and movement expression. The study unit may include collaboration with other subjects. The project can be a collaboration with a local theatre, music school, company, or community. For example, performances at the Christmas Market are conducted on this study unit.

The study unit may include performances outside the school, such as in nursing homes, schools, kindergartens, or other local communities.

Core contents

Assessment

Local specification

Assessment is based on collaboration skills, responsible attendance, activity, and participation in performances and events. Assessed with a pass/fail mark.

Collaboration Production 3, 2 cr (MPR64)

Objectives

Local specification

- An interdisciplinary and cross-disciplinary project combining music, speech, and movement expression. The study unit may include collaboration with other subjects. The project can be a collaboration with a local theatre, music school, company, or community. For example, performances at the Christmas Market are conducted on this study unit. The study unit may include performances outside the school, such as in nursing homes, schools, kindergartens, or other local communities.

Core contents

Assessment

Local specification

Assessment is based on collaboration skills, responsible attendance, activity, and participation in performances and events. Assessed with a pass/fail mark.

Senior Ball Orchestra, 2 cr (MSO23)

Objectives

Local specification

- Practice the pieces to be danced on Old Dances Day. The ensemble varies depending on the available instrumentalists. The orchestra performs at the Old Dances Day event.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and performance at the event. Assessed with a pass/fail mark.

Band Instruction 1, 2 cr (MSO24)

Objectives

Local specification

- Learn ensemble playing with band instruments and singing. Bands are formed in the first year and continue in the second year. The goal of Band Instruction 1 is to practice playing

and singing skills, collaboration and listening skills, and performance skills. The band aims to play various genres of popular music. Bands perform at school concerts.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and performance at the event. Assessed with a pass/fail mark.

Band Instruction 2, 2 cr (MSO25)

Objectives

Local specification

- Deepen the skills learned in Band Instruction 1.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and performance at the event. Assessed with a pass/fail mark.

Band Instruction 3, 2 cr (MSO26)

Objectives

Local specification

- Deepen the skills learned in Band Instruction 2

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, teamwork skills, and performance at the event. Assessed with a pass/fail mark.

Free Accompaniment on Piano, 2 cr (MSO27)

Objectives

Local specification

- Learn to play the keyboard without sheet music. Practice accompaniment from chord symbols, improvisation, and the main principles of harmonization. The study unit is intended for those with little or no piano playing experience. An instrument is not required. The study unit also taps on the basics of music theory.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, and teamwork skills. Assessed with a pass/fail mark.

Basic Guitar Playing, 2 cr (MSO28)

Objectives

Local specification

- Learn to play chord symbols, tablatures, and sheet music. The goal is to learn to accompany songs on the guitar alone and/or with a band. An instrument is not required. No prior guitar playing skills are required. The study unit also touches on the basics of music theory.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, and teamwork skills. Assessed with a pass/fail mark.

Orchestra 1, 2 cr (MSO29)

Objectives

Local specification

- Play various music styles, such as classical and popular music, with orchestra and band instruments. To participate, students must be proficient in playing an orchestra or band instrument. The orchestra performs at various school events.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Orchestra 2, 2 cr (MSO30)

Objectives

Local specification

- Deepen the skills learned in previous orchestra study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Orchestra 3, 2 cr (MSO31)

Objectives

Local specification

- Deepen the skills learned in previous orchestra study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Orchestra 4, 2 cr (MSO32)

Objectives

Local specification

- Deepen the skills learned in previous orchestra study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Instrumental Ensemble 1, 2 cr (MSO33)

Objectives

Local specification

- Together with the Vocal Ensemble (MLA41), conduct a musically challenging project, the theme of which is determined by the skill level of the players. To participate, students must be proficient in their main instrument. The study unit is intended for students who are already advanced in their instrumental studies. The ensemble performs at school concerts and outside the school.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Instrumental Ensemble 2, 2 cr (MSO34)

Objectives

Local specification

- Deepen the skills learned in previous instrumental ensemble study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Instrumental Ensemble 3, 2 cr (MSO35)

Objectives

Local specification

- Deepen the skills learned in previous instrumental ensemble study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Instrumental Ensemble 4, 2 cr (MSO36)

Objectives

Local specification

- Deepen the skills learned in previous instrumental ensemble study units.

Core contents

Assessment

Local specification

Assessment is based on class activity, attendance, independent practice, concert performance, and teamwork skills. Assessed with a pass/fail mark.

Songwriting Workshop, 2 cr (MSO37)

Objectives

Local specification

- Learn the basic principles of composing, writing lyrics, and arranging through various methods. The study unit also covers music theory and the use of notation software. Produce songs for the annual musical or another music project.

Core contents**Assessment**

Local specification

Assessment is based on class activity, attendance, independent work, and teamwork skills.
Assessed with a pass/fail mark.

Music Upper Secondary School Days, 2 cr (MSO38)

Objectives

Local specification

- Every other year, national music upper secondary school days are held in a music upper secondary school city in Finland. Students are selected for this study unit based on the theme and enthusiasm of the year.

Core contents**Assessment**

Local specification

Assessment considers class activity, attendance, independent practice, teamwork skills, and performance at the Music Upper Secondary School Days. Assessed with a pass/fail mark.

Instrumental Project 1, 2 cr (MSO39)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents**Assessment**

Local specification

External studies or equivalent are demonstrated, for example, with a transcript of records.

Instrumental Project 2, 2 cr (MSO40)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents**Assessment**

Local specification

External studies or equivalent are demonstrated, for example, with a transcript of records.

Theatre Expression, 2 cr (MTE12)

Objectives

Local specification

- Practice various theatre expression and acting techniques. The goal is to deepen role work, voice use, and the possibilities of one's body as a means of expression. Get acquainted with theatre productions, which may include a theatre visit or other excursions. No prior experience in the field is required, making the study unit suitable for all students.

Core contents

Assessment

Local specification

Assessment is based on the effort to develop personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Musical, 2 cr (MTE13)

Objectives

Local specification

- Produce a theatre performance, usually a musical, which includes acting, singing, playing instruments, dancing, set design, costume design, and light and sound design. The goal is to gain diverse experience in executing a large project. To participate, students must have completed one of the preparatory study units for the musical: MTE9, MTE12, MDI57, or MDI58. The study unit is typically offered every other year, alternating with MPR61 (Large Production).

Core contents

Assessment

Local specification

Assessment is based on the effort to develop personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Get to Know Theatre Professionals!, 2 cr (MTE14)

Objectives

Local specification

- Familiarize yourself with theatre working methods and the roles of theatre professionals, as well as theatre history, literature, and entrance exams for theatre studies. The study unit may be conducted in collaboration with a professional theatre.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal skills, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Musical Theatre Internship, 2 cr (MTE15)

Objectives

Local specification

- The study unit consists of an internship related to musical theatre and reporting on the internship. The methods and schedule for completion are agreed upon on a case-by-case basis between the supervising teacher and the student.

Core contents

Assessment

Local specification

Assessment is based on the effort to develop personal skills, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Film Work Project, 2 cr (MTE16)

Objectives

Local specification

- The methods and instructions are highly individualized and agreed upon on a case-by-case basis between the supervising teacher and the students. In the film work project study unit, you can produce your own film or a similar production.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Theatre Project I, 2 cr (MTE17)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Theatre Project II, 2 cr (MTE18)

Objectives

Local specification

- Earn study unit credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Scriptwriting I, 2 cr (MVI19)

Objectives

Local specification

- Through creative writing, familiarize yourself with scriptwriting, including ideation, message, story, and plot, constructing plays and scenes, creating characters, and writing monologues and dialogues. If possible, write a script or scenes collaboratively.

Core contents

Assessment

Local specification

Assessment is based on the effort to develop personal expression, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Scriptwriting II, 2 cr (MVI20)

Objectives

Local specification

- Deepen your scriptwriting skills. You can produce your own script or the final project script for the theatre diploma. The study unit may also involve working on a script in a foreign language.

Core contents

Assessment

Local specification

Assessment is based on the effort to develop personal skills, collaboration skills, and diverse and committed participation. Assessed with a pass/fail mark.

Event Production, 2 cr (MVI21)

Objectives

Local specification

- Students participating in this study unit are required to be proactive, entrepreneurial, and motivated to produce events. Students work as a production team throughout the school year, managing the production tasks of the school's concerts, musicals, and other events according to a jointly made plan. Production areas include budgeting, communication, social media, marketing, and technical production.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal skills, collaboration skills, and diverse and committed participation in various projects throughout the school year. Assessed with a pass/fail mark.

Communication Project, 2 cr (MVI22)

Objectives

Local specification

- Earn credits through studies conducted elsewhere or participation in a project.

Core contents

Assessment

Local specification

Assessment is based on interest in developing personal expression, collaboration skills, and diverse participation. Assessed with a pass/fail mark.