

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

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Pyynikin 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.

City Region

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.

1.1. 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.

As recorded by the Finnish National Agency for Education, the City of Tampere's license to provide general upper secondary education was updated on 27 August 2025 to include a special educational mission in music (music and musical theatre) at Pyynikki General Upper Secondary School. The so-called lesson hour allocation table presents the studies included in the curriculum that are implemented at Pyynikki General Upper Secondary School as part of this special educational mission.

The current curriculum of the City of Tampere's general upper secondary education includes studies for both the Finnish- and English-language study programmes, referred to as the Bilingual Study Programme (BSP). These studies will be implemented at Pyynikki General Upper Secondary School starting from 1 August 2025. The lesson hour allocation table outlines the curriculum-based studies for both the Finnish- and English-language programmes offered at Pyynikki.

The Finnish- and English-language study programme is designed for students completing basic education who wish to study in a Finnish-language general upper secondary school but do not yet have sufficient Finnish language skills to begin their studies entirely in Finnish. The aim of the

programme is to support and strengthen students' Finnish language proficiency so that they can complete general upper secondary education and the matriculation examination in Finnish.

The language of instruction in the Finnish- and English-language study programme is primarily Finnish, but English is used variably depending on the topic and the individual support needs of each student. English serves as a secondary, supportive language, and students are therefore expected to have fluent English skills to participate in instruction.

Students' Finnish language proficiency is developed not only through intensive preparatory courses in Finnish as a second language, but also through language-aware approaches throughout their studies. Students are encouraged to use Finnish in various situations both at school and outside of it. Towards the end of their studies, students are expected to be able to use Finnish independently in all study-related and personal goals.

The objective is to improve students' Finnish language skills to the level required for participation in the Finnish-language matriculation examination and to gain eligibility for higher education.

Starting from 1 August 2026, English-language general upper secondary education will be provided at Pyylikki General Upper Secondary School as part of the City of Tampere's general upper secondary education system

The aim of the English-language general upper secondary education (upper secondary programme) is to strengthen the attractiveness of Tampere, the Pirkanmaa region, and Finland as a whole among international actors and returning expatriates. The education also aims to enhance the educational rights of students with limited proficiency in Finnish or Swedish.

The language of instruction in the English-language programme is English, and the studies are geared towards completing the English-language matriculation examination.

The so-called lesson hour allocation table presents the studies included in the curriculum for both the English-language programmes offered at Pyylikki Upper Secondary School. Studies related to the special educational mission in music (music and musical theatre) are not offered in English at all. Thematic studies are not offered in English during the first year of studies.

The overall offering of English-language studies will be evaluated and revised once sufficient experience has been gained regarding the appropriateness and functionality of the curriculum.

Subject or Subject Group	National Compulsory Studies (credits)	National Optional Studies (credits)	Joint Study Units of Upper Secondary Schools (credits)	Total
Mother Tongue				
Finnish Language and Literature	12	6		18
Finnish as a Second Language and Literature	12	6		18
Preparatory Studies in Finnish Language			16	16
Second National Language				
Swedish, A syllabus	12	4		16
Swedish, B1 syllabus	10	4		14
Swedish, B3 syllabus		16		16
Foreign Languages, A Language	12	4		16
English			0	
Spanish			0	
Chinese			0	
French			0	
German			0	
Russian			0	
Estonian			0	
Foreign Languages, B2 Language		16		16
Spanish			0	
Italian			0	
French			0	
German			0	
Russian			0	

Foreign Languages, B3 Language		16		16
English			0	
Spanish			0	
Italian			0	
Japanese			0	
Chinese			0	
Latin			0	
French			0	
German			0	
Russian			0	
Mathematics				
Common Study Unit	2			2
Advanced Syllabus	18	6		24
Basic Syllabus	10	4		14
Environmental and Natural Sciences				
Biology	4	6		10
Geography	2	6		8
Physics	2	12		14
Chemistry	2	8		10
Humanities and Social Sciences				
Philosophy	4	4		8
Psychology	2	8		10
History	6	6		12
Social Studies	6	2		8
Religion	4	8		12
Evangelical Lutheran			0	
Orthodox			0	
Islam			0	
Ethics	4	8		12
Health Education	2	4		6

Physical Education	4	6		10
Music	2 or 4	4		6 or 8
Visual Arts	2 or 4	4		6 or 8
Study Counselling	4			4
Thematic Studies			53	53
Matriculation Diplomas			16	16
Specialisation Studies in Upper Secondary Schools of Tampere				
Visual Arts and Design Line (Tammerkoski Upper Secondary School)				86
Visual Arts			58	
Design			28	
Natural Sciences Line (Tampereen Klassillinen lukio)				70
Biology			20	
Physics			23	
Chemistry			20	
Natural Sciences			7	
Music and Musical Theatre (Pyyntikin lukio)				45
Movement Expression and Dance			3	
Theatre Work			8	
Writing and Communication			3	
Instrumental Music			11	
Vocal Music			10	

Music Technology			5	
Sports (Sammon keskuslukio)				58
Sports Coaching			50	
Study Units Supporting Sports Coaching			8	
Social Sciences Line (Tampereen lyseon lukio)				41
Social Studies			18	
History			2	
Psychology			2	
Geography			2	
Mother Tongue			2	
English			2	
Thematic Studies			6	
Higher Education Studies			2	
Active Citizenship			2	
Mathematics and Technology Line (Teknillinen lukio)				58
Mathematics			24	
Physics			8	
ICT			26	
Communication Line (Sammon keskuslukio)				63
Skateboarding Line (Sammon keskuslukio)				34

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
• Self-direction • Service orientation • Language and cultural skills • Responsibility	• Decision-making ability • Ability to recognize and develop one's own skills • Problem-solving ability • Motivation for learning new things	• 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.*

Informing Students and Guardians about Support Measures and Related Rights

At the beginning of upper secondary studies, the special education teacher provides information on special education and learning support. Students' right to receive support is communicated to guardians through dedicated events, the school's website, and the student administration system. The guidance counsellor, group tutor, and subject teachers collaborate with students in need of support. If necessary, the student is referred to the special education teacher.

The special education teacher advises students on obtaining further assessments and statements, for example, for applications concerning special arrangements in the matriculation examination. Collaboration is carried out with other professionals as needed.

Assessment of the Need for Support Measures and Special Education

Regionally, a data transfer form is used to provide the upper secondary school with essential information from basic education. Additionally, a background information form may be used to gather supplementary data on the student and their support needs.

At the beginning of studies, the special education teacher organises screening tests to assess reading readiness and a learning questionnaire for all students. If necessary, a data transfer meeting is held with the student's guardian present.

Students may be referred for broader assessments of learning readiness, such as evaluations of attention and concentration difficulties, in accordance with the official care pathway of the wellbeing services county.

Documentation of Support Measures in the Personal Study Plan

The special education teacher supports both students and teachers in planning learning support. The electronic support form is initiated together with the student. With the student's consent, the information on the form is made available to teachers. All teachers involved in the student's education may contribute to completing the form. Together with the student or with their consent, they record pedagogical solutions that support learning. The information is expressed in a way that concretely describes the support provided to the student.

Implementation of Learning Support and Special Education

Students are encouraged to actively participate in the planning and implementation of their own learning support and support measures. An open and dialogical atmosphere regarding learning difficulties and support needs enables continuous monitoring and evaluation.

Learning support is provided during lessons, in test situations, remedial teaching, and individual guidance and instruction. The planning of support ensures that, despite learning difficulties, the student receives sufficient practice in skills required for success in the matriculation examination.

Special education includes teaching study skills, for example, through collaborative learning. It supports the development of self-understanding, agency, and learning strategies, and guides students in utilising their strengths in learning.

Monitoring and Evaluation of Support and Special Education

The implementation of support is continuously monitored and evaluated. The student's own perspective and self-assessment skills play a central role. Collaboration with guardians is carried out when necessary.

Subject teachers, the special education teacher, the guidance counsellor, and the group tutor all contribute to monitoring the effectiveness of support measures. Successful monitoring requires active cooperation among school staff.

Decision on Special Education and Hearing of the Student and Guardian

If the student's studies do not progress and diverse support measures have been tried but proven insufficient, the decision-making process for special education proceeds as follows:

An administrative decision is made when the need for special education arises or based on a request or expression of will from the student, the guardian of a minor student, or their legal representative. In such cases, the special education teacher is contacted.

The special education teacher records the contact, date, and justification for the request. Under the teacher's guidance, the support provided and verified learning difficulties are reviewed.

Following the review, the special education teacher primarily invites the student and the guardian or legal representative of a minor student to a hearing, which may also be conducted in writing.

After the hearing, the special education teacher prepares a proposal for the decision. The education provider or a designated representative (e.g. principal) makes the decision and informs the parties. The decision is made even if not all parties are present at the hearing.

The effectiveness of support measures is assessed during the course of studies under the guidance of the special education teacher. If the need for support no longer exists, the education provider or its designated representative makes an administrative decision to terminate special education.

Collaboration, Responsibilities, and Division of Duties

The division of duties among different actors regarding support needs may be specified in the institution-specific student welfare plan.

Principal

- Responsible for the administrative organisation of support arrangements.
- Ensures the submission of statements and applications to the Matriculation Examination Board and the implementation of special arrangements in the examinations.
- Participates in the hearing, decision-making, and communication regarding the decision and appeal rights.

Guidance Counsellor

- Plans support measures in collaboration with the student, subject teacher, and special education teacher.
- Provides individual support and guidance to students struggling with studies due to learning difficulties or similar reasons.

- Considers the student's support needs when selecting study modules, planning the matriculation examination, and applying for further studies.

Homeroom teacher

- Monitors the progress and support needs of students in their group.
- Communicates support needs and measures to guardians, teachers, and other school staff.
- Collaborates with the student and their teachers.

Subject Teacher

- Implements inclusive, supportive, and differentiated pedagogy benefiting the entire group.
- Reports observed support needs to the group tutor and special education teacher.
- Shares information on effective support measures within their subject group.
- Guides students in subject-specific study skills.
- Responsible for implementing student-specific support measures and documenting them according to school practices.

Special Education Teacher

- Participates in assessing support needs at the beginning of upper secondary studies.
- Receives and processes decisions from basic education regarding learning support or special education.
- Collaborates with student welfare and the student's care and rehabilitation network as needed.
- Communicates support needs and measures to teachers, guardians, and other school staff.
- Participates in planning and implementing pedagogical support.
- Attends guardian meetings and multidisciplinary expert group activities.
- Meets regularly with students receiving special education and monitors their support needs and implementation.
- Guides students in study skills in cooperation with subject teachers.
- Administers reading and writing readiness screenings and conducts individual tests and certificates as needed.
- Participates in the special education decision-making process.
- Provides guidance and prepares applications for special arrangements in the matriculation examination.
- May be consulted regarding applications for further studies.

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.

Study units completed via the online course offering in general upper secondary education do not constitute independent study.

In the online offering, verbal assessment uses the same grading marks as in contact teaching (numerical grades as well as S, H, K, and T assessments), adapted to the didactic principles of online learning.

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:

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

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.

Studies Completed Elsewhere and Their Accreditation

Some upper secondary studies may be completed in other educational institutions. The objectives and core content of these studies must align with the curriculum of general upper secondary education. Studies completed elsewhere must be agreed upon with the principal before they begin. The primary focus should be on developing core competencies. Applications to study units offered by another institution are made through the guidance counsellor.

By agreement, studies completed elsewhere may be accredited to replace compulsory or optional studies in the general upper secondary syllabus. If necessary, competence is demonstrated in a manner determined by the institution. Competence may also be acquired outside formal education. For example, language skills acquired while living abroad may be accredited as part of upper secondary studies.

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.*

Assessment Principles and Practices at Pyynikki General Upper Secondary School

At Pyynikki General Upper Secondary School, assessment is guided by the following shared principles and practices:

- Assessment is diverse and continuous, based on both ongoing evaluation and designated demonstrations of competence appropriate to each subject.
- At the beginning of each study unit, the teacher informs students about the types of demonstrations required to meet the assessment criteria.
- The teacher also communicates the minimum requirements for passing the study unit.
- Students' learning is assessed during the study unit through feedback on their progress towards the learning objectives.
- Subject teams at the school level and regional subject groups discuss assessment annually to ensure consistency and comparability.

Monitoring the Implementation of Assessment Principles

The implementation of the above principles is monitored through the following measures:

- Inclusion of assessment principles and practices in the annual induction programme for new teaching staff.
- Annual review of assessment principles and practices with the teaching staff.
- Age-group-specific student surveys conducted by the City of Tampere's general upper secondary education division, including analysis and comparison of results.
- Annual evaluation of school operations in collaboration with the student council board.
- Annual self-assessment by subject teams at the school level.

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.

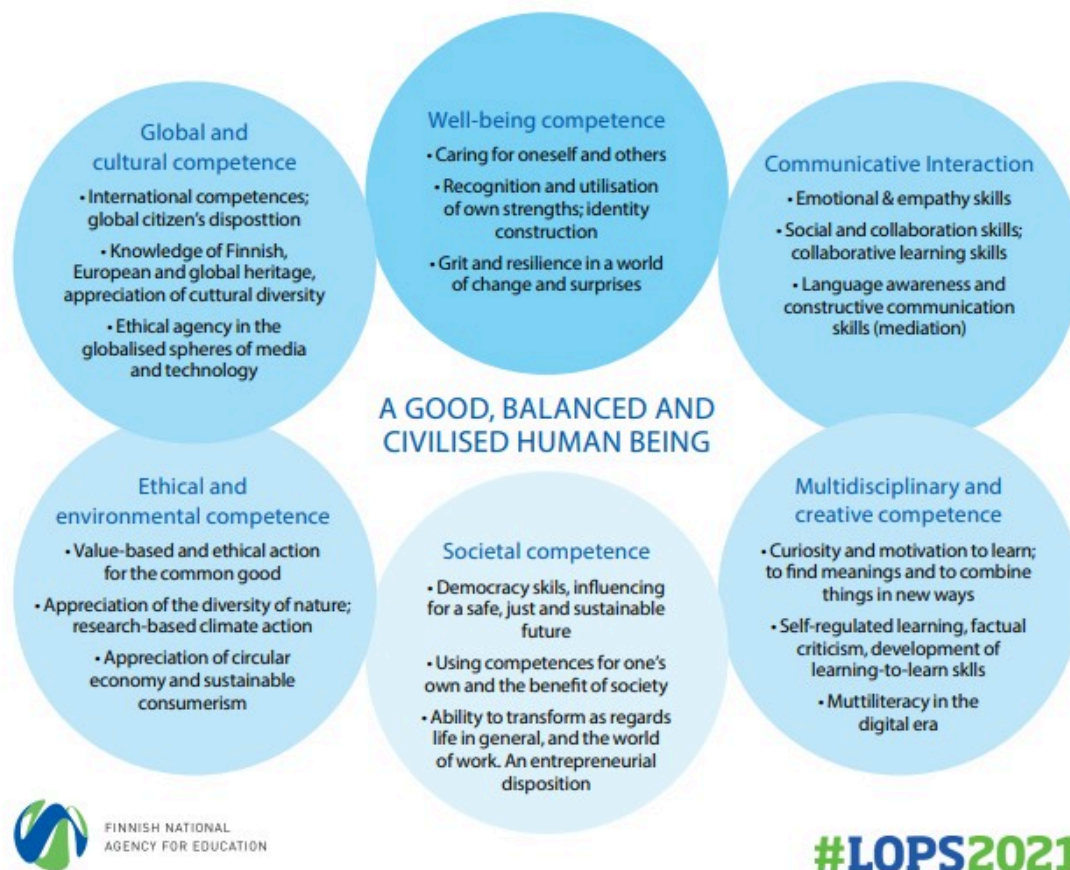
6.2. Transversal competences

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

					student uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences. The student masters the basic rules of pronunciation also in expressions that have not been practised.
B2.1					
First stage of independent proficiency	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.	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.	The student strives to express their thoughts appropriately and respectfully for the communication partner, taking the requirements set by different situations into account.	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.	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

					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 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 stage of 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 Lehtikoinen

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 keskuslukio</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.

8.1.2. Syllabus in Finnish as a second language and literature (AI6)

The task of the subject

Students whose mother tongue is not Finnish, Swedish, or Sámi may be taught mother tongue and literature following the syllabus in Finnish as a second language and literature. The syllabus in Finnish as a second language and literature is appropriate for the students if there are deficiencies in some aspects of their basic Finnish language skills, in which case the students' Finnish language proficiency does not create sufficient preconditions for studying the syllabus in Finnish language and literature. The syllabus is based on the learning situation of a second-language learner; they learn Finnish in a Finnish-speaking environment and gradually develop a diverse Finnish language proficiency in addition to the languages they have learned previously. The objectives and contents of the syllabus are based on a command of the basics of the Finnish language acquired in primary

and lower secondary education or elsewhere. The key objective of the instruction of Finnish as a second language and literature is to achieve a Finnish language proficiency and knowledge of Finnish culture which enable the students to cope with further studies and the world of work.

The specific objective of the syllabus in Finnish as a second language and literature is to promote the development of the students' plurilingualism, Finnish language multiliteracy and interaction skills as well as knowledge of literature and culture. In cooperation with the instruction of the students' mother tongue and other subjects, the teaching and learning of Finnish as a second language and literature helps the students in building their linguistic and cultural identity in a culturally diverse and multimedial society. The instruction enhances the students' understanding of the significance that language proficiency, language awareness, and their own languages and cultures have for their identity and communities.

The Finnish language is both an object of learning and a medium of studying other subjects. The instruction promotes language learning in all interactive situations. A good command of language and interaction skills is significant for coping with further studies, the world of work, and daily life.

All modules develop the students' command of written language, multiliteracy as well as speaking and interaction skills, and instruct them to analyse and evaluate texts and interactive situations critically, partly relying on conceptual competence and analysis skills obtained previously. These skills are advanced and expanded in each study unit, especially by reading long fiction and non-fiction texts and analysing them independently and together with others. At least four complete works are read in the course of the compulsory studies. In teaching and learning, the students are guided in reflecting on the significance of language and interaction skills for further studies and getting to know the opportunities for continuing their studies of the Finnish language at the university level.

Transversal competences

Objectives

The general objectives of the instruction of Finnish as a second language and literature are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and development of linguistic 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 in public speaking and group communication situations
- know how to assess, analyse, and develop their interaction competence
- understand increasingly conceptual instructional discourse as well as situations involving formal speech, know how to act in them, and master suitable communication and interaction strategies for them
- are aware of the culture-bound nature of interactive situations and know how to examine and interpret different interactive situations and their ethical aspects.

Interpreting texts

The objective is that the students

- improve their skills related to conceptual language as well as their critical and cultural multiliteracy, allowing them to understand multimodal texts, including non-fiction and media texts, literature, and spoken texts, and use suitable strategies for reading and interpreting them

- *improve their vocabulary and resource of phrases and concepts by reading as well as advance their understanding of the structures of written language and are able to evaluate texts with awareness of their intentions and contexts*
- *develop their skills in the interpretative and experiential reading of fiction and non-fiction, diversify their reading choices, and advance their understanding of literary devices as well as learn to read and interpret long informative texts and complete books of fiction and non-fiction*
- *are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their skills related to conceptual language and their critical and cultural multiliteracy, enabling them to use and produce multimodal texts with awareness of their intentions and contexts, to express and justify their ideas, to select a language form suited to the situation and intention as well as to use structures, vocabulary, phrases, and concepts suitable for the topic*
- *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*
- *reinforce 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 awareness

The objective is that the students

- *understand the importance of language for learning and thinking as well as the significance of linguistic and cultural diversity for identities, and learn to develop their language proficiency in different environments and situations of language use and to draw on all of their language resources for learning*
- *advance their knowledge of the structures, different registers, stylistic features, and tones of language as well as the meanings these elements create, and of literature and other cultural products*
- *understand the process of language learning and learn to know and use the means and tools of developing their language proficiency that are the best suited for them.*

Assessment

If the students' syllabus is Finnish as a second language and literature, they are assessed according to this syllabus regardless of whether separate teaching in accordance with the syllabus in Finnish as a second language and literature has been arranged or not, or whether the general upper secondary school has only been able to offer part of the modules in this syllabus. Credits earned for modules completed according to the syllabus in Finnish language and literature will be transferred in full to modules in Finnish as a second language and literature, and the grade awarded for them will be transferred as a grade for the modules in Finnish as a second language and literature. Modules in Finnish as a second language and literature are considered comparable to Finnish language and literature modules in so far as their objectives and central contents correspond to each other. In this case, the students may be required to provide additional demonstrations of knowledge and skills regarding the compulsory modules, and their grades are reconsidered accordingly.

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 as a second 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.

Where applicable, the Language Proficiency Scale based on the Common European Framework of Reference may be used to support the assessment, as a tool for the teacher, and as an instrument for the students' self and peer assessment.

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

- developing the skills in listening comprehension and speaking
- mastering interaction skills in group and public speaking situations
- understanding interactive situations and phenomena

Interpreting texts

- understanding and interpreting multimodal 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
- evaluation and use of sources and materials
- improving the level of abstraction in language use and command of standard language

Development of language awareness

- understanding the languages of different fields of knowledge and linguistic diversity
- mastering linguistic knowledge and the concepts of the syllabus as well as observing and using language as indicated by the situation, purpose, and genre

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

Interpreting and writing texts, 2 cr (S21)

Modules in the study unit

- Interpreting and writing texts, 2 cr (S21), Compulsory

Objectives

Interpreting and writing texts

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways of expression*
- *learn to observe the use of Finnish structures and expressions in different texts and to exploit them in their writing*
- *learn to use different texts as a basis for their writing*
- *advance their skills related to the different stages of the writing process.*

Core contents

Interpreting and writing texts

- *reading long texts, possibly also in other languages the students know; understanding the objective and content of the text*
- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *strategies needed for understanding the texts the students read, abstract language skills, vocabulary, and resource of phrases and concepts*
- *editing the language and form of texts*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *a complete work of fiction, or non-fiction*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films. Modules S23, S27, and S29 focus particularly on interaction.

Language and textual awareness, 1 cr (S22)

Modules in the study unit

- Language and textual awareness, 1 cr (S22), Compulsory

Objectives

Language and textual awareness

The objective of the module is that the students

- *develop their language awareness and multiliteracy*

- *understand the significance of language for thinking and learning*
- *learn to use different situations and environments of language use for developing their language proficiency and to make full use of their language resources in learning*
- *learn to assess their language proficiency.*

Core contents

Language and textual awareness

- *typical features of Finnish, comparison to languages the students have learned previously and learn at school, linguistic and cultural diversity in Finland, plurilingualism, linguistic repertoire, concept of multiliteracy, different texts and their established means of expression, including the structures of written language*
- *different language forms: differences between spoken and standard language as well as informal and formal communication, differences between abstract and concrete language use*
- *strategies needed for understanding instructional discourse and formal speech as well as for reading comprehension*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in the development of multiliteracy and critical reading skills. Moreover, all learning, writing, and interaction require creativity.

Societal competence

Societal competence is supported by critical literacy, exploration of socially influential media texts, familiarisation with various means and forms of influencing and argumentation, and practising interaction skills relevant to working life.

Global and cultural competence

Global and cultural competence is visible in the reflection on language and identity, understanding of media and communication cultures, and exploration of linguistic minorities, world literature, and Finnish literature.

Interaction 1, 1 cr (S23)

Modules in the study unit

- Interaction 1, 1 cr (S23), Compulsory

Objectives

Interaction 1

The objective of the module is that the students

- *improve the communication skills they need in general upper secondary education as listeners, speakers, readers, and writers*
- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*
- *learn to examine interaction and interaction skills from the viewpoint of different contexts, interdependencies, and oral cultures*

- *learn to observe and understand the phenomena of group communication.*

Core contents

Interaction 1

- *reflecting on the students' personal interaction competence, being emboldened to communicate, and practising listening, goal-oriented, and diverse interaction*
- *strategies for understanding what the students hear and participating in conversations as well as the linguistic means of institutional interaction*
- *writing texts as part of oral interactive situations: for example, plans for shared projects, notes on multimedial texts*
- *verbal and non-verbal communication*
- *group communication phenomena, including roles, tensions, and cohesion*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films. Modules S23, S27, and S29 focus particularly on interaction.

Ethical and environmental competence

Ethical and environmental competence is emphasised, for example, in the examination of ethical interaction and the thematic choices in literature.

Global and cultural competence

Global and cultural competence is visible in the reflection on language and identity, understanding of media and communication cultures, and exploration of linguistic minorities, world literature, and Finnish literature.

Literature 1, 2 cr (S24)

Modules in the study unit

- Literature 1, 2 cr (S24), Compulsory

Objectives

Literature 1

The objective of the module is that the students

- *learn to read, understand, and interpret literary texts*

- *advance their understanding of literary genres, their typical features, and their means of expression*
- *become interested in and learn to enjoy literature*
- *learn to justify their interpretations of texts both orally and in writing*
- *improve their command of linguistic structures and vocabulary by reading Finnish literature.*

Core contents

Literature 1

- *key genres and ways of expression of literature, concepts used in analysis*
- *immersive and analytical writing and discussions based on literature*
- *visuality and culture-bound nature of language, susceptibility to multiple interpretations, and playing with language*
- *narratives and narrativity in fiction and non-fiction as well as in other texts, including theatrical performances, cinema, games or other media texts*
- *reading a complete work of fiction or non-fiction independently or together with others*

Local specification

Transversal competences

Ethical and environmental competence

Ethical and environmental competence is emphasised, for example, in the examination of ethical interaction and the thematic choices in literature.

Interpreting texts 1, 2 cr (S25)

Modules in the study unit

- Interpreting texts 1, 2 cr (S25), Compulsory

Objectives

Interpreting texts 1

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *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*
- *learn to examine the means of exerting influence and argumentation used in different texts*
- *are able to examine literature also as a shaper of opinions and perceptions of the world*
- *learn to justify their opinions with increasing diversity as writers and speakers.*

Core contents

Interpreting texts 1

- *linguistic and audiovisual means of exerting influence as well as modes and rhetorical devices of argumentation*
- *practice in providing justifications orally and in writing, source criticism, information acquisition and management, and copyright*
- *familiarisation with the vocabulary and structures of argumentative language use: generic expressions, means of modal and affective expression*
- *choosing linguistic means, genre and style*
- *a complete work that is socially significant or topical*

Local specification

Transversal competences

Societal competence

Societal competence is supported by critical literacy, exploration of socially influential media texts, familiarisation with various means and forms of influencing and argumentation, and practising interaction skills relevant to working life.

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in the development of multiliteracy and critical reading skills. Moreover, all learning, writing, and interaction require creativity.

Global and cultural competence

Global and cultural competence is visible in the reflection on language and identity, understanding of media and communication cultures, and exploration of linguistic minorities, world literature, and Finnish literature.

Writing 1, 1 cr (S26)

Modules in the study unit

- Writing 1, 1 cr (S26), Compulsory

Objectives

Writing 1

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the writing process*
- *advance their understanding of how the structure, language, and ways of expression of a text influence its meanings and learn to produce and edit relatively long non-fiction texts*
- *also learn to write texts together with others.*

Core contents

Writing 1

- *writing as a process: selecting a topic and materials and coming up with ideas, defining the topic, and selecting a perspective; structuring, revising, and finalising texts; giving and receiving feedback*
- *sharing texts and peer assessment skills*
- *cohesion at different levels of a text, including the overall structure, paragraphs, sentences, word order*
- *mastering linguistic structures typical of formal style, including infinitive structures, complex sentences, references*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films.

Interaction 2, 1 cr (S27)

Modules in the study unit

- Interaction 2, 1 cr (S27), Compulsory

Objectives

Interaction 2

The objective of the module is that the students

- *improve their strategies and skills related to listening comprehension, listening, interaction, and oral communication*
- *are emboldened as communicators and improve their public speaking skills to the point where they can draw on their personal strengths in different language use situations*
- *understand speaking as an activity where each turn both interprets and constructs the situation*
- *learn to examine the significance and variations of language in interactive situations.*

Core contents

Interaction 2

- *listening comprehension and listening strategies and skills, observing interactive situations*
- *an individual's linguistic repertoire, variations of language use situations and language as well as different linguistic and rhetoric devices in oral expression*
- *public speaking skills: constructing and targeting a speech and using illustration*

Local specification

Transversal competences

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films.

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Global and cultural competence

Global and cultural competence is visible in the reflection on language and identity, understanding of media and communication cultures, and exploration of linguistic minorities, world literature, and Finnish literature.

Literature 2, 2 cr (S28)

Modules in the study unit

- Literature 2, 2 cr (S28), Compulsory

Objectives

Literature 2

The objective of the module is that the students

- *advance their knowledge of literature*
- *improve their ability to examine literature in the cultural and historical context of its writing*
- *understand the significance of different contexts in interpreting literature*
- *familiarise themselves with key works of, and themes in, Finnish literature and are able to evaluate their significance.*

Core contents

Literature 2

- *phases of Finnish literature as part of world literature*
- *literature from different eras from the perspective of conception of humanity, identities, perception of the world as well as values and ideologies*
- *examining literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context*
- *a significant or topical complete fictional work*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films.

Global and cultural competence

Global and cultural competence is visible in the reflection on language and identity, understanding of media and communication cultures, and exploration of linguistic minorities, world literature, and Finnish literature.

Interaction 3, 2 cr (S29)

Modules in the study unit

- Interaction 3, 2 cr (S29), Optional

Objectives

Interaction 3

The objective of the module is that the students

- *improve their interaction skills and learn to evaluate interaction and the significance of interaction competence in interpersonal relationships, studying, the world of work, and society*
- *improve their capabilities for understanding and resolving interaction problems and acting constructively and ethically in different interactive situations, also challenging ones, as well as understanding the cultural features and contextuality of interaction*
- *advance their ability to examine and analyse interaction from different perspectives*
- *develop their understanding of situation-specific variations in language.*

Core contents

Interaction 3

- *diversifying of skills in listening and listening comprehension as well as in public speaking and performing, registers of language, and using language as required in each situation*
- *significance of interaction and interaction competence for further studies, the world of work, and society, including in different organisations and acting in other formal and informal communities*
- *dialogical and constructive interaction, ethics in interaction as well as conflicts and problem-solving in a group*
- *analysing the cultural features of interaction, different interactive situations and relationships as well as the factors that influence them*
- *possible participation in a secondary level final test of oral communication skills (the PUHVI test)*

Local specification

Transversal competences

Interaction competence

Interaction competence is present across all modules, for example through various group and pair work methods, diverse communication situations such as giving and receiving feedback, and the strengthening of language awareness. Emotional and empathy skills are developed through literature, theatre performances, and films.

Well-being competence

Wellbeing competence is concretised through the promotion of confidence in both written and oral communication. The topics addressed, materials used, and skills acquired support students' wellbeing and identity formation.

Ethical and environmental competence

Ethical and environmental competence is emphasised, for example, in the examination of ethical interaction and the thematic choices in literature.

Writing 2, 2 cr (S210)

Modules in the study unit

- Writing 2, 2 cr (S210), Optional

Objectives

Writing 2

The objective of the module is that the students

- *improve further their skills in expressing and justifying their ideas by writing, drawing on other texts*
- *develop a personal voice in writing*
- *improve their mastery of the writing process and skills in editing texts*
- *advance their knowledge of the structures and conventions of written language*
- *are able to choose a language form suitable for the situation and purpose.*

Core contents

Writing 2

- *producing long texts on the basis of materials and evaluating sources*
- *producing texts with a personal voice*
- *applying the practices of standard language to editing texts*
- *learning to use the structures, vocabulary, phrases, and concepts of language typical for texts intended for reading and writing*
- *a topical fiction or non-fiction work*

Interpreting texts 2, 2 cr (S211)

Modules in the study unit

- Interpreting texts 2, 2 cr (S211), Optional

Objectives

Interpreting texts 2

The objective of the module is that the students

- *advance their critical and cultural literacy*
- *are able to interpret different multimodal texts*
- *understand the significance of the intentions and context of texts when interpreting them.*

Core contents

Interpreting texts 2

- *interpretation of multimodal non-fiction and media texts and fictive texts*
- *constructing analyses and interpretations, using concepts*
- *a collection of poems or a play*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in the development of multiliteracy and critical reading skills. Moreover, all learning, writing, and interaction require creativity.

Societal competence

Societal competence is supported by critical literacy, exploration of socially influential media texts, familiarisation with various means and forms of influencing and argumentation, and practising interaction skills relevant to working life.

[Basic level, beginner 1], 2 cr (S2V1)

Objectives

Local specification

- [The student recognizes connections between the Finnish language and languages they have previously studied or already know, and utilizes their own linguistic repertoire.]
- [The student identifies learning strategies that suit their personal needs for acquiring and studying the language.]
- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency levels A1.1–A1.2.]
- [The student is able to produce texts in accordance with the objectives of proficiency level A1.1.]
- [The student sets personal goals for developing their Finnish language skills in relation to their studies.]

Core contents

Local specification

- [Common communication situations]
- [Key communication strategies]
- [Essential vocabulary for studying]
- [Describing one's everyday life]

[Basic level, beginner 2], 2 cr (S2V2)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency levels A1.2–A1.3.]
- [The student is able to produce texts in accordance with the objectives of proficiency levels A1.1–A2.1.]

Core contents

Local specification

- [Interaction in everyday situations]
- [Interaction in various study-related contexts]
- [Social encounters in daily life and leisure time]
- [Everyday life in upper secondary school]

[Basic level 1], 2 cr (S2V3)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency level A1.3.]
- [The student is able to produce texts in accordance with the objectives of proficiency level A1.2.]

Core contents

Local specification

- [Geographical distribution of the Finnish language and its variants]
- [The Finnish language in Finland from the student's perspective]
- [The significance of language and languages in promoting personal well-being]

[Basic level 2], 2 cr (S2V4)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency levels A1.3–A2.1.]
- [The student is able to produce texts in accordance with the objectives of proficiency levels A1.2–A1.3.]

Core contents

Local specification

- [Use of the Finnish language in different contexts]
- [Topical issues]
- [Creative activities based on students' own interests]

[Basic level 3], 2 cr (S2V5)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency level A2.1.]
- [The student is able to produce texts in accordance with the objectives of proficiency level A1.3.]

Core contents

Local specification

- [Upper secondary school studies]
- [Possible further studies and working life]
- [Future plans]

[Basic level 4], 2 cr (S2V6)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency levels A2.1–A2.2.]
- [The student is able to produce texts in accordance with the objectives of proficiency levels A1.3–A2.1.]

Core contents

Local specification

- [Topical issues]
- [Finnish-language media]
- [Source criticism]

[Continuation of basic level studies 1], 2 cr (S2V7)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency level A2.2.]
- [The student learns to utilize appropriate tools for language learning.]
- [The student is able to produce texts in accordance with the objectives of proficiency level A2.1.]

Core contents

Local specification

- [Processing and interpreting different types of texts]
- [Producing various types of texts]
- [Developing one's language skills]

[Continuation of basic level studies 2], 2 cr (S2V8)

Objectives

Local specification

- [The student is able to engage in interaction and interpret texts in accordance with the objectives of proficiency levels A2.2–B1.1.]
- [The student is able to produce texts in accordance with the objectives of proficiency levels A2.1–A2.2]
- [The student deepens their language learning strategies.]
- [The student is able to relate their Finnish language skills to the proficiency level B1.1 required for studying Finnish language and literature as a second language.]

Core contents

Local specification

- [Language proficiency requirements, for example in further studies]
- [Setting clear and realistic goals for studying Finnish]
- [Broad understanding of texts and key text types relevant to Finnish language learning, as well as strategies for analyzing, interpreting, and producing different kinds of texts]

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

Life and evolution, 2 cr (BI1)

Modules in the study unit

- Life and evolution, 2 cr (BI1), Compulsory

Objectives

Life and evolution

The objective of the module is that the students

- can explain the properties and basic conditions for life and recognise them in examples
- know the basic structure and function of cells to such an extent that they understand how evolution works and how ecosystems function
- are able to explain the mechanisms of genetic diversity, natural selection and speciation, and can explain their significance for evolution
- are able to classify the structure of current living organisms
- understand and can explain how biological information is produced.

Core contents

Life and evolution

Biology as a science

- properties and hierarchical levels of life
- biological disciplines and research methods
- biological observations, research questions and the developing of hypotheses

Evolution

- creation and development of cells
- sexual and asexual reproduction

- *variation and its genetic reasons*
- *natural selection*
- *speciation*
- *plant and animal evolution and key adaptations*
- *human evolution*
- *study of evolution*

Living organisms

- *principles of classification*
- *family tree of living organisms and key taxa*

Local specification

Transversal competences

Multidisciplinary and creative competence

Students learn how scientific knowledge is produced, what biological disciplines and research methods are, and which auxiliary sciences support biology.

Basics of ecology, 1 cr (BI2)

Modules in the study unit

- Basics of ecology, 1 cr (BI2), Compulsory

Objectives

Basics of ecology

The objective of the module is that the students

- *are able to explain and evaluate the impact of abiotic and biotic environmental factors on the adaptation and distribution of organisms*
- *are able to explain the structure and function of populations, communities, and ecosystems and describe them using examples*
- *know how to describe biodiversity and justify its importance.*

Local specification

Core contents

Basics of ecology

Basics of ecology

- *structure and dynamism of ecosystems*
- *cycle of carbon, nitrogen, and phosphorus and the flow of energy in an ecosystem*
- *properties of populations*
- *adaptation, ecological niches, and distribution*
- *relationships between species*

Biodiversity

- *genetic diversity, species diversity, ecosystem diversity*
- *significance of diversity*

Local specification

Transversal competences

Ethical and environmental competence

Students learn about nutrient cycles and biodiversity, which form the basis for understanding the causes of environmental problems.

Human impact on the ecosystem, 1 cr (BI3)

Modules in the study unit

- Human impact on the ecosystem, 1 cr (BI3), Compulsory

Objectives

Human impact on the ecosystem

The objective of the module is that the students

- *know methods for examining and following the state of the environment and for identifying environmental problems*
- *are able to compare, analyse, and evaluate the impacts of human activity on ecosystems*
- *know how to present, with justifications, solutions to environmental problems and recognise positive trends in the state of the environment*
- *are able to evaluate and justify their actions in relation to ecological sustainability*
- *are able to collect, analyse, interpret, and present ecological research data.*

Core contents

Human impact on the ecosystem

Changes in ecosystems caused by human activity and solutions to environmental problems

- *impact of climate change on ecosystems*
- *acidification*
- *eutrophication*
- *impacts of contaminants on the food chains*
- *impacts of humans on biodiversity*

Towards a sustainable future

- *significance of ecosystem services and ecological sustainability*
- *actions for encouraging a sustainable way of life and influencing the state of the environment*

Local specification

Transversal competences

Well-being competence

Students learn to care for the environment. The aim is to foster perseverance in promoting wellbeing in a changing world.

Interaction competence

Students learn to evaluate different perspectives, for example through discussions on environmental issues and questions related to genetic engineering.

All biology study units may include work in small groups or pairs and in various learning environments, which support the development of interaction competence.

Multidisciplinary and creative competence

Environmental problems and biotechnological innovations are examined from the perspectives of different scientific disciplines.

Societal competence

Students reflect on possibilities for influencing environmental issues and may collaborate with, for example, municipal environmental authorities or NGOs.

Ethical and environmental competence

Students develop readiness to act in support of a sustainable lifestyle and to influence the state of the environment.

Global and cultural competence

Many of the environmental issues discussed are global in nature, and students may reflect on the significance of global measures.

The cell and heredity, 2 cr (BI4)

Modules in the study unit

- The cell and heredity, 2 cr (BI4), Optional

Objectives

The cell and heredity

The objective of the module is that the students

- are able to name the basic structures of a cell
- know how to explain the main functions of cells
- master the basic mechanisms of heredity and can apply them with the help of examples
- are able to examine different types of cells using a microscope and interpret the microscopic structures of cells
- are able to carry out a small experimental work.

Core contents

The cell and heredity

The structure and function of a eukaryotic cell

- cell as an object of research
- biomolecules
- animal, plant, and fungal cell
- gene expression and its regulation
- photosynthesis
- cell respiration, fermentation reactions

Cell reproduction

- mitosis and cell division
- meiosis and the formation of gametes

Basics of heredity

- *new alleles created by gene mutations*
- *the Mendelian inheritance*
- *the Codominant inheritance, the polygenic inheritance, sex-linked inheritance, determining the type of inheritance on the basis of a family tree*

Local specification

Transversal competences

Well-being competence

Students gain an understanding of individual differences and their biological basis.

Societal competence

Familiarity with the basics of genetics and biotechnology helps students critically evaluate societal discussions on applications in the field.

Ethical and environmental competence

Hereditary traits, especially diseases, may be examined from ethical perspectives. Ethical and safety considerations of genetic and health data, and the use of genomic information at the population level in different societies, may be addressed.

Human biology, 2 cr (BI5)

Modules in the study unit

- Human biology, 2 cr (BI5), Optional

Objectives

Human biology

The objective of the module is that the students

- *are able to name and identify the structures of the most important organs and organisms, and explain the principles of how they work*
- *understand homeostasis, and can give examples of factors that influence it*
- *are able to describe the body's communication systems and explain how different parts communicate with each other*
- *are able to explain the body's ability to sense the environment and react to changes*
- *are able to explain and compare the body's different defence mechanisms against microbes*
- *know how to explain and justify the main stages in reproduction from fertilisation to birth*
- *are able to carry out small-scale experimental work that measures the function of the human body and present the outcome.*

Core contents

Human biology

Cell, tissue, organ

- *stem cell specialisation and cancer cells*
- *the generation of organs from different types of tissue*

Body regulation

- *structure and function of the nervous system*

- *endocrine glands and hormones*

Metabolism

- *digestive system*
- *circulatory system*
- *respiratory system*
- *secretion of metabolic waste*

Movement

- *musculoskeletal system*

Body's adaptation to the environment

- *skin and thermoregulation*
- *senses*
- *the defence system*

Reproduction

- *sexual organs and sexual development*
- *fertilisation, pregnancy, and birth*

Local specification

Transversal competences

Well-being competence

Knowledge of one's own body from a biological perspective.

Societal competence

Understanding human anatomy and physiology provides a foundation for critically analysing health-related information.

Biotechnology and its applications, 2 cr (BI6)

Modules in the study unit

- Biotechnology and its applications, 2 cr (BI6), Optional

Objectives

Biotechnology and its applications

The objective of the module is that the students

- *know the structures of different microbes and understand their basic functions*
- *are able to give examples of how microbes can be utilised in biotechnology*
- *deepen their knowledge about nucleic acids and their properties, and know how they can be utilised in gene technology*
- *are able to explain, with the help of examples, the main biotechnological applications and innovations and justify their importance for breeding, medical sciences, industry, and environmental protection*
- *can identify and evaluate the opportunities and risks of biotechnology and give well-founded opinions on them*
- *are able to plan and carry out experimental work related to the application of biology.*

Core contents

Biotechnology and its applications

Microbes

- *classification of microbes*
- *structure, variation and antibiotic resistance of bacteria*
- *structure and reproduction of viruses*
- *utilisation of microbes in biotechnology*

DNA engineering and examination using gene technology

- *differences in the genome and the function of the genes in eukaryotic and prokaryotic cells*
- *copying, cutting up, and separating of the fragments of DNA*
- *determining the information contained in DNA*
- *gene transfer and modification techniques*

Main applications of biotechnology and their importance

- *traditional and gene technology-based plant and animal breeding*
- *medical sciences*
- *genomic information and its utilisation*
- *identification of individuals and species on the basis of DNA information*
- *environmental protection*
- *industry*

Local specification

Transversal competences

Well-being competence

Students gain an understanding of individual differences and their biological basis.

Interaction competence

Students learn to evaluate different perspectives, for example through discussions on environmental issues and questions related to genetic engineering.

All biology study units may include work in small groups or pairs and in various learning environments, which support the development of interaction competence.

Multidisciplinary and creative competence

Environmental problems and biotechnological innovations are examined from the perspectives of different scientific disciplines. Students learn to plan and carry out small-scale experimental work.

Societal competence

Familiarity with the basics of genetics and biotechnology helps students critically evaluate societal discussions on applications in the field.

Ethical and environmental competence

Ethical aspects of biotechnology applications may be considered (e.g. genetic modification, medicine). Environmental competence includes applying biotechnology in environmental protection, circular economy, sustainable food production, and the development of new energy

sources and materials. Ethical and safety considerations of genetic and health data, and the use of genomic information at the population level in different societies, may be addressed.

Global and cultural competence

Students may reflect on the use of biotechnological applications in various environments, including the global opportunities and risks of genetic modification.

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. Culture, worldviews and ethics (ET)

The task of the subject

Culture, worldviews and ethics is a subject that supports the development of the students' worldviews and identity and pursuit of a good life. Personal worldview refers to the individual's conception of the world and his or her place in it.

Rather than ready-made dogmas, the starting point for the teaching and learning of culture, worldviews and ethics is the world the students live in and its phenomena. The subject encourages the students to actively structure their personal worldviews, to reflect on the foundations of these views, and to analyse the factors that influence them. At the same time, the subject examines different common worldviews, which may include political, scientific, philosophical, idealistic, or religious views, or ones that have their foundation in popular culture.

The background of the subject is multidisciplinary. The most important sciences applied in the instruction of culture, worldviews and ethics are anthropology; philosophy; cultural, art and religious studies; education science; and social sciences including media studies, political science, sociology, and gender studies. The instruction integrates and draws on knowledge acquired in other subjects, including history, psychology, biology, and geography, to support reflections on worldviews. Studying culture, worldviews and ethics develops insightfulness, broad critical thinking as well as the ability to understand large entities and links between phenomena.

Culture, worldviews and ethics promote the students' cultural and worldview-related general knowledge and ability, judgement, respect for others as well as discussion, listening, and self-expression skills. The subject is firmly based on human rights ethics and the building of a sustainable future. It draws on a conception of humanity which sees humans as social beings and stresses their possibilities of examining the reality around them critically and living as free and equal, active, and ethical members of society.

The nature of the subject requires interactive and discussion-based working methods.

Transversal competences

Culture, worldviews and ethics support the students in developing their identity, striving for a good life, and growing into open-minded humans and members of society who act ethically.

Culture, worldviews and ethics use comprehensible standard language to facilitate interaction and ensure that students from a wide variety of backgrounds can easily grasp worldview-related reflections. Where necessary, the subject uses the terminology of specialised fields, facilitating a conceptual approach to issues.

Culture, worldviews and ethics develop the students' ethical thinking, compassion, and capabilities for taking other people and their perspectives and needs into account. The subject supports the students in finding their identity, helps them structure their self-image as well as strengthens their self-esteem. This way, it contributes to developing the students' **well-being competence**.

Culture, worldviews and ethics supports the attainment of the objectives related to **interaction competence**. Working methods typical of culture, worldviews and ethics are discussion-based, student-centred and interactive. A key aspect of the studies is learning to encounter, understand, and accept different ways of thinking. Listening to and understanding others and using argumentation in which other people's views are valued promote key social skills.

Culture, worldviews and ethics draw extensively on different information sources and improve the students' ability to evaluate the reliability of sources. Learning critical, constructive, and ethical thinking is a key part of the objectives related to culture, worldviews and ethics. The subject is **multidisciplinary**, and it combines and applies **creatively** knowledge and competence acquired in different upper secondary school subjects as well as sciences and arts.

The instruction of culture, worldviews and ethics is based on the principles of human rights, democracy, and a sustainable future. To promote these principles, the instruction encourages the students' active involvement in society. It inspires them to engage in self-examination, reflection on their personal ethical values as well as building of their identity and personal convictions. This way, culture, worldviews and ethics support the objectives of **societal competence**, including active citizenship, making life choices, orientation to further studies and a meaningful career as well as finding your way to different fields in the world of work.

In the teaching and learning of culture, worldviews and ethics, the students are given an opportunity to reflect on the significance of global and ecological justice in topical and everyday

questions. The subject teaches a versatile range of **ethics competence**. It teaches the students to tell reasoned arguments from unjustified ones and encourages them to find scientific evidence to support beliefs. Culture, worldviews and ethics help the students understand the value of biodiversity and teach them to consider the means by which individuals and society could act in an ecologically sustainable manner in keeping with the objectives related to **environmental competence**. The subject both motivates the students to take action for climate change mitigation and encourages them to reflect on the attitudes and emotional skills that are essential for encountering climate change.

The subject of culture, worldviews and ethics is based on the idea that encounters and dialogue between different cultures and worldviews are important. It introduces the students to worldviews, cultures, and cultural heritage sites that are significant for historical and contemporary reasons. The subject broadens the students' worldview and teaches them to understand the value of cultural diversity. It guides them to act ethically and respectfully among their own cultures as well as other cultures and communities. The subject reflects on the humankind's future and trends that are changing the world, including the new media environment, technological advancement, and climate change. Consequently, culture, worldviews and ethics strengthen the students' **global and cultural competence**.

Objectives

The objective of the instruction of culture, worldviews and ethics is that

the students

- *receive support and obtain a basis for developing their identity and worldviews*
- *know how to use, combine, and apply knowledge they have learned in different sciences and upper secondary school subjects for building their personal worldviews*
- *are able to evaluate critically societal and cultural factors that affect worldviews and their personal philosophy of life*
- *are able to work constructively in different interactive situations, even those that involve disagreements*
- *expand and advance their general knowledge and ability related to worldviews and culture*
- *develop their ability to reflect on their own and other people's thinking and actions*
- *respect and are able to justify principles and practices that promote human rights, positive intercultural encounters, social and global justice as well as the building of a sustainable future and climate responsibility.*

Assessment

In culture, worldviews and ethics, the target of assessment is how extensively, diversely, logically and insightfully the students are able to reflect on worldview-related issues and express their thoughts. The assessment supports and develops the students' ability to assess the building of their personal worldviews and identities. It also supports and develops their ability to justify choices related to their personal worldviews. The students' ability to justify their worldview-related ideas in writing, orally, and interactively is taken into consideration in the assessment.

Worldview-related questions are personal and arise from the students' lives. The assessment of the students' reflections on these questions is based on thinking skills, including a coherent, critical, congruous, and systematic approach. In the students' performances, the target of assessment is their skills in examining and analysing different worldview-related opinions diversely and producing justified evaluations of them.

General knowledge and ability related to worldviews and cultures, which include a dimension of knowledge as well as thinking and interaction skills, are also assessed in culture, worldviews and ethics. These aspects are taken into account in the assessment of study units. The assessment encourages the students in planning, assessing, and developing their studying.

Study units

A good life and I, 2 cr (ET1)

Modules in the study unit

- A good life and I, 2 cr (ET1), Compulsory

Objectives

A good life and I

The objective of the module is that the students

- *understand key concepts related to reflecting on a good life and are able to use them to structure their personal worldviews*
- *familiarise themselves with different conceptions of a good life and are able to evaluate them as well as examine them in relation to their personal goals in life*
- *are able to evaluate different preconditions for a good life and identity choices, respecting equity*
- *know different conceptions of humanity and are able analyse how they lead to different ideals of a good life*
- *understand the constituent areas of their identities and are able to analyse the individual and communal factors that affect them*
- *improve their abilities for discussing worldviews, participating in interaction, and expressing their views responsibly, consistently, and creatively.*

Core contents

A good life and I

- *self, personal worldview, organised worldview, perception of the world*
- *factors and dimensions of a good life: needs, happiness, meaningfulness of life, well-being, and capabilities for acting; different models of a good life*
- *conceptions and ideals of humanity manifested in natural and human sciences, philosophy, arts, and popular culture, as well as secular and religious conceptions and ideals*
- *individuality, life choices, and means of life control: individuals' possibilities of influencing their own lives, the role of nature and nurture*
- *an individual's identity and sociability: individuals in a community, the private and the public, social relationships, roles and norms, intersectional nature of an individual's status in a community*
- *fundamental questions of human existence: interpersonal relationships, diversity of gender and sexual orientation, studying and work, ageing and death*

Local specification

Transversal competences

Well-being competence

Students refine their personal identity through exercises and discussions related to the concept of a good life.

Interaction competence

Students practise skills for constructive dialogue and argumentation.

Multidisciplinary and creative competence

Students understand how different disciplines can be used to examine various aspects of a good life.

Societal competence

Students learn to respect others' life choices.

Ethical and environmental competence

Students identify factors of a good life and humanity and use them to build a coherent personal identity.

Global and cultural competence

Students learn to see themselves as part of a global field of interaction.

Society and I, 2 cr (ET2)

Modules in the study unit

- Society and I, 2 cr (ET2), Compulsory

Objectives

Society and I

The objective of the module is that the students

- *understand the significance of communality for humanity and their identity*
- *understand that social phenomena and structures of society can be examined scientifically and that they have great importance for an individual's worldview and life choices*
- *are able to evaluate critically their own and other people's arguments and views concerning society*
- *are able to interpret and evaluate the information offered by different media and other institutions of society*
- *are able to examine critically society and its areas, structures, ideological traits, and the prevailing societal values*
- *understand and are able to justify the principles of human rights, freedom of religion and conscience, equity, democracy, peace, social and global justice as well as the principles of building a sustainable future*
- *are able to structure their personal status as individuals in communities, citizens in a state, and actors in the economic system*
- *are able to evaluate an individual's possibilities of exerting influence and develop their capabilities for constructive and responsible involvement in society.*

Core contents

Society and I

- *critical thinking and justifying arguments rationally: structuring the reality surrounding the students and its different distortions*
- *the operating logic of the media and other sources of information; the impact of school, politics, science, art, the entertainment industry as well as cultural communities, including religious ones, on perceptions of the world and worldviews as well as the students' personal worldview*

- *contemporary criticism: ideas and values of society and different sub-cultures*
- *knowledge base of societal agency and active citizenship: structures of society, social facts, special features of modern Western society including individualism, and the difference between a community and a society; the impacts of these elements on an individual's life*
- *economic and political power in Finland and the global market economy, the impacts of choices made by individuals as consumers and citizens*
- *the value of a human being, human dignity, and human rights; human rights documents, including the UN's Universal Declaration of Human Rights, Convention on the Rights of the Child, and European Convention on Human Rights; human rights violations, including the Holocaust*
- *global justice, sustainable future, climate change mitigation as well as the UN's Sustainable Development goals and Agenda 2030*

Local specification

Transversal competences

Well-being competence

Students learn how to build their wellbeing as part of a functional and meaningful community, while considering others.

Interaction competence

Students develop their ability to participate in societal discussion and influence.

Multidisciplinary and creative competence

Students are able to examine societal structures from the perspectives of different disciplines.

Societal competence

Students learn to recognise the diversity of societal opinions.

Ethical and environmental competence

Students understand the significance of societal decisions for environmental wellbeing.

Global and cultural competence

Students understand global human rights as a foundation for societal action.

Cultures, 2 cr (ET3)

Modules in the study unit

- Cultures, 2 cr (ET3), Optional

Objectives

Cultures

The objective of the module is that the students

- *understand the significance of culture for humanity and their personal worldviews as well as obtain tools for building a positive cultural identity*

- *are able to use the concepts of cultural studies and formulate personal reasoned opinions on cultural questions*
- *understand that cultures interact and that no culture has developed without external influences on its core features, such as ways of living, language, technology, and beliefs*
- *perceive the Finnish identity as a historically constructed and changing continuum which comprises external influences as well as internal diversity and minority cultures*
- *are able to perceive different solutions and choices of identity related to worldviews as well as the world's cultural diversity as a richness and to justify their non-discriminating treatment*
- *recognise hate speech and are able to tell it apart from responsible use of the freedom of expression.*

Core contents

Cultures

- *the concept and significance of culture as well as its different classifications and uses, culture as human activity based on meanings, different theories of the development of cultures and their relationships with one another, ethnocentrism and cultural relativism*
- *basis of cultural studies: the perspectives of the researcher and the subject, field work, ethnography, survey, interview*
- *cultural heritage: different forms of customs, cultural self-expression, impact of culture on the individual's perception of the world and philosophy of life, UNESCO's World Heritage Programme*
- *historical construction of Finnish culture and identity policy, diversity of the Finnish identity, and Finnish minority cultures*
- *interaction between cultures and civilisations as well as the impossibility of monoculturalism: multiculturalism and the global culture as well as their different worldview-based and societal interpretations and impacts*
- *ethnicity, racism and other types of discrimination as well as mutual respect and equality in different cultures in the past and present*

Local specification

Transversal competences

Interaction competence

Students understand intercultural interaction and its significance in the formation of cultural identities.

Multidisciplinary and creative competence

Students explore the foundations and methods of cultural studies.

Societal competence

Students understand the diversity of societal views as part of the formation of cultural identities.

Ethical and environmental competence

Students recognise how cultural factors influence ethical choices.

Global and cultural competence

Students learn to view intercultural interaction as essential to the formation of cultural values and practices. They respect others and diversity.

Worldviews, 2 cr (ET4)

Modules in the study unit

- Worldviews, 2 cr (ET4), Optional

Objectives

Worldviews

The objective of the module is that the students

- *are able to analyse the concepts of perception of the world, personal worldviews and organised worldviews, evaluate the justifications associated with them, and separate worldview and value related issues from matters of opinion*
- *understand the continuous historical change of views, cultures, and forms of society as well as are able to analyse the traits and starting points of different worldviews on this basis*
- *are able to analyse and evaluate the significance of evolution, universal ethical systems, the transformation of Europe in the Modern Era, the Enlightenment, science, and the modern market economy on worldviews and the students' personal worldviews*
- *are able to evaluate the weight of different values, worldviews, and ways of knowing as well as individual, communal, political, and religious dimensions in different personal and organised worldviews*
- *are able to analyse the foundations and development of their personal worldviews and the beliefs associated with them and understand that the starting points of personal worldview could have been different.*

Core contents

Worldviews

- *concepts related to worldviews; worldviews as fundamental ways of perceiving the world and the nature of worldview-related questions*
- *development of humankind's capacity to formulate worldviews: significance of evolution, language, and flexible cooperation in the evolution of humans as a species; animism, theism, atheism*
- *history of worldviews: birth of universal worldviews and moral systems, birth of the modern subject and scientific worldview, belief in progression, and societal differentiation as a source of new types of worldviews*
- *political worldviews, including liberalism, socialism, and nationalism; manifestations of worldviews in ways of living, arts, sports, and relationship with nature and the environment*
- *understanding worldviews from the perspective of the history of worldviews; random historical factors in the background of the students' personal worldviews*

Local specification

Transversal competences

Interaction competence

Students develop the ability to conceptualise the foundations of their own worldview and engage in worldview dialogue.

Multidisciplinary and creative competence

Students understand the influence of history, societal ideologies, and language on worldviews.

Ethical and environmental competence

Students learn to identify how values shape worldviews.

Global and cultural competence

Students evaluate the foundations of their own worldview.

Religions and non-religion, 2 cr (ET5)

Modules in the study unit

- Religions and non-religion, 2 cr (ET5), Optional

Objectives

Religions and non-religion

The objective of the module is that the students

- *develop their ability to read, interpret, and understand different religious and non-religious worldviews and to compare their premises and ways of living with their personal worldviews*
- *familiarise themselves with scientific research, definition, and explanation of religions, religiousness, and non-religion, as well as criticism of religion*
- *master concepts, knowledge, and skills which enable them to consider and analyse questions relevant to worldview-related systems, including secular humanism and religions, and to form their own, reasoned opinions on these matters*
- *familiarise themselves with the great religions of the world and understand their key features and internal diversity as well as their influence on culture and society*
- *familiarise themselves with the history of atheism, agnosticism, and humanism*
- *understand that non-religion and religiousness are historically constructed, diverse, and constantly changing phenomena with significant cultural and societal meaning.*

Core contents

Religions and non-religion

- *examining, defining, and explaining religiousness and non-religion; views of the origins of religions; criticism of religion*
- *key concepts related to understanding religious phenomena, including myth, sacredness, rite, symbol, and god*
- *historical and geographic spread, division, and basic features of Christianity and Islam as well as Buddhism and Hinduism; common features of the worldview traditions in Eastern Asia*
- *atheism, agnosticism, non-religion, and the principles of secular humanism related to worldviews*
- *visibility of and impacts of religion and non-religion on daily life, politics, and administration of justice; liberal and fundamentalist religiousness, participation in religion as a custom, new religious movements, secularisation, and the principle of non-confessional public use of power*

Local specification

Transversal competences

Well-being competence

Students are able to justify their worldview in relation to other worldviews.

Multidisciplinary and creative competence

Students practise a research-oriented approach, for example through cultural study assignments.

Ethical and environmental competence

Students practise constructive interaction in various environments and learn to identify and respond to hate speech.

Global and cultural competence

Students learn to approach different worldview-based choices with equality.

Future, 2 cr (ET6)

Modules in the study unit

- Future, 2 cr (ET6), Optional

Objectives

Future

The objective of the module is that the students

- *familiarise themselves with the methods and tasks of future studies as well as understand that even if future is difficult to predict, we can influence it by our values, acts and choices*
- *understand different attitudes to technological advancement and are able to assess how technical changes will affect society, culture, and the environment*
- *adopt capabilities - attitudes, knowledge and emotional skills alike - for building a sustainable future and understand the impacts of climate change, means for mitigating it, and obstacles to using these means*
- *are able to evaluate the impacts of the scientific and technological revolution on modern societies and worldviews as well as their personal worldview*
- *understand the significance of utopias and dystopias in reflecting historical, topical, and future questions.*

Core contents

Future

- *future studies, weak and strong signals, futures work; possible, probable, and desirable future scenarios*
- *scientific and technological revolution and advancement of technology, especially digitalisation, machine learning, artificial intelligence and robotics, and their impacts on society and culture*
- *potential change in conceptions of humanity and ideals of a good life, including cyborgs, transhumanism, genetic engineering; different attitudes to technological advancement*
- *transformation in society, economic structures, and work, including robotics, increasing inequalities, changes in division of work and wealth*
- *ecological changes with global impacts: climate change, mass extinctions, biodiversity loss, migrations*
- *an individual's choices and cooperation for a better future; technical advancement as an enabler of a good life*
- *different fictive future narratives and their criticisms, dystopias and utopias*

Local specification

Transversal competences

Interaction competence

Students strengthen their emotional skills through dialogue with others.

Multidisciplinary and creative competence

Students understand the impact of science, technology, economy, and work on society and explore futures research.

Societal competence

Students recognise their potential to influence the future.

Ethical and environmental competence

Students acquire knowledge, skills, and a positive attitude toward building a sustainable future.

Global and cultural competence

Students grow into active global citizens capable of taking responsibility for their choices.

8.4. 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

Introduction to philosophical thinking, 2 cr (FI1)

Modules in the study unit

- Introduction to philosophical thinking, 2 cr (FI1), Compulsory

Objectives

Introduction to philosophical thinking

The objective of the module is that the students

- form a conception of the nature and methods of philosophy by familiarising themselves with philosophical problems and possible solutions
- learn to evaluate the truthfulness of statements and develop skills in presenting and demanding justifications for different statements as well as understanding the structure of justifications and evaluating their validity
- through different interactive exercises and discussions, learn and develop their ability to apply the working approaches of philosophy, such as questioning assumptions, classifying and defining concepts, and using thought experiments and counterexamples

- *familiarise themselves with some key philosophical questions and conceptual analyses related to them*
- *are able to analyse and evaluate critically different epistemic beliefs, and familiarise themselves with knowing in some general upper secondary school subjects.*

Core contents

Introduction to philosophical thinking

- *what philosophy is, questions posed by philosophy as well as thinking in the tradition and topical themes of philosophy*
- *learning the basics of consistent argumentation and valid reasoning as well as practising these skills orally and in writing, also in the context of topical societal problems*
- *key fundamental questions and analyses of philosophy: spirit and matter, freedom and necessity, conceptual and empirical, objective and subjective*
- *difference between knowledge and information, practical and scientific knowledge, and science and pseudoscience*
- *nature of knowledge and argumentation in different fields of knowledge: forming, testing, and justifying statements in some general upper secondary school subjects*

Local specification

Transversal competences

Well-being competence

Students learn to tolerate uncertainty, structure their own thoughts through critical thinking, and understand the difference between belief and knowledge in light of philosophical inquiry.

Interaction competence

Students practise constructive dialogue.

Multidisciplinary and creative competence

Students practise identifying conceptual structures that may initially appear fragmented.

Societal competence

Students learn to identify common fallacies in argumentation and distinguish knowledge from disinformation.

Ethics, 2 cr (FI2)

Modules in the study unit

- Ethics, 2 cr (FI2), Compulsory

Objectives

Ethics

The objective of the module is that the students

- *familiarise themselves with the key concepts, questions, and theories of philosophical ethics*
- *are able to justify views of what is good and right, as well as understand the difference between normative and descriptive statements*

- *are able to make consistent ethical arguments orally and in writing and justify the obliging nature of morale*
- *learn to structure the meaning of their lives and life choices with the help of philosophical concepts*
- *are able to analyse and evaluate actions ethically as well as analyse their own moral solutions and assessments using the tools of philosophical ethics*
- *are able to apply ethics to issues related to society and the environment.*

Core contents

Ethics

- *the nature of morale as a system of norms: difference between morale, laws, and customs; moral objectivism, relativism, subjectivism*
- *normative and applied ethics in examining morale: virtues, consequences, rights, and obligations*
- *philosophical theories on the goodness and meaningfulness of life as well as a good way of living*
- *ethics and the individual's moral choices: interpersonal relationships and life choices*
- *ethical issues related to the environment and nature, including climate change and animal rights*
- *ethics and society: human and fundamental rights*

Local specification

Transversal competences

Well-being competence

Students learn to reflect on different conceptions of a good life, which simultaneously deepens their understanding of their own and others' wellbeing.

Interaction competence

Students develop skills in encountering others, accepting different perspectives, and respecting diversity.

Multidisciplinary and creative competence

Students learn to address ethical issues related to various academic disciplines that have significant societal implications, such as bioethics and the ethics of climate change.

Societal competence

Students practise reflecting on different conceptions of a good future and a good life. They understand the foundations of normative theories that explain why an action may be right or wrong, which supports solving ethical dilemmas.

Ethical and environmental competence

Students practise examining key questions in environmental ethics. They understand the difference between intrinsic and instrumental value.

Global and cultural competence

Students learn to structure ethical and ideological views from different cultures and understand their foundations.

Social philosophy, 2 cr (FI3)

Modules in the study unit

- Social philosophy, 2 cr (FI3), Optional

Objectives

Social philosophy

The objective of the module is that the students

- *familiarise themselves with certain key concepts and trends of social philosophy*
- *learn to analyse justice, freedom, equality, and exercise of power in the activities of individuals, communities, and institutions*
- *are able to evaluate the structure of society and its legitimacy on philosophical terms*
- *are able to apply what they have learned to current societal questions*
- *understand the significance of rights as the foundation of society.*

Core contents

Social philosophy

- *legitimisation of social order, social contract theories*
- *different forms of power, freedom, equality, and justice*
- *human rights, citizens' freedoms, and rule of law; democracy and communality as societal values*
- *political ideals: liberalism, socialism, anarchy, conservatism, nationalism; social utopias and dystopias*
- *the relationship between welfare and the economy; legitimisation of income, wealth and well-being gaps; the welfare state*
- *topical questions of social philosophy: environmental problems, encounters between cultures, impacts of technology and artificial intelligence, gender and power, identification and criticism of structures that promote inequality*

Local specification

Transversal competences

Well-being competence

Students practise philosophical reasoning to explore what constitutes a just society and a good human being.

Interaction competence

Students take a stand on current political, societal, and global phenomena in class, using concepts from social philosophy to interpret them.

Multidisciplinary and creative competence

Students learn to critically examine societal phenomena conveyed through different media.

Societal competence

Growth into active citizenship is supported by examining various ideologies and the concepts of justice, democracy, and the rule of law.

Ethical and environmental competence

Students learn to reflect on philosophical questions related to building a good society and future.

Global and cultural competence

Students practise reflecting on philosophical questions related to global citizenship.

Truth, 2 cr (FI4)

Modules in the study unit

- Truth, 2 cr (FI4), Optional

Objectives

Truth

The objective of the module is that the students

- *are able to tell opinions from factual statements and understand the need to justify the latter*
- *understand the role of language and meanings in perceiving reality*
- *are able to analyse and evaluate philosophical theories on truth, knowledge, the nature of reality, and science*
- *are able to structure and analyse the nature of scientific research, conclusions, and explanations*
- *are able to assess the relationship of observation and knowledge as well as scientific theories with truth*
- *learn to evaluate situations where different studies come up with dissimilar results and options for action.*

Core contents

Truth

- *language, meaning and truth*
- *the nature of truth and theories of truth; approaching truth; inevitable and contingent truth*
- *the nature of reality and consciousness; realism and antirealism*
- *the sources, possibilities, and limits of knowledge, justification of knowledge, relationship between knowledge and certainty*
- *nature and methods of scientific research as well as scientific reasoning; the ethics of science*
- *reliability of scientific methods and theories and their relationship with reality*
- *explanation, prediction, understanding, and interpretation in different sciences*

Local specification

Transversal competences

Well-being competence

Students learn to understand the diversity of fields of knowledge and the multidimensional nature of the concept of knowledge.

Interaction competence

Students learn to understand dialogue between different academic disciplines.

Multidisciplinary and creative competence

Students learn to understand the conceptual connections between knowledge, science, and truth.

Ethical and environmental competence

Students learn to understand the multidimensional nature of the concept of truth and critically examine ethical questions related to science and technology.

Global and cultural competence

Students learn to evaluate how different values and conceptions of truth influence scientific research.

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.

8.5. Physics (FY)

The task of the subject

The instruction of physics supports the development of students' natural-scientific thinking and world view as part of a broad general education. Through the instruction, the students learn to understand the significance of physics for daily life, the environment, society, and technology. As the students' natural-scientific literacy improves, it helps the students evaluate critically various everyday choices and viewpoints in social debates. The teaching and learning of physics provide the students with skills needed to succeed in their further studies in natural sciences and other fields that apply natural sciences, as well as skills in applying their competence in physics in the world of work. Diverse learning situations and environments promote egalitarian and equal opportunities of learning.

The instruction of physics develops the students' understanding of the concepts of physics at qualitative and quantitative levels. The students' previous experiences, new observations and viewpoints combine into a coherent notion of the reality around them through the interaction between the students and teachers and using theories in physics.

The teaching and learning of physics are based on observations made about the environment. Experimentation in its different forms supports the students in attaining and understanding

concepts, learning research skills, and perceiving the characteristics of natural sciences. As their studies progress, the students develop their overall research skills as well as the skills related to the core contents of each module. Experimental work is carried out in accordance with the occupational safety principles.

Transversal competences

The instruction of physics steers the students towards a way of thinking, information gathering and use, innovation, interaction, and evaluation of the reliability and significance of information that are characteristic of natural sciences. The instruction develops the students' **societal competence** by giving them the skills to participate in social debates and to influence joint decision-making.

The students' own experimental work develops their work and collaboration skills and their creative and critical thinking, while inspiring them to study physics. The students develop their **interaction competence** and they learn perseverance as well as to take responsibility for their work with the help of diverse working methods, such as project learning and working in groups.

The instruction provides a picture of the importance of physics in building a sustainable future: physics is needed in developing new solutions and ensuring environmental and human welfare locally, nationally and globally. The instruction steers the students towards taking responsibility for their own actions and the environment, using their competence in physics in the building of a sustainable future, and evaluating their own choices in relation to the sustainable use of natural resources, the environmental and health impacts of their choices, and the methods of energy production. Thus the instruction in physics supports the students' **ethical and environmental competence, global and cultural competence** as well as **well-being competence**.

During their studies of physics, the students practise writing as well as critically interpreting and analysing different texts. Multiliteracy skills are developed by interpreting and producing written text, images, videos, tables, diagrams, and formulas, among other things. The study of physics also supports **multidisciplinary and creative competence** through the use of information and communication technology. Information and communication technology is used for such purposes as searching for information, collecting experimental observations, processing and interpreting measurement results, composing and presenting work as well as modelling and simulating.

Objectives

The general objectives of the instruction of physics relate to the significance, values, and approaches of physics and to knowledge of physics and its use. The general objectives of the instruction are described in detail below.

Meaning, values and attitudes

The objective is that the students

- are able to evaluate the significance of physics for individuals and society
- recognise their competence in physics and can set their own goals, face their learning challenges, and apply learning strategies in physics
- study the applications of physics in diverse situations, such as in nature, industries, organisations, and scientific communities
- have the opportunity to become familiar with applications of physics through visits or collaboration with higher education institutions or workplaces at a local or international level
- gain sufficient knowledge for further studies in natural sciences and fields that use physics
- gain skills in participating in debates and decision-making about the environment and technology.

Research skills

The objective is that the students

- *understand the characteristics and development of natural-scientific knowledge as well as the scientific methods for producing knowledge*
- *are able to formulate questions about the phenomena being observed and develop the questions further into starting points for research, problem-solving or other activity*
- *are able to plan and carry out experimental research in collaboration with others*
- *recognise the impacts of error sources on measurements*
- *are able to process, interpret, and present research results and evaluate them and the entire research process.*

Knowledge of physics and its use

The objective is that the students

- *are able to use key concepts in physics logically and in correct contexts*
- *organise their notions about the structure and phenomena in nature with the help of the concepts and principles of physics*
- *know how to express conclusions and viewpoints in ways characteristic of physics*
- *understand physical phenomena and the principles behind technological applications*
- *are able to formulate, interpret, and evaluate different models and use them, and simulations, to describe phenomena and make forecasts*
- *know how to use appropriate programs as tools for modelling and expressing numerical and graphical solutions and results*
- *know how to use diverse information sources and evaluate them critically with the help of their knowledge in physics.*

Assessment

The assessment framework focuses on the attainment of the general objectives of physics, with emphasis on module-specific objectives and mastery of core contents. Assessment and feedback given during the learning process help the students understand and develop their competence in physics. At the same time, the students develop their self-assessment skills.

The assessment is based on a broad demonstration of competences and observation of the students' conceptual and methodological skills and knowledge. Knowledge of physics and its application can be demonstrated in many different ways, such as by explaining, graphical modelling, or using mathematical models. In addition to different outputs, the students' way of working, such as the formulation of questions, description of the problem-solving process, and the students' research skills, are assessed. The students' ability to work experimentally and collect and use information is taken into account in the assessment.

Study units

Physics as a natural science, 1 cr (FY1)

Modules in the study unit

- **Physics as a natural science, 1 cr (FY1), Compulsory**

Objectives

Physics as a natural science

The objective of the module is that the students

- *explore physics as a systematic, experiment-based science*
- *explore the proportions of the universe and the structure of matter*
- *explore the information gathering methods used in physics*
- *can plan and carry out simple experiments, characteristic of natural sciences*
- *gain experiences that inspire and deepen their interest in physics and the study of physics.*

Core contents

Physics as a natural science

- *quantity and unit, the SI system*
- *measuring, collecting results, graphical presentation of results, and evaluation of their reliability*
- *graphical models and linear models*
- *planning and carrying out a simple experimental study*

Local specification

Transversal competences

Interaction competence

Practising physics-specific notation and modes of representation in every study unit supports multiliteracy and language awareness.

Multidisciplinary and creative competence

Planning measurements and presenting results graphically introduces students to various methods of data collection and presentation.

Global and cultural competence

The study unit strengthens students' ability to understand how the scientific worldview is built on experimentation and what kinds of cultural structures this requires. One example of such a structure is the SI system.

Physics, the environment and society, 1 cr (FY2)

Modules in the study unit

- Physics, the environment and society, 1 cr (FY2), Compulsory

Objectives

Physics, the environment and society

The objective of the module is that the students

- *study energy as a key concept of physics*
- *know different types of energy and methods of energy production*
- *can compare the scale of different methods of energy production and their environmental impacts*
- *obtain skills in participating in debates and decision-making about the environment and technology from the perspective of a sustainable energy economy.*

Core contents

Physics, the environment and society

- *types of energy, energy conservation and energy transformation*
- *energy production, power, efficiency, and energy transfer*
- *impact of energy production on the environment and climate change*

Local specification

Transversal competences

Ethical and environmental competence

The study unit addresses the environmental and climate impacts of energy production. This helps students understand why human activity must be aligned with the carrying capacity of natural environments and the sustainable use of limited natural resources, and provides readiness to participate in societal discussions.

Energy and heat, 2 cr (FY3)

Modules in the study unit

- Energy and heat, 2 cr (FY3), Optional

Objectives

Energy and heat

The objective of the module is that the students

- *develop their understanding of energy as a key concept of physics*
- *are able to examine phenomena related to the thermodynamic state and changes in the state of matter*
- *know how to apply the concepts and models of thermodynamics to examining solutions for energy production and to building a sustainable future*
- *recognise the significance of energy balance and thermal transfer for climate change.*

Core contents

Energy and heat

- *force as a unit of the strength of interaction*
- *mechanical work*
- *thermodynamic system and state variables*
- *temperature, pressure, and hydrostatic pressure*
- *energy conservation, internal energy, energy transfer and quantity of heat*
- *heating and cooling of matter and changes in the state of matter*
- *thermal expansion*
- *changes in the state of gases and equation of state of an ideal gas*

Local specification

Transversal competences

Multidisciplinary and creative competence

Through mastering the core content, students develop quantitative skills to assess and compare different methods of energy production.

Ethical and environmental competence

By exploring the physical phenomena and principles related to the greenhouse effect, students gain understanding of how human activity contributes to atmospheric warming.

Force and motion, 2 cr (FY4)

Modules in the study unit

- Force and motion, 2 cr (FY4), Optional

Objectives

Force and motion

The objective of the module is that the students

- *are able to experimentally examine phenomena related to force and motion*
- *know how to produce and analyse graphical presentations of measurement data*
- *understand the significance of conservation laws in physics*
- *know the safety aspects related to force and motion.*

Core contents

Force and motion

- *uniform and uniformly accelerated linear motion*
- *the interaction between, and the force of, physical objects; Newton's laws*
- *combined effect of forces, a force diagram and an equation of motion*
- *weight and friction*
- *kinetic energy, potential energy, and mechanical energy*
- *the conservation of mechanical energy and the mechanical energy principle*
- *momentum, impulse, the conservation of momentum, and one-dimensional collisions*

Local specification

Transversal competences

Well-being competence

The study unit may address the role of friction and driving speed in determining a vehicle's stopping distance. Newton's laws help students understand the importance of seat belts and airbags in collision situations.

Multidisciplinary and creative competence

Uniform and uniformly accelerated linear motion can be studied using motion sensors, enabling the use of ICT for collecting experimental data and processing and interpreting measurement results.

Periodic motion and waves, 2 cr (FY5)

Modules in the study unit

- Periodic motion and waves, 2 cr (FY5), Optional

Objectives

Periodic motion and waves

The objective of the module is that the students

- *can model planetary motion as circular motion*
- *study the basics of vibratory and wave motion by examining mechanical vibration and sound*
- *can describe periodic motion with physical and mathematical concepts*
- *can model mechanical vibration and sound as a periodic motion.*

Core contents

Periodic motion and waves

- *the moment and the rotation of an object*
- *balance in relation to rotation in simple situations*
- *uniform circular motion and normal acceleration*
- *the law of universal gravitation and planetary motion*
- *periodic motion, time period, frequency and amplitude*
- *harmonic force, vibratory motion and the potential energy of harmonic force*
- *creation, propagation and reflection of mechanical waves*
- *diffraction and interference of mechanical waves and standing waves*
- *sound as a wave motion, sound intensity level, sound properties and the propagation of sound*

Local specification

Transversal competences

Well-being competence

The study unit may examine the physical properties of sound and their connection to hearing damage. Exploring sound intensity levels adds a quantitative dimension to the theme.

Electricity, 2 cr (FY6)

Modules in the study unit

- Electricity, 2 cr (FY6), Optional

Objectives

Electricity

The objective of the module is that the students

- *are able to examine experimentally phenomena related to electricity and carry out basic electrical measurements*
- *know how to use the concepts of field and potential when describing an electric field*
- *know the safety aspects related to electrical devices and transmission of electrical energy.*

Core contents

Electricity

- *voltage and electrical current in direct current circuits*
- *resistance and Ohm's law*
- *electric power and Joule effect*

- *resistor connections and Kirchhoff's laws*
- *batteries and battery charging circuits*
- *Coulomb's law and the homogeneous electric field*
- *potential energy and potential in a homogeneous electric field*
- *capacitor and capacitor energy*
- *semiconductors, diode, and LED as components in a circuit*
- *electrical safety: fuse, protection rating, and dielectric strength*

Local specification

Transversal competences

Well-being competence

Students learn to consider electrical safety.

Electromagnetism and light, 2 cr (FY7)

Modules in the study unit

- Electromagnetism and light, 2 cr (FY7), Optional

Objectives

Electromagnetism and light

The objective of the module is that the students

- *understand the central importance of induction in electromagnetism*
- *understand the basics of the production and transmission of electrical energy and their importance for the functioning of society*
- *recognise sources of electromagnetic radiation and their effects*
- *understand light as an electromagnetic phenomenon.*

Core contents

Electromagnetism and light

- *ferromagnetism and the magnetic dipole*
- *magnetic interaction and magnetic fields*
- *motion of a charged particle in an electric and magnetic field*
- *the magnetic field of a current-carrying conductor and the force between two current-carrying conductors*
- *electromagnetic induction, Lenz's law and eddy currents*
- *generator, the generation of alternating current, transformers and the transfer of energy with the help of electric current*
- *electromagnetic radiation and its spectrum and the spectrum of black body radiation*
- *reflection, refraction, and total internal reflection*
- *interference and diffraction of light*
- *the polarisation of light on qualitative level*

Local specification

Transversal competences

Societal competence

Mastering the core content of the study unit enables students to participate in societal discussions related to electricity production.

Matter, radiation, and quantisation, 2 cr (FY8)

Modules in the study unit

- Matter, radiation, and quantisation, 2 cr (FY8), Optional

Objectives

Matter, radiation, and quantisation

The objective of the module is that the students

- *know the effects of ionising radiation and learn the safe use of radiation*
- *explore a worldview based on quantum physics, from the elementary particle physics to cosmology*
- *understand the significance of technology based on quantisation for modern society.*

Core contents

Matter, radiation, and quantisation

- *quantisation of energy in the interaction of matter and radiation*
- *the photon as a quantum of an electromagnetic radiation field*
- *the structure of an atom, the quantum states of the electrons in an atom, and the principle of the wave-mechanical model for an atom*
- *technology based on quantisation: laser and quantum structures*
- *the structure of an atomic nucleus and changes in an atomic nucleus, radioactive decay*
- *nuclear reactions, mass–energy equivalence, nuclear binding energy*
- *nuclear power, fission, and fusion*
- *the radioactive decay law*
- *the types and biological effects of ionising radiation and its application in medicine and technology*
- *standard model for particle physics*
- *the evolution of the universe*

Local specification

Transversal competences

Well-being competence

By understanding the sources and effects of electromagnetic radiation, students are able to act in ways that promote their own and others' wellbeing and safety. Students also learn about the use of ionising radiation in healthcare.

Experimental work, which is characteristic of physics and practised in every study unit, develops students' collaboration and interaction skills as well as multiliteracy.

Societal competence

By mastering the core content, students can engage in societal discussions on nuclear power and radiation from radioactive sources, and interpret these discussions from a physics-based and fact-based perspective.

Ethical and environmental competence

Through the quantisation of radiation, students can explain the absorption of thermal radiation by greenhouse gases, thereby deepening their understanding of the physical mechanisms behind the greenhouse effect.

Global and cultural competence

The study unit helps students form an understanding of the current scientific worldview based on physics research as a global entity.

8.6. 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 geomedia help the students develop their geographical thinking and understand the changes taking place in their everyday environment at a local, regional, and global level. Geomedia 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 geomedia 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 toponymy
- 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 geomedial 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 geomedial skills. The students may also demonstrate the competence to be assessed through field work and presentations, essays, and other products.

Study units

The world in change, 2 cr (GE1)

Modules in the study unit

- The world in change, 2 cr (GE1), Compulsory

Objectives

The world in change

The objective of the module is that the students

- develop their geographical worldview and learn to use toponymy with ease in appropriate contexts
- are able to analyse the reasons for environmental changes and evaluate the consequences of environmental changes in different regions
- know methods for containing environmental changes or mitigating their effects in different regions and can explain what types of solutions help achieve this
- are able to analyse the causes for changes in humankind and evaluate the consequences of the changes in different regions
- know methods for influencing the changes caused by human activity in different regions and are able to evaluate them
- know about commitments related to sustainable development and can use them as a basis for ethical justifications
- are able to collect, analyse, and present relevant and reliable information about regional questions using geomedial

- *know how to critically evaluate current regional news in different media about environmental changes or changes in humankind.*

Core contents

The world in change

Geography as a scientific discipline

- *observing the environment and the world from a geographical perspective*
- *utilising geography in the world of work and everyday life*
- *current regional news*

Environmental changes and their solutions

- *mechanisms of climate changes*
- *reasons for, and consequences of, the current climate change*
- *drought, desertification, storms, and floods*
- *adaptation to environmental changes and containment of the changes*

Changes in humankind

- *global environmental impacts caused by population growth and increase in wealth*
- *lack of clean water, hunger*
- *wealth distribution, poverty*
- *refugees*
- *commitments of sustainable development*

Local specification

Transversal competences

Well-being competence

The aim is to examine the changing world also through positive developments and to emphasise the ability to adapt to change and act with perseverance for a better future.

Interaction competence

Empathy skills are developed, for example, through reflection on global disparities in development.

Multidisciplinary and creative competence

Students become familiar with key concepts and approaches to knowledge in geography and related disciplines.

Societal competence

Students follow current news and learn media literacy and critical thinking. Students learn to understand different societies and how they function.

Global and cultural competence

Students gain an overview of global current phenomena.

The blue planet, 2 cr (GE2)

Modules in the study unit

- The blue planet, 2 cr (GE2), Optional

Objectives

The blue planet

The objective of the module is that the students

- *know how to use the basic concepts of physical geography and toponomy appropriately*
- *are able to collect, analyse, interpret, evaluate, and present physical geographical information using geomedial*
- *are able to explain phenomena arising from planet Earth's shape and movements and give reasons for the effects these phenomena have on natural systems*
- *know how to describe and analyse the regional distribution of abiotic and biotic features of Earth's nature*
- *are able to interpret the structure, formation, and development of natural landscapes in pictures and maps, and explain by giving reasons how and why natural landscapes change*
- *are able to analyse the causes of natural risks and assess their consequences in different regions*
- *know how to explain and compare with the help of examples how the consequences of natural risks can be anticipated and their effects mitigated in different regions*
- *understand the importance of physical geography information in society and in people's everyday life.*

Core contents

The blue planet

The way of thinking in physical geography

- *formulating questions of physical geography and collecting, analysing, evaluating, and presenting physical geography information*
- *information sources and research methods of physical geography*

Atmosphere and hydrosphere

- *structure of the atmosphere and winds, changes in the ozone layer*
- *water cycle, rain, and seawater movements, ENSO and NAO*
- *weather, forecasting weather*
- *climate regions*

Lithosphere

- *structure of the Earth, the rock cycle*
- *endogenous and exogenous events shaping the surface of the Earth*
- *endogenous and exogenous phenomena as risks, main risk areas, anticipation, and preparation for the risks*

Local specification

Transversal competences

Societal competence

Students follow current news and learn media literacy and critical thinking.

Ethical and environmental competence

Students learn about fundamental phenomena of the natural environment, which form the basis for environmental competence, such as understanding global environmental issues.

The common world, 2 cr (GE3)

Modules in the study unit

- The common world, 2 cr (GE3), Optional

Objectives

The common world

The objective of the module is that the students

- are able to use the concepts of human geography and toponomy appropriately
- identify cultural traits and their differences, value their diversity, and take human rights into account in their actions
- are able to collect, analyse, evaluate, and present human geography information using geomedial
- know how to describe and analyse regional traits of human activity and interdependencies between humans and nature at different regional levels
- are able to analyse the way in which the opportunities offered by natural resources and the environment influence human activity and compare different regions
- know how to analyse, with the help of examples, the causes of environmental risks and risks to the humankind, evaluate their consequences, and identify ways to contain the consequences of the risks or mitigate their effects in different regions
- understand the importance of human geography information in society, people's everyday life, and their own actions.

Core contents

The common world

The way of thinking in human geography

- formulating questions of human geography and collecting, analysing, evaluating, and presenting human geography information
- information sources and research methods in human geography
- experiencing places and mind maps

Population, human settlement, and cultures

- population structure and demographic changes
- location of settlements, migration
- diversity of cultures, the regional identity, and upholding of human rights, such as the status of indigenous peoples

Towns and urbanisation

- land use and the built environment
- changes in urban environments and ecocities

Regional properties of production and sustainable use of natural resources

- agriculture, forestry, and fishery
- minerals, energy sources
- industry
- the circular economy

Travel, services, and interaction

- *accessibility, transport networks, and tourism*
- *globalisation*
- *regional spread of innovations*

Local specification

Transversal competences

Well-being competence

The aim is to examine the changing world also through positive developments and to emphasise the ability to adapt to change and act with perseverance for a better future.

Interaction competence

Empathy skills are developed, for example, through reflection on global disparities in development.

Societal competence

Students follow current news and learn media literacy and critical thinking. Students learn to understand different societies and how they function.

Ethical and environmental competence

Ethical issues related to inequality are discussed.

Global and cultural competence

Students deepen their understanding of cultural diversity and the significance of human rights.

Geomedia – research, participation, and involvement, 2 cr (GE4)

Modules in the study unit

- Geomedia – research, participation, and involvement, 2 cr (GE4), Optional

Objectives

Geomedia – research, participation, and involvement

The objective of the module is that the students

- *are able to formulate geographical questions and carry out research or a project on participation and civic engagement with a local, regional, or global reach*
- *understand and can explain how geomedia are applied to geographical research, their daily lives, and different areas of society*
- *know how to utilise geographical information system (GIS) applications and know the principles of how they work*
- *are able to observe everyday environments; interpret landscape and maps; and describe and explain regional phenomena, structures and interrelationships of nature and human activity*
- *know and can describe the objectives for and different levels of regional planning and the possibilities for citizens to influence the planning and development of their own environment.*

Core contents

Geomedia – research, participation, and involvement

Geographical research

- *use of geomedia in research: the basics of cartography and geospatial information, images, videos, diagrams, and tables as well as other sources of regional information*
- *formulating problems and the collection, processing, analysing, interpreting, evaluating, illustrating, and presenting of research data*
- *interpretation of natural and cultural landscapes with the help of maps, images, and other geomedia*
- *use of geomedia in everyday life and the world of work as well as in promoting a sustainable future*

Regional planning and the principles of participatory planning

- *town and country planning at different regional levels*
- *ways of participation*

Geographical essay or a project on participation and involvement (as chosen by each student)

- *the viewpoint of the essay or project can be based on regional geography or a phenomenon. In the handling of the subject, the regional dimension and the understanding of the interaction of human and nature is in key role*
- *the essay or other project is completed independently or in a group.*

Local specification

Transversal competences

Well-being competence

It is possible to carry out a participation and influence project, which may aim to improve wellbeing. In addition, preparing a project or research paper develops students' sense of responsibility and goal-oriented action.

Interaction competence

Preparing a research paper or a participation and influence project enhances students' collaboration and interaction skills.

Societal competence

Students follow current news and learn media literacy and critical thinking. Students explore the basics of spatial planning and gain readiness to participate in planning processes. A participation and influence project can deepen societal competence.

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.

8.7. 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

Humans, the environment and history, 2 cr (HI1)

Modules in the study unit

- Humans, the environment and history, 2 cr (HI1), Compulsory

Objectives

Humans, the environment and history

The objective of the module is that the students

- understand and produce non-fiction text typical of history as a field of knowledge and master the skill of reading statistics

- *understand the nature of historical knowledge and are able to use and evaluate critically historical sources*
- *are familiar with the key processes that led to the formation of European societies and the global economic system*
- *understand the development that has led to today's economic, societal, and demographic phenomena and are able to analyse the factors that influenced it*
- *are able to analyse development of population, the economy and social structures and their dependence on the environment*
- *are able to evaluate critically the role the transformation of technology and information in shaping people's living conditions.*

Core contents

Humans, the environment and history

History as a field of science

- *understanding the general timeline of historical developments*
- *historical research methods and use of sources*

Agriculture as the foundation for societal development

- *human environmental impact in different periods*
- *agriculture, division of work, and the origins of culture*
- *population growth, development of societies and states*
- *development of the monetary system and trade*

Origins of world trade and increasing interaction

- *Europeans' world explorations and conquests*
- *diversification of international trade and its impacts on society and the environment*

Role of industrialisation in changing the relationship between humans and nature

- *preconditions for industrialisation and its impact on society and the environment*
- *demographic development and migrations*
- *post-industrial society and the global economy*

Local specification

Transversal competences

Multidisciplinary and creative competence

Students are introduced to the foundations of historical research and learn essential skills such as source interpretation and information retrieval. The study unit is multidisciplinary and connects clearly with the natural sciences: population growth, environment, climate, and technological development.

Ethical and environmental competence

The relationship between humans and nature and the development of societies are addressed, including environmental constraints, human impact on the environment, and changes in social hierarchies.

International relations, 2 cr (HI2)

Modules in the study unit

- International relations, 2 cr (HI2), Compulsory

Objectives

International relations

The objective of the module is that the students

- *are familiar with the basic concepts, operating methods, and key developments of international politics*
- *are able to utilise diverse sources of information and recognise propaganda associated with communication in different times*
- *are able to analyse the significance of ideologies and economic conflicts of interests in the history of international relations, and are capable of evaluating their impact on the present day and the future*
- *are able to analyse the causes and impact of international cooperation structures and confrontations as well as possibilities of resolving them*
- *follow the media actively and are able to examine international questions critically*
- *are able to analyse and evaluate the use of history as an instrument for politics.*

Core contents

International relations

The basics of international politics

- *international politics as a research topic and its key concepts*
- *political ideologies and their impact on societies and international relations*

Eurocentric international system

- *imperialism as a political, economic, and cultural phenomenon*
- *causes and effects of the world wars*
- *confrontation between democracy and totalitarianism*
- *human rights issues, the Holocaust, and other genocides*

From a bipolar to a multipolar world

- *arms race between the superpowers during the Cold War and its conclusion*
- *the significance and effects of decolonisation*
- *world politics and the changing power balance*

Local specification

Transversal competences

Societal competence

The study unit investigates the impact of political ideologies on international politics, the contrast between democracy and dictatorship, and human rights issues. History politics is emphasised as a key theme.

Global and cultural competence

The emergence and development of global politics are examined. Key themes include imperialism, decolonisation, great power politics, and shifting balances of power.

Finnish history in the era of independence, 2 cr (HI3)

Modules in the study unit

- Finnish history in the era of independence, 2 cr (HI3), Compulsory

Objectives

Finnish history in the era of independence

The objective of the module is that the students

- *understand how Finland's government, international status, and society took shape as part of European and international development*
- *are familiar with key changes in Finnish culture, society, and economy, understand their significance between the 1860s and the present, and are able to evaluate the possibilities of future*
- *understand interdependencies between the phenomena of economic, social, cultural, ideological, and political life in the past and the present*
- *are capable of evaluating various interpretations of Finnish history and their underlying motivations in their historical contexts*
- *are able to analyse the traits, images, and ideals associated with Finnish identity and culture in different times as well as their influence on modern-day Finland.*

Core contents

Finnish history in the era of independence

Roots of Finnish society

- *legacy of the Swedish age and the significance of autonomy for building Finland and the Finnish identity*
- *changes and diversity in demography*
- *modernisation of Finnish society*

The emerging independent Finland as part of Europe

- *process that led to Finland's independence, the civil war, and its international context*
- *period of unification and crisis of democracy*
- *Finland as part of international cultural trends*

Finland in international conflicts

- *Finland in the Second World War*
- *effects of the Cold War on Finnish society and politics*

Towards present-day Finland

- *structural changes in society and the economy, the welfare state*
- *culture, science, and competence*
- *culturally diversifying Finland as a member of the international community*

Local specification

Transversal competences

Well-being competence

The study unit examines the modernisation of Finnish society and the development of the welfare state.

Societal competence

Students explore the phases of civil society, structural changes, and the development of democracy. The study unit highlights resilience in times of crisis, history politics, and Finland's role in international development.

The European, 2 cr (HI4)

Modules in the study unit

- The European, 2 cr (HI4), Optional

Objectives

The European

The objective of the module is that the students

- *are familiar with the cultural heritage of the West, and are able to analyse how it took shape in interaction with other cultures*
- *understand changes in science, arts, the conception of humanity, and gender roles in relation to societal development*
- *understand the significance of arts and popular culture in creating the perception of history*
- *are able to analyse the significance of scientific innovations and worldviews in different eras*
- *are able to evaluate the development of different ideologies and their impact on the surrounding world*
- *are capable of analysing culture in its historical context as well as understanding the interdependency between culture and politics*
- *are able to examine European culture as part of cultural globalisation.*

Core contents

The European

European culture and the shaping of the perception of the world

- *the role of science, art, religion, and the media in shaping and conveying the perception of the world*

Roots of European culture

- *general traits of classical cultures*
- *origins of democracy and scientific thinking*
- *Medieval culture and interaction between cultural spheres*

Evolution of individual thinking and a scientific view of the world

- *development of science and art in the beginning of the Modern Era*
- *reformation and the revolution of information*
- *the Enlightenment, emergence of human rights, and the idea of equality*
- *19th-century ideologies as well as cultural and societal changes*

Towards modernity

- *art, popular culture, and cultural globalisation*
- *the challenge of science to the religious view of the world; faith in progress, and risks*
- *spread of democracy and the idea of equality and their counterforces*
- *increase in information and cultural fragmentation*
- *transformation of gender roles*

Local specification

Transversal competences

Multidisciplinary and creative competence

The study unit explores changes in the European worldview and their reflections in the arts and sciences. Visual arts, music, literature, philosophy, social sciences, religion, and natural sciences emerge as central themes.

Societal competence

The development of European social thought, ideologies, and human rights is examined. Themes include democracy, the Enlightenment, political ideologies, and equality.

From the eastern part of Sweden to Finland, 2 cr (HI5)

Modules in the study unit

- From the eastern part of Sweden to Finland, 2 cr (HI5), Optional

Objectives

From the eastern part of Sweden to Finland

The objective of the module is that the students

- *are familiar with historical sources from the Finnish region and are able to evaluate them critically*
- *are familiar with the cultural heritage and everyday history of the Finns as well as the Sámi and other minority groups*
- *master the developments in Finnish history and their links to developments in the Nordic countries and the Baltic Sea region*
- *are able to connect historical development with the history of their local region and also perceive development from the perspective of the individual*
- *are able to analyse developments in the demographic, social, and economic history of Finland*
- *are able to evaluate the connections between Finnish culture and Western culture*
- *know how to examine the way Finnish history is used in politics and the shaping of identities.*

Core contents

From the eastern part of Sweden to Finland

The territory of Finland in prehistoric times

- *research methods and sources*
- *conceptions of the origins of the population groups in Finland*

The Middle Ages

- *development of the Baltic region states*
- *establishment of ecclesiastic and secular authority*
- *society, livelihoods, way of life, and culture*

The Modern Era

- *reformation and strengthening of governmental authority*
- *the effect on Finland of Sweden's great power aspirations*
- *the way of living in the estate society and agricultural society*

- *change in Finland's status and reforms towards the end of the Swedish rule*

Finland as part of Russia

- *Finland's annexation to Russia and the origins of autonomy*
- *shaping of the Finnish identity, culture, science, and arts*

Local specification

Transversal competences

Societal competence

The formation of ecclesiastical and secular power, the rooting of European culture, and changes in Finland's position are explored. Key themes include society, culture, and identity.

Encounters between world cultures, 2 cr (HI6)

Modules in the study unit

- Encounters between world cultures, 2 cr (HI6), Optional

Objectives

Encounters between world cultures

The objective of the module is that the students

- *understand theories and practices concerning cultural interaction*
- *recognise manifestations of cultural values and worldviews in daily life and social relationships*
- *are able to analyse cultural interaction in both the historical and present-day context*
- *analyse cultural values and practises, for example as manifested in arts, religion, and social structures*
- *are able to analyse cultural diversity as a historical part of European culture and evaluate the meanings attributed to it*
- *are able to analyse and evaluate critically statements on cultural differences, stereotypes related to different cultures as well as the way cultures influence individuals*
- *alone or in a group, produce historical non-fiction text using diverse source material critically.*

Core contents

Encounters between world cultures

The basics and concepts of cultural studies

- *cultures and their interaction*

In this module, two or more cultures from the following areas are selected for closer scrutiny:

- *Asian cultures*
- *African cultures*
- *Arctic cultures*
- *indigenous Australian and Oceanic cultures*
- *Latin American cultures*
- *Middle Eastern cultures*
- *indigenous North American cultures*

Local specification

Transversal competences

Interaction competence

Encounters and interaction between Western and other cultures are explored across different historical periods.

Global and cultural competence

In a globalising world, global citizenship skills are emphasised: skills for navigating an increasingly international everyday life and the importance of historical knowledge. Mastery of concepts from cultural studies is also essential.

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.

8.8. Chemistry (KE)

The task of the subject

The instruction of chemistry supports the development of students' natural-scientific thinking and modern world view as part of a broad general education. The students learn to understand the significance of chemistry for everyday life and society, and for solving environmental challenges. The instruction introduces the students to the language and terminology of, and the ways of developing knowledge in the subject and disciplines associated with it. As the students' natural-scientific literacy improves, it helps the students evaluate critically various everyday choices and viewpoints in social debates. The instruction develops the students' curiosity about the study of chemistry; introduces them to the professions in the field of chemistry; and provides them with the skills needed to succeed in further studies in natural science fields and in fields applying natural sciences. Diverse learning situations and environments promote egalitarian and equal opportunities for learning.

The instruction of chemistry supports the understanding of concepts and phenomena in such a way that their macroscopic, microscopic, and symbolic levels integrate into a logical whole. Using students' previous experiences and observations as a starting point, the instruction proceeds to describing and explaining phenomena as well as modelling the structure of matter and chemical reactions mathematically and by using chemical notation.

The instruction in chemistry employs varied and versatile teaching and learning methods, which develop the students' conceptual and methodological competence. Observation and examination are key aspects in the instruction. Experimentation in its different forms supports the adopting and understanding of concepts, the learning of research skills, and the understanding of the character of natural sciences. Experimental work is carried out in accordance with the legislation related to chemical, waste, and occupational safety. Students learn to take joint responsibility for safety, which also develops safety competence required in the world of work.

As their studies progress, the students develop their overall research skills as well as the skills related to the core contents of each study module. Asking questions and making observations is the basis of research skills. The skills in measuring and classification and other research skills are improved by practising different methods. The students' skills in processing and presenting information are also improved. The students develop their skills in experimental work towards the

planning of their own research. At the same time, the students learn to draw conclusions, evaluate and present arguments about research results.

Transversal competences

The instruction of chemistry provides the students with skills and knowledge that help them understand the importance of chemistry in their daily lives, health, and the environment, which supports the objectives of **well-being competence**. The students gain the ability to make choices in their daily lives which are beneficial for their personal health, the environment, and society. The learning methods in chemistry support a way of working in which the students identify their personal strengths and set their own goals. Methodological study is an important everyday skill which strengthens the students' ability to cope and work, also in changing circumstances.

The experimental nature of the instruction of chemistry and the students' own experimental work develop their working and collaboration skills and their critical thinking as well as inspire students to study chemistry. .

The instruction of chemistry makes the students aware of the difference between accurate usage of the language of chemistry and everyday language. The universal language of chemistry is explored using the students' observations and the everyday language as starting points. In chemistry, the importance of language awareness and language knowledge is illustrated, in particular, through learning the terminology as well as through clear and logical reasoning of one's own conclusions.

In the course of their studies of chemistry, the students practise writing, interpreting critically, presenting arguments about, and analysing different texts. Interpretation and production are used to develop multiliteracy skills, including written text, images, videos, models, simulations, tables, diagrams, and chemical notation. In chemistry, the skill to interpret and present symbolic models and sub-microscopic pictorial models for the same phenomena is a specific form of multiliteracy. Information and communication technology is also part of the current instruction of chemistry, which supports students' **multidisciplinary competence**. It is used, among other things, for searching for information, collecting experimental observations, processing and interpreting measurement results, composing and presenting work as well as modelling and simulating. Computer-aided measuring systems can replace traditional tools and offer the possibility of saving research data as images and videos.

In the working methods of natural sciences, **creative competence** is demonstrated through the ability to formulate questions about the phenomena being observed and to apply, evaluate, combine, and analyse the collected data. Experimental working and problem-solving require a creative approach, and they develop creative thinking.

The instruction of chemistry supports the students' **societal competence** and their **global and cultural competence**. The instruction develops the students' ability to participate in social debates and joint decision-making by deepening their natural-scientific thinking and their understanding of the reliability, importance, and use of information. The historic development of information related to natural sciences provides the students with a perspective to the development of a scientific worldview and the significance of chemistry for social changes. Through innovations in chemistry and its modern applications, the students learn to understand the importance of chemistry for modern society, technology, and the world of work. Chemistry is required for developing new solutions and ensuring environmental and human well-being locally, nationally, and globally.

The instruction of chemistry reinforces the students' **ethical and environmental competence** by deepening their understanding of various environmental problems and their reasons. The instruction steers the students towards taking responsibility for their own actions and the environment, using their competence in chemistry in the building of a sustainable future, and evaluating their own choices in relation to the sustainable use of natural resources and the circular economy. The students identify solutions provided by chemistry for various environmental challenges, such as climate change and safeguarding natural resources.

Objectives

The general objectives of the instruction of chemistry relate to the significance, values, and approaches of chemistry and to knowledge of chemistry and its use. The general objectives of the instruction are described in detail below.

Meaning, values and attitudes

The objective is that the students

- *are guided in identifying their competence in chemistry, setting their personal goals, meeting learning challenges, and applying learning strategies in chemistry*
- *are able to evaluate the solutions provided by chemistry and the technologies related to it as well as their significance for the individual, the environment and society*
- *have opportunities to become familiar with the applications of chemistry through visits or collaboration with higher education institutions or workplaces at a local or international level*
- *obtain sufficient knowledge for further studies in natural sciences and in fields that apply chemistry.*

Research skills

The objective is that the students

- *understand the properties and development of natural-scientific knowledge and the scientific methods for producing knowledge collaboratively*
- *are familiar with safe working methods in chemistry and can deal in an appropriate manner with the chemical waste that is produced*
- *are able to formulate questions about the phenomena being observed and develop the questions further into starting points for research and problem-solving*
- *are able to carry out experimental research using working methods typical of chemistry*
- *know how to process, interpret, and present research results and analyse and evaluate them and the whole research process.*

Knowledge of chemistry and its use

The objective is that the students

- *are able to use and employ key concepts in chemistry*
- *know how to use different models to describe and explain phenomena and make forecasts*
- *know how to make versatile use of appropriate programs as tools for modelling and expressing numerical and graphical solutions and results*
- *are able to use diverse information sources and critically evaluate information presented in different contexts by applying their knowledge in chemistry.*

Assessment

The assessment framework focuses on the attainment of the general objectives of chemistry, with the emphasis on module-specific objectives and mastery of core contents. Assessment and feedback given during the learning process and self-assessment help the students become aware of and develop their competence in chemistry.

The students' ability to understand, illustrate, and present chemical information is taken into account in the assessment. The assessment also evaluates the students' ability to apply chemical information, understand the fundamental principles of natural sciences and causal relations, and their overarching view of the whole. The assessment takes into account the students' ability to evaluate information critically.

The assessment is based on a broad demonstration of competences and observation of the students' conceptual and methodological skills and knowledge. The understanding and application of chemical information can be demonstrated in various ways. In addition to different outputs, the students' working skills, such as formulation of questions and their research skills, are also assessed. The students' ability to work experimentally and collect and use information is taken into account in the assessment.

Study units

Chemistry and I, 1 cr (KE1)

Modules in the study unit

- Chemistry and I, 1 cr (KE1), Compulsory

Objectives

Chemistry and I

The objective of the module is that the students

- gain experiences that inspire and deepen their interest in chemistry and the study of chemistry, and learn about the professions and opportunities for further studies in the field of chemistry
- gain the ability to participate in a social debate related to chemistry and can evaluate the reliability of information sources
- learn to use the periodic table as a tool for chemical reasoning
- are able to use and apply information about the properties of substances and their safety in everyday choices
- are able to experimentally examine the chemical composition and concentration of a mixture and observe the occupational safety aspects.

Core contents

Chemistry and I

- evaluating the safety of everyday substances and the significance of chemistry for the students' own lives
- the importance of chemistry in the world of work and further studies
- the periodic table and the structure of an atom with the electron shell model
- pure substances, mixtures, and separation techniques
- amount of substance and concentration

Local specification

Transversal competences

Well-being competence

Students learn to assess the safe use and handling of various substances in everyday situations, such as household chemicals, pharmaceuticals, and cleaning agents. Students gain an understanding of the significance of chemistry in factors affecting health, such as interpreting chemical safety data sheets and understanding the role of chemical equilibrium in natural processes.

Interaction competence

Working in pairs and/or small groups develops and strengthens interaction skills. Presenting outcomes (e.g. results, conclusions, presentations) to the whole group supports the development of thinking, presentation, and interaction skills. Interaction competence also includes collaboratively designing and planning investigations or problem-solving tasks, for example in small groups.

Societal competence

Students explore further studies and careers in chemistry and learn to understand the societal relevance of chemistry, for example in environmental and wellbeing-related contexts. Students are able to use and apply knowledge about the properties and safety of substances in everyday decision-making.

Global and cultural competence

Chemical symbols and hazard pictograms are internationally standardised.

Chemistry and a sustainable future, 1 cr (KE2)

Modules in the study unit

- Chemistry and a sustainable future, 1 cr (KE2), Compulsory

Objectives

Chemistry and a sustainable future

The objective of the module is that the students

- *gain experiences that inspire and deepen their interest in chemistry and the study of chemistry, and learn about the importance of chemistry in promoting a sustainable lifestyle*
- *learn about the properties and development of natural-scientific knowledge and scientific methods for producing knowledge*
- *are able to experimentally examine the properties of a substance*
- *know how to apply the models for the chemical structure of a substance when comparing the properties of the substance*
- *understand the significance of chemistry to the environment and society as a way of providing solutions together with other natural sciences.*

Core contents

Chemistry and a sustainable future

- *exploring examples of promoting a sustainable lifestyle in natural sciences*
- *presenting models for the chemical structure of a substance and the formula for a compound*
- *weak and strong bonds and polarity of elements and compounds*
- *examining experimentally the properties of substances and explaining them with the help of the chemical structure of a substance*

Local specification

Transversal competences

Interaction competence

Working in pairs and/or small groups develops and strengthens interaction skills. Presenting outcomes (e.g. results, conclusions, presentations) to the whole group supports the development of thinking, presentation, and interaction skills. Interaction competence also includes collaboratively designing and planning investigations or problem-solving tasks, for example in small groups.

Multidisciplinary and creative competence

Multidisciplinary competence is supported through the use of videos, models, tables, and graphs in teaching. Investigating the properties of substances and/or chemical reactions experimentally, planning investigations, making observations, processing and interpreting measurement results, and presenting findings support the development of creative thinking and ICT skills.

Societal competence

Students explore further studies and careers in chemistry and learn to understand the societal relevance of chemistry, for example in environmental and wellbeing-related contexts. Students are able to use and apply knowledge about the properties and safety of substances in everyday decision-making.

Molecules and models, 2 cr (KE3)

Modules in the study unit

- Molecules and models, 2 cr (KE3), Optional

Objectives

Molecules and models

The objective of the module is that the students

- *are able to use and apply their knowledge of carbon compounds to everyday phenomena*
- *know how to apply the concepts of the amount of a substance and the concentration*
- *are able to examine carbon compounds experimentally by using different models*
- *understand how knowledge of carbon compounds is developed through experimental activities and related modelling*
- *know how to use information and communication technology as a tool for modelling.*

Core contents

Molecules and models

- *preparing and diluting a solution and adapting a standard curve to determine concentration*
- *the functional groups of hydrocarbons, carbon-oxygen, and carbon-nitrogen compounds, and the basics of naming*
- *oxidation and reduction in the carbon-oxygen compounds*
- *modelling the structures of carbon compounds and explaining the properties with the help of the structure*
- *determining the empirical formula and molecular formula by a numerical method and structural isomerism*
- *quantum mechanical atomic model, hybridisation, and stereoisomerism in carbon compounds*
- *exploring the information from spectra about the structure of matter*

Local specification

Transversal competences

Interaction competence

Working in pairs and/or small groups develops and strengthens interaction skills. Presenting outcomes (e.g. results, conclusions, presentations) to the whole group supports the development of thinking, presentation, and interaction skills. Interaction competence also includes collaboratively designing and planning investigations or problem-solving tasks, for example in small groups.

Societal competence

Students understand the relevance of organic chemistry in everyday phenomena; for example, the importance of isomerism in the mechanisms of pharmaceutical effects.

Global and cultural competence

Chemical symbols and hazard pictograms are internationally standardised. The use of carbon compounds, with their benefits and risks, affects all continents and cultures. The UN's Agenda 2030 for Sustainable Development is reflected upon from a chemical perspective.

Chemical reaction, 2 cr (KE4)

Modules in the study unit

- Chemical reaction, 2 cr (KE4), Optional

Objectives

Chemical reaction

The objective of the module is that the students

- *obtain an overall picture of the diversity of chemical reactions and their significance for our living environment*
- *know how to use and employ the concepts of chemical reactions in everyday, environmental, and social phenomena and in the applications of modern technology*
- *are able to examine chemical reactions experimentally and using different models*
- *understand the significance of the conservation of matter in chemistry.*

Core contents

Chemical reaction

- *experimentally examining reactions and processing, interpreting, and presenting research results*
- *symbolic representation and balancing of a chemical reaction, the formulas, and names of reaction products*
- *yield and limiting reagent in a chemical reaction*
- *equation of the state of an ideal gas and the amount of a substance*
- *precipitation and decomposition reaction, combustion reaction*
- *protolysis, neutralisation, and titration as methods for analysis*
- *addition, elimination, substitution, condensation, and hydrolysis in carbon compounds and the formation of the most common biomolecules*
- *polymerisation reactions and the properties, use, and lifecycle of polymers*

Local specification

Transversal competences

Interaction competence

Working in pairs and/or small groups develops and strengthens interaction skills. Presenting outcomes (e.g. results, conclusions, presentations) to the whole group supports the development of thinking, presentation, and interaction skills. Interaction competence also includes collaboratively designing and planning investigations or problem-solving tasks, for example in small groups.

Multidisciplinary and creative competence

Investigating the properties of substances and/or chemical reactions experimentally, planning investigations, making observations, processing and interpreting measurement results, and presenting findings support the development of creative thinking and ICT skills.

Chemical energy and the circular economy, 2 cr (KE5)

Modules in the study unit

- Chemical energy and the circular economy, 2 cr (KE5), Optional

Objectives

Chemical energy and the circular economy

The objective of the module is that the students

- *understand the principles of storage and recovery of chemical energy, and can justify their opinions in a debate about energy solutions*
- *understand the conservation of energy and the energy changes in chemical reactions*
- *know the properties of significant metals and the production and refining processes and their environmental impacts*
- *are able to experimentally examine phenomena associated with electrochemistry and describe them using models*
- *know the principles of recycling metals which are important to society and of the circular economy as well as the related solutions.*

Core contents

Chemical energy and the circular economy

- *energy absorbed or released in a reaction with the help of enthalpy of formation, binding energies and Hess's law*
- *the principles of calculations of reaction series and mixtures*
- *oxidation numbers and oxidation-reduction reactions*
- *properties and uses of metals, production and refining processes, sufficiency of supply and recyclability*
- *the core principles of electrochemistry: voltage series, standard potential, chemical pair, electrolysis, and storage of chemical energy*
- *exploring the natural-scientific research or the conception and planning of research and problem-solving*

Local specification

Transversal competences

Ethical and environmental competence

Environmental competence is strengthened by examining the role of chemistry in producing ethically sustainable solutions in industrial processes, enhancing recycling, and in the production and storage of renewable energy.

Chemical equilibrium, 2 cr (KE6)

Modules in the study unit

- Chemical equilibrium, 2 cr (KE6), Optional

Objectives

Chemical equilibrium

The objective of the module is that the students

- *recognise the significance of chemistry for solving health and environmental problems*
- *can experimentally examine phenomena related to reaction rate and chemical balance*
- *can use numerical and graphical models in describing, explaining, and predicting reaction rate and chemical balance*
- *can present research results graphically and evaluate the research results and the research process*
- *learn about equilibrium reactions in industrial processes and in nature and their significance.*

Core contents

Chemical equilibrium

- *rate of chemical reaction and factors influencing it*
- *qualitative and quantitative treatment of homogeneous equilibrium with concentrations, influencing the state of equilibrium*
- *acids and bases and the associated concepts, the reactions of combustion products in water*
- *numerical treatment of acid-base-equilibrium*
- *the functional principle of buffer solutions, and the buffer systems in the body and in nature at a qualitative level*
- *experimentally examining phenomena associated with reaction rate and equilibrium reactions, and modelling and analysing phenomena graphically with a computer application*
- *exploring the opportunities offered by chemistry for solving a health or an environmental problem*

Local specification

Transversal competences

Interaction competence

Working in pairs and/or small groups develops and strengthens interaction skills. Presenting outcomes (e.g. results, conclusions, presentations) to the whole group supports the development of thinking, presentation, and interaction skills. Interaction competence also includes collaboratively designing and planning investigations or problem-solving tasks, for example in small groups.

Multidisciplinary and creative competence

Investigating the properties of substances and/or chemical reactions experimentally, planning investigations, making observations, processing and interpreting measurement results, and presenting findings support the development of creative thinking and ICT skills.

Ethical and environmental competence

Environmental competence can be strengthened by examining how chemistry contributes to environmental wellbeing, such as understanding the causes and consequences of acidification and its mitigation, and factors affecting carbon dioxide concentrations in air and water.

8.9. 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.

8.9.1. Evangelic-Lutheran religion (KT1)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UE1)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UE1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

- *perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the internal diversity of religions*
- *are able to analyse religion and non-religion as phenomena*
- *perceive and are able to analyse the common roots, key features, cultural heritage, and impacts on society of Judaism, Christianity, and Islam as well as to develop their cultural literacy related to these aspects*
- *develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as discussing topical questions related to religions.*

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

- *religion as a phenomenon, the definition of a religion, and the relationship between religion and science*
- *the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right*
- *the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews*
- *the cultural background, origin, and key and shared features of Judaism, Christianity, and Islam*
- *origins, status, use, and interpretations of holy books in Judaism, Christianity, and Islam*
- *dogmas, ethics, and way of living in Judaism and Islam*
- *internal diversity, relationship with society, and the significance to the Western culture of Judaism and Islam*

Local specification

Transversal competences

Well-being competence

Students reflect on their own worldview as a factor supporting wellbeing and examine potentially harmful aspects of worldviews.

Interaction competence

Students learn to understand the worldviews of representatives of Middle Eastern religions. This can be concretised by inviting guests from these traditions.

Multidisciplinary and creative competence

Both study units address the relationship between religion and science—RE1 introduces the basics, while RE6 deepens the topic. Students reflect on the relationship between religious and scientific knowledge.

Ethical and environmental competence

The study unit examines the environmental relationship of religions and the ethical principles of Judaism, Christianity, and Islam. Activities may include guest visits or discussions with representatives of these traditions. Students also explore ethical thinking in Middle Eastern religions.

Global and cultural competence

Students explore the shared features and foundations of Judaism, Christianity, and Islam. The study unit deepens understanding of these traditions and their cultural significance, supporting participation in multicultural environments.

Global Christianity, 2 cr (UE2)

Modules in the study unit

- Global Christianity, 2 cr (UE2), Compulsory

Objectives

Global Christianity

The objective of the module is that the students

- *perceive and are able to analyse the significance of Christianity from the perspectives of culture, society, and the individual as well as to improve their cultural literacy related to Christianity*
- *are familiar with the central Christian denominations and their origins as well as are able to compare their key characteristics*
- *familiarise themselves with different interpretations and manifestations of Christianity around the world*
- *are able to analyse and assess topical media contents and discussions related to Christianity*
- *develop their capabilities for operating in pluralistic environments.*

Core contents

Global Christianity

- *status of Christianity and its interaction with the surrounding culture around the world*
- *status of religion as well as relationships between religion and the state in Europe*
- *origins, specific features, ethical thinking, and societal impacts of the Catholic, Orthodox, and Protestant, particularly Lutheran, Christianity*
- *Charismatic Christianity as a phenomenon*
- *main features of religions with Christian origins*
- *ecumenism and interfaith dialogue*
- *Christianity and environmental issues as well as other current questions related to Christianity and their backgrounds*

Local specification

Transversal competences

Well-being competence

Students reflect on the relationship between their identity and Christianity.

Interaction competence

Themes include interfaith dialogue and ecumenism. The study unit may be deepened by visiting different Christian communities or inviting their representatives.

Societal competence

Students examine the relationship between Christianity and society globally. The study unit may include collaboration with organisations engaged in global and societal work, such as mission agencies.

Ethical and environmental competence

The study unit addresses Christianity's relationship with the environment and environmental action, and deepens understanding of ethical views in Christian communities. Students may explore local church environmental initiatives.

Global and cultural competence

Students examine the global nature of Christianity and its manifestations and significance across cultures and continents. The study unit may include dialogue with globally oriented Christian communities in the Tampere region.

Religions and religious movements of the world, 2 cr (UE3)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UE3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- *familiarise themselves with the religions originating in India, China, and Japan as part of the life of the individual and the community, and their influence on culture and society*
- *recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Japan in Western countries*
- *perceive and are able to analyse the current situation and key features of animistic religions*
- *perceive and are able to analyse the backgrounds and key features of new religious movements*
- *develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

- *the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism, and the influence of Hinduism on the culture and society in India as well as the situation of religions in contemporary India*
- *key features of Jainism and Sikhism and their ethical principles*
- *the Buddhist way of living and ethics as well as the Buddhist teachings, movements, and central impacts of Buddhism on Asian cultures*
- *key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
- *key features of Shintoism as well as the influence of religions on the culture and society in Japan*
- *influence of religions originating in India, China, and Japan in Western countries*
- *key features and spread of animistic religions and Vodou-related religions*
- *backgrounds and key features of new religious movements*

Local specification

Transversal competences

Interaction competence

The study unit covers various religious traditions. Dialogue with community representatives may take place virtually or in person.

Multidisciplinary and creative competence

Students deepen their understanding of concepts and symbolism in different belief systems, which supports the development of multiliteracy.

Ethical and environmental competence

Students explore ethical thinking in Asian and Far Eastern religions.

Global and cultural competence

The study unit covers Asian and Far Eastern religious traditions. Tampere is home to practitioners of these traditions, and the study unit may include guest visits, interfaith dialogue, or other interactive activities.

Religion, culture, and society in Finland, 2 cr (UE4)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UE4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

- *familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
- *understand that knowledge of religions and worldviews is needed in different fields of society*
- *recognise and are able to analyse the influence of indigenous Finnish religious traditions and Christianity on Finnish cultural heritage*
- *are able to analyse and evaluate current discussions related to the freedom of religion, interaction between religion and society, non-religion, and criticism of religion*
- *develop their capabilities for participating in dialogue on religious, worldview-related, and societal issues as well as know how to operate as active members of society with awareness of cultures and worldviews.*

Core contents

Religion, culture, and society in Finland

- *the situation of religions in Finland, Finnish religiousness and secularisation*
- *religion and religious communities in Finnish and general European legislation, freedom of religion and belief, and questions related to equity and discrimination*
- *the significance and visibility of religion in the public sector, politics, world of work, and the economy, religious communities as third sector actors, and religion in the lives and customs of individuals and families, taking into account the role of religion in the lives of ethnic and linguistic minorities in Finland*
- *indigenous Finnish religious traditions and their significance in Finnish cultural heritage as well as the role of Christianity in shaping society and culture in Finland during different periods*
- *non-religion, criticism of religion, and non-religious customs in contemporary Finland*
- *dialogue between religions and secular worldviews in contemporary Finland*

Local specification

Transversal competences

Well-being competence

The study unit explores the societal role of religions, volunteer work, and the third sector in Finland. It increases students' knowledge of these topics and may encourage participation in volunteer activities.

Interaction competence

Students explore worldviews influencing Finnish society and deepen their understanding of different belief systems.

Societal competence

Students explore the significance and impact of worldviews in Finnish society, including social work. The study unit may include visits to religious communities or guest lectures from professionals in diaconal or volunteer work.

Global and cultural competence

Students examine the influence of religion on Finnish cultural heritage. Possible activities include visits to heritage sites and museums in the Tampere region.

Religion in art and popular culture, 2 cr (UE5)

Modules in the study unit

- Religion in art and popular culture, 2 cr (UE5), Optional

Objectives

Religion in art and popular culture

The objective of the module is that the students

- *understand and are able to analyse the relationship between religion and art: the significance of art and architecture in religions and the impact of religions on the development of art*
- *familiarise themselves with how key doctrines and narratives of religion, particularly Christianity, are expressed through religious art*
- *recognise religious symbolism and familiarise themselves with how religious themes are dealt with in art and popular culture*
- *practise their skills in interpreting religious dimensions in different forms of art and popular culture.*

Core contents

Religion in art and popular culture

- *interaction between religions and art, significance of religions in the development of art*
- *religious art and manifestations of religion in different art forms*
- *architecture of religious spaces as a reflection of religion and its special features*
- *religious themes, symbolism, and myths in different forms of art and popular culture*
- *examination of different interpretations of biblical stories and Christian dogma through various art forms*

Local specification

Transversal competences

Multidisciplinary and creative competence

The study unit includes various forms of art, examining the influence of religiosity on artistic expression. Students practise interpreting visual art. Possible activities include visits to cultural and museum sites in the Tampere region or guest visits from artists, musicians, or actors.

Global and cultural competence

The study unit explores how religion influences different forms of culture and art across religious traditions, especially Christianity. Suitable activities include visits to art museums, exhibitions, churches, theatres, and concerts in Tampere or other cities.

Religion, science, and the media, 2 cr (UE6)

Modules in the study unit

- Religion, science, and the media, 2 cr (UE6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

- *perceive the perspectives and methods of research of religion in different academic fields and familiarise themselves with current research*
- *recognise and are able to analyse topical themes and contents related to religion in the media*
- *are able to analyse the relationship between religion and the media as well as to evaluate critically information and its sources related to religion*
- *develop their capabilities for producing and presenting information related to religion.*

Core contents

Religion, science, and the media

- *topical viewpoints and methods of research of religion in different academic fields: different fields of research in religious studies and theology as well as art studies, cultural studies, and social sciences*
- *religious media and use of media in religions*
- *use of religious language and imagery in different media*
- *media publicity of religions*
- *the phenomena of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion*

Local specification

Transversal competences

Multidisciplinary and creative competence

Both study units address the relationship between religion and science—RE1 introduces the basics, while RE6 deepens the topic. Students reflect on the relationship between religious and scientific knowledge.

Students explore academic research on religion and multidisciplinary approaches to studying religion. Collaboration with experts from various disciplines at Tampere University or guest lectures from researchers may be included.

Societal competence

The study unit focuses on religion and media, the role of media in society, and the analysis of current media content. Students may explore media research conducted at Tampere University and meet media experts.

Ethical and environmental competence

The study unit covers media ethics and aims to develop students' critical media literacy and multiliteracy. Guest visits from media professionals or visits to media organisations may be included.

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.

8.9.2. Orthodox religion (KT2)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UO1)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UO1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

- *perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the diversity of religions*
- *are able to analyse religion and non-religion as phenomena*
- *are familiar with the origins of the Orthodox Church's dogma as well as the significance of the Bible and Tradition in this church and its conception of humanity*
- *perceive and are able to analyse the reasons that led to the diversity of Christendom*
- *perceive and are able to analyse the common roots, key features, historical encounters, and impacts on cultural heritage and society of Judaism, Christianity, and Islam, and develop their cultural literacy related to them*
- *develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as for discussing topical questions related to religions.*

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

- *religiousness and religions as a universal human phenomenon*

- the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right
- the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews
- origin and spread of Christianity; church councils as the foundation that shaped the Orthodox Church's dogma, ethics, and concept of human being
- division of Christendom and its impacts
- dogmas, ethics, and way of living in Judaism and Islam
- internal diversity, relationship with society, and the significance to the Western culture of Judaism and Islam
- origins, status, use, and interpretations of holy books in Judaism, Christianity, and Islam
- encounters between the Orthodox Church, Judaism and Islam

Orthodox Christianity in the world, 2 cr (UO2)

Modules in the study unit

- Orthodox Christianity in the world, 2 cr (UO2), Compulsory

Objectives

Orthodox Christianity in the world

The objective of the module is that the students

- perceive the Orthodox Christianity as a continuum of the apostolic church and the tradition of the Early Fathers as well as the significance of monasticism for the spiritual life of the Orthodox Church
- perceive and are able to analyse the historical development of Christianity from the perspective of the Orthodox Church, culture, society, and the individual as well as improve their cultural literacy related to the Orthodox Church and other forms of Christianity
- familiarise themselves with local Orthodox Churches in the world and know about their historical development and internal diversity
- are familiar with central Christian denominations as well as their backgrounds and key features, and are able to compare them
- familiarise themselves with global cooperation between churches
- develop their capabilities for operating in pluralistic environments.

Core contents

Orthodox Christianity in the world

- impacts of the Orthodox Church's dogma and spiritual life on culture and daily life
- development of the local Orthodox Church concept
- the Byzantine Church and monastic system as a source of eastern Christianity and its impacts on society
- Orthodox Churches in Europe and on other continents as well as their local special features
- Oriental Orthodox Churches
- Western Christianity, the Catholic Church, Protestant churches, and Charismatic Christianity as well as their specific features, ethical thinking, and influence on society
- current questions related to Orthodox and other Christianity and their backgrounds
- Orthodox churches and the ecumenic movement as well as interfaith dialogue

Religions and religious movements of the world, 2 cr (UO3)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UO3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- *are familiar with religions of the world as part of the individual's and community's lives, their local impacts on culture and society as well as their relationship with the Orthodox Church*
- *familiarise themselves with the religions originating in India, China, and Japan as part of the life of the individual and the community, and their influence on culture and society*
- *recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Japan in Western countries*
- *perceive and are able to analyse the current situation and key features of animistic religions*
- *perceive and are able to analyse the backgrounds and key features of new religious movements*
- *develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

- *the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism and its influence on the culture and society in India as well as the situation of religions in contemporary India*
- *key features of Jainism and Sikhism and their ethical principles*
- *the Buddhist way of living and ethics as well as the teachings, movements, and central impacts on Asian cultures of Buddhism*
- *key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
- *Shintoism as well as the influence of religions on the culture and society in Japan*
- *influence of religions originating in India, China, and Japan in Western countries*
- *key features and spread of animistic religions and Vodou-related religions*
- *backgrounds and key features of new religious movements*

Religion, culture, and society in Finland, 2 cr (UO4)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UO4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

- *are familiar with the indigenous Finnish religious traditions and recognise their manifestations in Finnish cultural heritage*
- *know the historical phases of the Orthodox Church in Finland from the arrival of Christianity to present day*
- *familiarise themselves diversely with the interaction between religion and society in Finland as part of political and national development*
- *familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
- *understand that knowledge of religions and worldviews is needed in different fields of society*

- are able to analyse and evaluate current discussions related to the freedom of religion as well as the interaction between religion and society
- develop their capabilities in operating as active citizens and members of society
- develop their capabilities for participating in dialogue between religions and worldviews as well as know how to operate as active members of society with awareness of cultures and worldviews.

Core contents

Religion, culture, and society in Finland

- indigenous Finnish religious traditions and their manifestations in Finnish cultural heritage
- introduction of Christianity to Finland and the impact of monasteries on the Orthodox religion in Karelia
- Orthodox Church members between the west and east, the autonomous Orthodox Church in Finland and its orientation towards Finnish society
- linguistic and national Orthodox minorities in Finland
- the Lutheran and the Catholic Church and other religious communities in Finland
- the role of Christianity in shaping society and culture in Finland during different eras
- the significance and visibility of religion in the public sector, politics, world of work, and the economy, religious communities as third sector actors, and religion in the lives and customs of individuals and families
- the role of religion in the lives of ethnic and linguistic minorities in Finland
- dialogue between religions and secular worldviews in contemporary Finland

Interaction between Orthodox Christianity and arts, 2 cr (UO5)

Modules in the study unit

- Interaction between Orthodox Christianity and arts, 2 cr (UO5), Optional

Objectives

Interaction between Orthodox Christianity and arts

The objective of the module is that the students

- perceive and are able to analyse the relationship between religions and art in general
- develop their skills in interpreting different forms of religious art
- familiarise themselves with the ways to express used in different art forms and the manner in which they present the key doctrines of religions, especially those of Christianity and the Orthodox Church
- recognise and know about different forms of expression in Orthodox and other Christian art
- understand the difference between sacral and religious art
- familiarise themselves with religious symbolism and recognise the impacts of religion on contemporary art and culture.

Core contents

Interaction between Orthodox Christianity and arts

- interaction between religions and art and the significance of religions in the development of art
- religious themes, symbolism, and myths in different forms of art
- forms of Orthodox art: church music, icon art, architecture, hymnography
- examination of biblical stories and Christian dogma through different art forms
- manifestations of religion and especially the Orthodox religion in contemporary art

Orthodox Christianity, science, and the media, 2 cr (UO6)

Modules in the study unit

- Orthodox Christianity, science, and the media, 2 cr (UO6), Optional

Objectives

Orthodox Christianity, science, and the media

The objective of the module is that the students

- are able to analyse and evaluate the relationship between religion and the media
- are able to evaluate critically information related to religion and its sources
- familiarise themselves with the media image of Orthodox Christianity and different religions, both at the national and the international level
- familiarise themselves with ethical questions brought up by science and the media from the perspective of the Orthodox Church's tradition and ethics
- familiarise themselves with the concept of human being adopted by science and the Orthodox Church
- perceive perspectives and methods of research of religion in different academic fields and familiarise themselves with current research related to the Orthodox Church.

Core contents

Orthodox Christianity, science, and the media

- religious media and use of media in religions
- use of religious language and symbols in different media
- media publicity of religions and the media world of the Orthodox Church
- the phenomenon of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion
- science, the media, and the ethical teachings of the Orthodox Church

8.9.3. Catholic religion (KT3)

Study units

Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UK1)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity and Islam, 2 cr (UK1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity and Islam

The objective of the module is that the students

- perceive and are able to analyse the situation of religions in the world, the factors influencing it as well as the internal diversity within religions and particularly within the Catholic Church
- are able to analyse religion and non-religion as phenomena
- perceive and are able to analyse the common roots, historical encounters, and influence on cultural heritage and society of Judaism, Christianity and Islam
- develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as for discussing topical questions related to religions.

Core contents

Religion as a phenomenon – investigating Judaism, Christianity and Islam

- *religions as a universal human phenomenon, defining the Catholic culture*
- *the situation of religions in the world, present-day features of religiousness and non-religiousness freedom of religion as a human right as well as the significance of religions in building a sustainable future*
- *relationship between religion and science, particularly from Catholic perspective*
- *origin of Christianity, doctrines and dogmata, ethics, practice and internal diversity of Christianity in the light of Catholic research*
- *doctrines, dogmata and cultures of Judaism and Islam, significance thereof to Western culture*
- *relationships of the Catholic Church with Judaism and Islam*
- *origins, status, use, and interpretations of holy texts in Judaism, Christianity, and Islam; the Catholic Bible*
- *historical and current questions related to encounters of worldviews*

Global Christianity, 2 cr (UK2)

Modules in the study unit

- Global Christianity, 2 cr (UK2), Compulsory

Objectives

Global Christianity

The objective of the module is that the students

- *understand the significance of Christianity from the perspectives of the Catholic Church, culture, society, and the individual*
- *are familiar with the central Christian denominations and their origins as well as are able to compare their key characteristics*
- *familiarise themselves with different manifestations of Catholicism around the world and are able to perceive their relationship with the official dogma of the Catholic Church*
- *are able to analyse and evaluate topical media contents and discussions related to Christianity.*

Core contents

Global Christianity

- *origin and development of the Catholic Church as well as its specific features, relationship with the Bible, ethical thinking, and historical impacts on society*
- *origins, specific features, ethical thinking, and societal impacts of Orthodox and Protestant Christianity*
- *significance of Catholic orders in the church and society*
- *status of religion around Europe and its backgrounds*
- *status of the church and its interaction with the surrounding culture around the world*
- *ecumenism and interfaith dialogue*
- *Christianity and environmental issues as well as other current questions related to Christianity and Catholicism and their backgrounds*

Religions and religious movements of the world, 2 cr (UK3)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UK3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- are familiar with religions of the world as part of the individual's and community's lives as well as their local impacts on culture and society and their relationship with the Catholic Church
- are familiar with manifestations and influence of Asian religions in the Western countries
- perceive and are able to analyse the key features and spread of animistic religions
- perceive and are able to analyse the backgrounds and key features of new religious movements
- develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.

Core contents

Religions and religious movements of the world

- interreligious relations of the Catholic Church
- religions originating in India and their influence on culture and society
- influence of religions and worldviews originating in China on the Chinese way of thinking and society
- Shintoism and other religions in Japan
- the influence of religions originating in India, China, and Japan in Western countries as well as the backgrounds and key features of new religious movements
- key features and spread of animistic religions
- the Catholic Church and interfaith dialogue

Religion, culture, and society in Finland, 2 cr (UK4)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UK4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

- are familiar with indigenous Finnish religious traditions and recognise its influence in Finnish cultural heritage
- familiarise themselves with Christian history of Finland through the Catholic era of Swedish rule to present day, with particular attention to the phases of the Catholic Church in relation to other religious movements in Finland
- familiarise themselves diversely with the interaction of religion and society in contemporary Finland
- familiarise themselves with the impacts and significance of religions in the public, private, third, and fourth sector
- understand that knowledge of religions is needed in different fields of society
- are able to analyse current discussions related to the freedom of religion and the interaction between religion and society
- are able to operate as active citizens and members of society

- *develop their capabilities for participating in the dialogue between religions and secular worldviews.*

Core contents

Religion, culture, and society in Finland

- *indigenous Finnish and Scandinavian religious traditions in Finnish cultural heritage*
- *Catholicism in Finnish cultural heritage*
- *Christian denominations in Finland*
- *Catholic communities in Finland and their relationship with society*
- *other religious communities in Finland*
- *dialogue between religions and secular worldviews in contemporary Finland*
- *significance and visibility of religion in the public sector, politics, world of work, and the economy from the perspective of the Catholic Church*
- *religion in the lives and customs of individuals and families in Finland, the Catholic conception of family*

Religion in art and culture, 2 cr (UK5)

Modules in the study unit

- Religion in art and culture, 2 cr (UK5), Optional

Objectives

Religion in art and culture

The objective of the module is that the students

- *perceive the relationship between religions and art in general*
- *understand the significance of religious art and creative expression in formation of a culture, particularly the historical and on-going influence of the Catholic Church on the development of Western art*
- *familiarise themselves with how the key doctrines of a religion, particularly Christianity, can be expressed through arts*
- *familiarise themselves with religious symbolism in their surroundings.*

Core contents

Religion in art and culture

- *interaction between religions and art*
- *the Catholic Church's relationship with arts*
- *architecture of religious spaces as a reflection of religion and its special features*
- *religious themes, symbolism, and myths in different forms of art*
- *examining different interpretations of Bible stories and the Catholic dogma through different art forms: historical and contemporary examples in visual arts, music, literature as well as cinema, television, and digital media*

Religion, science, and the media, 2 cr (UK6)

Modules in the study unit

- Religion, science, and the media, 2 cr (UK6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

- *are familiar with perspectives and methods of international research of religion in different academic fields, particularly from the Catholic perspective*
- *understand the historical and contemporary relationship of the Catholic Church with sciences*
- *familiarise themselves with topical themes related to religion in the media in general, and especially in the international news produced by the Catholic Church and Catholic media*
- *are able to analyse and evaluate the relationship between religion and the media*
- *are able to evaluate critically information and its sources related to religion.*

Core contents

Religion, science, and the media

- *topical perspectives and methods of research of religion in different academic fields*
- *the relationship between the Catholic Church and science*
- *the role and impacts on science of Catholic higher education institutions historically and today*
- *religious media and the use of media in religions, historical and contemporary examples*
- *Catholic media in Finland and in the international context*
- *use of religious language and imagery in different media*

8.9.4. Islam religion (KT4)

Study units

Religion as a phenomenon – investigating Judaism, Christianity, and Islam, 2 cr (UI1)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity, and Islam, 2 cr (UI1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity, and Islam

The objective of the module is that the students

- *perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the internal diversity of religions*
- *are able to analyse religion and non-religion as phenomena*
- *perceive and are able to analyse the common roots, key features, cultural heritage, and impacts on society of Judaism, Christianity, and Islam as well as to develop their cultural literacy related to these aspects*
- *develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as for discussing topical questions related to religions.*

Core contents

Religion as a phenomenon – investigating Judaism, Christianity, and Islam

- *religion as a phenomenon, the definition of a religion, and the relationship between religion and science*
- *the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right*
- *the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews*
- *cultural background, origin, and key and shared features of Judaism, Christianity, and Islam from the perspective of Islam*
- *formulation, significance, use, and interpretation of holy books in Judaism, Christianity, and Islam*
- *internal diversity, dogmas, ethics, way of living, relationship with society, and significance to the Western culture of Judaism and Christianity*

Global Islam, 2 cr (UI2)

Modules in the study unit

- Global Islam, 2 cr (UI2), Compulsory

Objectives

Global Islam

The objective of the module is that the students

- *perceive and are able to analyse the significance of Islam from the perspective of culture, society, and the individual as well as improve their cultural and religious literacy related to Islam*
- *have knowledge of some influential branches in Islam, their backgrounds, and issues related to their internal diversity as well as are able to compare key features of different branches*
- *familiarise themselves with different interpretations and manifestations of Islam around the world*
- *are able to analyse and assess topical media content and discussions related to Islam*
- *develop their capabilities for operating in pluralistic environments.*

Core contents

Global Islam

- *the dogmatic foundation of Islam as well as the development and key features of Sunni, Shia and Sufi Islam*
- *internal diversity of Islam*
- *political Islam and influential present-day Islamic movements*
- *Islamic ethics, ethical thinking, and its impacts on society*
- *significance of Islam in Europe and impact of Islam in European interfaith dialogue*
- *significance of Islam in Europe and impact of Islam in European interfaith dialogue • reactions towards Islamic minorities in the Western countries*
- *the status of religion, relationships between religion and the state as well as the impacts of Islam on society and culture around the world*
- *current questions and their backgrounds related to Islam*

Religions and religious movements of the world, 2 cr (UI3)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UI3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- *familiarise themselves with the religions originating in India, China, and Japan as part of the life of the individual and the community, and their influence on culture and society*
- *recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Japan in Western countries*
- *understand Islam's relationship with Hinduism and Buddhism*
- *perceive and are able to analyse the current situation and key features of animistic religions*
- *perceive and are able to analyse the backgrounds and key features of new religious movements*
- *develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

- *the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism, and the influence of Hinduism on the culture and society in India as well as the situation of religions in contemporary India*
- *key features of Jainism and Sikhism and their ethical principles*
- *the Buddhist way of living and ethics as well as the teachings, movements, and central impacts on Asian cultures of Buddhism*
- *Islam's relationship with Hinduism and Buddhism in the past and today*
- *key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
- *key features of Shintoism as well as the influence of religions on the culture and society in Japan*
- *influence of religions originating in India, China, and Japan in Western countries*
- *key features and spread of animistic religions and Vodou-related religions*
- *backgrounds and key features of new religious movements*

Religion, culture, and society in Finland, 2 cr (UI4)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UI4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

- *familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
- *understand that knowledge of religions is needed in different fields of society*
- *recognise and are able to analyse the history and contemporary life in a pluralistic Finland in relation to minorities, in particular Muslims*
- *understand and are able to analyse the significance of indigenous Finnish religious traditions for Finnish cultural heritage, the role of Christianity in shaping society in Finland in the past and present as well as the impact of these elements on Islam in Finland*

- are able to analyse and evaluate current discussions related to the freedom of religion, interaction between religion and society, non-religion, and criticism of religion
- develop their capabilities for participating in dialogue on religious, worldview-related, and societal issues as well as know how to operate as active members of society with awareness of cultures and worldviews.

Core contents

Religion, culture, and society in Finland

- the situation of religions in Finland, Finnish religiousness and secularisation
- religion and religious communities in Finnish and general European legislation, freedom of religion and belief, and questions related to equity and discrimination
- the significance and visibility of religion in the public sector, politics, world of work, and the economy; religious communities as third sector actors; religion in the lives and customs of individuals and families
- the history and current lives of Muslims in Finland as well as the role of religion in the lives of ethnic and linguistic minorities in Finland
- indigenous Finnish religious traditions and their significance for Finnish cultural heritage as well as the role of Christianity in shaping society in Finland during different periods
- non-religion, criticism of religion, and non-religious customs in contemporary Finland
- dialogue between religions and secular worldviews in contemporary Finland

Religion in art and popular culture, 2 cr (UI5)

Modules in the study unit

- Religion in art and popular culture, 2 cr (UI5), Optional

Objectives

Religion in art and popular culture

The objective of the module is that the students

- perceive and are able to analyse the relationship between religion and art: the significance of art and architecture in religions and the impact of religions on the development of art
- familiarise themselves with the ways in which the Islamic way of thinking and key doctrines of this religion are expressed through art
- recognise religious symbolism and familiarise themselves with how religious themes are dealt with in art and popular culture
- practise their skills in interpreting religious dimensions in different forms of art and popular culture.

Core contents

Religion in art and popular culture

- practise their skills in interpreting religious dimensions in different forms of art and popular culture.
- Islamic art and manifestations of key traits and dogmas of Islam in different art forms
- architecture of religious spaces as a reflection of special features of Islam
- religious themes, symbolism, and myths in different forms of art and popular culture
- art as minorities' means of expression in Muslim communities
- internal diversity of Islam in different art forms

Religion, science, and the media, 2 cr (UI6)

Modules in the study unit

- Religion, science, and the media, 2 cr (UI6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

- understand the perspectives and methods of research of religion in different academic fields and familiarise themselves with current research
- recognise and are able to analyse topical themes and contents related to religion in the media
- are able to analyse the relationship between religion and the media as well as to evaluate critically information and its sources related to religion
- develop their capabilities for producing and presenting information related to religion.

Core contents

Religion, science, and the media

- topical perspectives and methods of research of religion in different research areas: fields of science and theology in classical Islam, religious studies, and social sciences as fields of research
- Islamic media and the use of media in religions
- use of religious language and imagery in different media
- media publicity of religions
- the phenomena of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion

8.9.5. Jewish religion (KT5)

Study units

Religion as a phenomenon – investigating Judaism, Christianity, and Islam, 2 cr (UJ1)

Modules in the study unit

- Religion as a phenomenon – investigating Judaism, Christianity, and Islam, 2 cr (UJ1), Compulsory

Objectives

Religion as a phenomenon – investigating Judaism, Christianity, and Islam

The objective of the module is that the students

- perceive and are able to analyse the situation of religions in the world, the factors influencing it, and the internal diversity of religions
- are able to analyse religion and non-religion as phenomena
- perceive and are able to analyse the common roots, key features, cultural heritage, and impacts on society of Judaism, Christianity, and Islam as well as to develop their cultural literacy related to these aspects
- develop their capabilities for operating in religiously and culturally diverse environments and workplaces as well as discussing topical questions related to religions.

Core contents

Religion as a phenomenon – investigating Judaism, Christianity, and Islam

- *religion as a phenomenon, the definition of a religion, and the relationship between religion and science*
- *the situation of religions in the world, features of religion and non-religion in present times as well as the freedom of religion as a human right*
- *the significance of religions in building a sustainable future as well as other topical questions related to religions and secular worldviews*
- *cultural background, origin, and key and shared features of Judaism, Christianity, and Islam*
- *origins, status, use, and interpretations of holy books in Judaism, Christianity, and Islam*
- *internal diversity, dogmas, ethics, way of life, relationship with society, and significance to Western culture of Christianity and Islam*

Global Judaism, 2 cr (UJ2)

Modules in the study unit

- Global Judaism, 2 cr (UJ2), Compulsory

Objectives

Global Judaism

The objective of the module is that the students

- *perceive and are able to analyse the significance of Judaism from the perspective of culture, society, and the individual as well as improve their cultural literacy related to Judaism*
- *know the central Jewish denominations and their origins, and are able to compare their key characteristics*
- *familiarise themselves with different interpretations and manifestations of Judaism around the world*
- *are able to analyse and assess topical media contents and discussions related to Judaism*
- *develop their capabilities for operating in pluralistic environments.*

Core contents

Global Judaism

- *the status of Judaism and its interaction with surrounding cultures around the world*
- *the status of religion as well as relationships between religion and the state in Finland, Israel, and around the world*
- *the origins, specific features, ethical thinking, and societal impacts of Judaism and, in particular, modern Orthodox Judaism*
- *different Jewish denominations*
- *main features of non-Jewish religions based on Judaism, including Messianic Judaism and non-Jewish cabbalistic movements*
- *cooperation between different movements of Judaism and interfaith dialogue*
- *Judaism and environmental issues as well as other current questions related to Judaism and their backgrounds*

Religions and religious movements of the world, 2 cr (UJ3)

Modules in the study unit

- Religions and religious movements of the world, 2 cr (UJ3), Optional

Objectives

Religions and religious movements of the world

The objective of the module is that the students

- *familiarise themselves with the religions originating in India, China, and Japan as part of the life of the individual and the community, and their influence on culture and society*
- *recognise and are able to analyse the manifestations and influence of religions originating in India, China, and Japan in Western countries*
- *perceive and are able to analyse the current situation and key features of animistic religions*
- *perceive and are able to analyse the backgrounds and key features of new religious movements*
- *develop their cultural literacy related to religions and their capabilities for operating in the world of work and international environments.*

Core contents

Religions and religious movements of the world

- *the Hindu perception of the world, way of living, and ethics, the diversity of Hinduism and the influence of Hinduism on the culture and society in India as well as the situation of religions in contemporary India*
- *key features of Jainism and Sikhism and their ethical principles*
- *the Buddhist way of living and ethics as well as the teachings, movements, and central impacts on Asian cultures of Buddhism*
- *key features of old Chinese folk religion, Confucianism, and Taoism and their influence on the Chinese way of thinking and society as well as the situation of religions in contemporary China*
- *key features of Shintoism as well as the influence of religions on the culture and society in Japan*
- *influence of religions originating in India, China, and Japan in Western countries*
- *key features and spread of animistic religions and Vodou-related religions*
- *backgrounds and key features of new religious movements*

Religion, culture, and society in Finland, 2 cr (UJ4)

Modules in the study unit

- Religion, culture, and society in Finland, 2 cr (UJ4), Optional

Objectives

Religion, culture, and society in Finland

The objective of the module is that the students

- *familiarise themselves diversely with the interaction between religion and society in contemporary Finland as well as the influence and significance of religions in the public, private, third, and fourth sector*
- *understand that knowledge of religions is needed in different fields of society*
- *recognise and are able to analyse the influence of indigenous Finnish religious traditions and Christianity on Finnish cultural heritage as well as their similarities and differences compared to Judaism*
- *are able to analyse and evaluate current discussions related to the freedom of religion, interaction between religion and society, non-religion, and criticism of religion*
- *develop their capabilities for participating in dialogue on religious, world-view related, and societal issues as well as know how to operate as active members of society with awareness of cultures and worldviews.*

Core contents

Religion, culture, and society in Finland

- the situation of religions in Finland, Finnish religiousness and secularisation
- religion and religious communities in Finnish and general European legislation, freedom of religion and belief, and questions related to equity and discrimination
- the significance and visibility of religion in the public sector, politics, world of work, and the economy, religious communities as third sector actors, and religion in the lives and customs of individuals and families, taking into account the role of religion in the lives of ethnic and linguistic minorities in Finland
- indigenous Finnish religious traditions and their significance for Finnish cultural heritage as well as the role of Christianity in shaping society and culture in Finland during different periods and the impacts of these factors on Judaism in Finland
- non-religion, criticism of religion, and non-religious customs in contemporary Finland
- dialogue between religions and secular worldviews in contemporary Finland

Religion in art and popular culture, 2 cr (UJ5)

Modules in the study unit

- Religion in art and popular culture, 2 cr (UJ5), Optional

Objectives

Religion in art and popular culture

The objective of the module is that the students

- perceive and are able to analyse the relationship between religion and art: the significance of art and architecture in religions and the impact of religions on the development of art
- familiarise themselves with how key doctrines and narratives of religion, particularly Judaism, are expressed through religious art
- recognise religious symbolism and familiarise themselves with how religious themes are dealt with in art and popular culture
- practise their skills in interpreting religious dimensions in different forms of art and popular culture.

Core contents

Religion in art and popular culture

- interaction between religions and art, significance of religions in the development of art
- religious art and manifestations of religion in different art forms
- architecture of religious spaces as a reflection of religion and its special features
- religious themes, symbolism, and myths in different forms of art and popular culture
- examination of different interpretations of Tanakh stories and Jewish dogma through different art forms

Religion, science, and the media, 2 cr (UJ6)

Modules in the study unit

- Religion, science, and the media, 2 cr (UJ6), Optional

Objectives

Religion, science, and the media

The objective of the module is that the students

- understand the perspectives and methods of research of religion in different academic fields and familiarise themselves with current research
- recognise and are able to analyse topical themes and contents related to religion in the media
- are able to analyse the relationship between religion and the media as well as to evaluate critically information and its sources related to religion
- develop their capabilities for producing and presenting information related to religion.

Core contents

Religion, science, and the media

- topical viewpoints and methods of research of religion in different academic fields: different fields of research in religious studies and theology as well as the study of art, culture, and social sciences
- religious media and use of media in religions
- use of religious language and imagery in different media
- media publicity of religions
- the phenomena of religion in the media, including attitudes and images related to religions, the role of religions in conflicts and peacebuilding, religions and environmental questions, religions and ethical questions, criticism of religion

8.10. Visual arts (KU)

The task of the subject

In visual arts education, the students explore reality through the means of arts. The key objective of the subject is that the students understand the significance of visual arts and other forms of visual culture in their lives. Experiences, imagination, and goal-oriented work lay the foundation for multi-sensory learning. The instruction examines the aesthetic, ecological, and ethical values that are manifested in visual arts and other forms of visual culture. The students improve their knowledge of intangible and tangible cultural heritage, which supports the passing on and renewal of traditions. The instruction supports the development of extensive general knowledge and ability as well as growing into active local and global agency. The students are offered diverse opportunities for developing their capabilities for further studies, world of work, and internationalisation in the future. The studies provide the students with preconditions for developing creative and critical thinking, influencing their living environment, and promoting a sustainable way of living.

The teaching and learning of visual arts advance the students' multiliteracy of visual culture and language awareness. The students observe, produce, interpret, and value images by using visual means of expression and other modes of producing and presenting knowledge. The languages of different fields of knowledge open up new perspectives on the phenomenon to be learned. The instruction encourages the students to advance their cultural competence, drawing on the interdisciplinary relationship arts and sciences. The students familiarise themselves with different conceptions of art. They examine the significance of visual culture for the individual, community, and society from historical and cultural viewpoints. The students are guided to justify their opinions and views of visual arts and other forms of visual culture.

In the teaching and learning of visual arts, the students examine works, products, and phenomena of visual culture, both familiar and unfamiliar ones. The term 'image' refers to two-dimensional and three-dimensional works and products as well as their reproductions. The field of visual culture includes images produced by the students independently, nature, the built environment, artefacts, media images, and works defined as art. The students participate in selecting contents and means of expression. The instruction offers preconditions for versatile use of working methods and learning environments. The students are encouraged to try out tools, materials, and ways to express as well as to apply them creatively. New technologies, media environments, and forms

of audiovisual culture are both phenomena to be explored and tools for visual production. The students familiarise themselves with topical phenomena and practices of visual culture as well as different forms of participation and involvement. Possibilities provided by museums and other cultural actors are also utilised diversely in teaching and learning. General upper secondary school studies of visual arts lay a solid foundation for building a personal and lifelong relationship with visual culture.

Transversal competences

Studies of visual arts support the students' **well-being competence** through the sensory pleasures, emotions, and personal meanings conveyed by visual production. Understanding visual culture that is significant for the students supports their construction of identity, growth as human beings, well-being, and continuous learning. The studies offer the students means for respecting and appreciating the culturally diverse individuals and communities. The students are encouraged to look for visual cultures and means of visual expression that interest them.

Studies of visual arts develop the students' **interaction competence** by building dialogue and understanding between people through exploring, sharing, and discussing different visual cultures. The studies improve team skills through holistic working methods characteristic of the art. The students improve their interaction skills, for example by familiarising themselves with the visual and verbal concepts, image types, and imagery of visual culture. Applying different means of visual interpretation to analysing, evaluating, and producing images create capabilities for sharing and discussing meanings.

Visual arts advance the students' cultural multiliteracy, which also helps develop their **multidisciplinary and creative competence**. The work approach characteristic of art promotes different ways of exploring, expressing, presenting, and acting. In the studies, cultural phenomena are examined using visuality and other means of producing information. As part of interpreting images, the students also explore the intertextual references of an image, for example to a song, play or another image. The students draw on the perspectives of different fields of arts and sciences as they produce and interpret visual culture.

Societal competence is advanced in visual arts by examining the values and meanings conveyed by visual arts, for example in the built environment, objects, the media, and art. The students are encouraged to take a stand and participate in societal discussion as well as to exert influence for a sustainable future. The subject offers opportunities for examining the state, realisation, and development of democracy and fundamental rights by the means of arts. The students also familiarise themselves with legally protected interests, including copyrights, the freedom of expression, and privacy. The studies introduce them to opportunities offered by the world of work, civic engagement, and further studies from the perspective of visual arts and other forms of visual culture.

Studies of visual arts advance the students' **ethical and cultural competence** by exploring ethical and ecological questions related to the environment, society, and global world by the means of visual expression. The students are guided to reflect on their individual choices, decisions, and actions from the perspective of a sustainable way of living. The studies advance the students' competence related to sustainable use of different materials and technologies. The students are encouraged in local and global agency in issues related to culturally, socially, and ecologically sustainable development. Views of alternative futures are opened through artistic working approaches.

Global and cultural competence are advanced in visual arts by exploring the culturally diverse reality. The students are encouraged to build their identities and to value their living environment and its cultural heritage. In visual arts, the students examine and reflect on their personal relationship with the prevailing culture in society. The students are guided to explore how visual culture reflects, affects and shapes individuals, communities, and the world. Cultural heritage is explored from the global and national perspective and the viewpoint of the students' own cultural heritages. The students are encouraged to deal with phenomena related to cultural diversity and globalisation in their visual work.

Objectives

The general objectives of the instruction of visual arts have been structured as three areas: Meanings of images, Participation and agency, and Expression and interpretation skills.

Meanings of images

The objective is that the students

- *understand the significance of visual arts, the environment, and other forms of visual culture in their lives, in society, and in a global world*
- *build their cultural identity by producing and interpreting different images*
- *improve their capabilities and strengths related to receiving, understanding, and producing tangible and intangible cultural heritage*
- *interpret the aesthetic, ecological, and ethical values connected with visual arts and other forms of visual culture*
- *explore the meaning of visual arts and other forms of visual culture for the individual, the community, and society during different times and in different cultures*
- *understand the significance of sensory pleasures, mental images, emotions, and creative thinking for their learning and well-being.*

Participation and agency

The objective is that the students

- *take a stand on the values manifested in visual arts and other forms of visual culture*
- *are able to apply the means of visual production, communication, and technology in order to present their views, participate, and get involved*
- *develop their critical thinking related to observing their surroundings and their own activities*
- *draw on mental images in their visual thinking, creative processes, and envisioning alternative operating methods*
- *are able to use an exploratory approach to planning, working, and visual expression*
- *take perspectives of cultural diversity and sustainable development into account in their activities.*

Visual production and interpretation

The objective is that the students

- *are able to set goals for exploratory, sustained, and phenomenon-based work and learning characteristic for art*
- *advance their multiliteracy of visual culture by drawing on different ways of knowing when producing and interpreting images*
- *improve their visual literacy, media literacy, and environmental literacy in producing and interpreting visual culture*
- *advance their visual expression skills by using different materials, techniques, and practices appropriately*
- *are able to produce and interpret images by connecting them to different conceptions of art*
- *examine visual arts and other visual culture from the perspectives of the work, the maker, the receiver, and society.*

Assessment

In visual arts, assessment is encouraging, interactive, and carried out over a long term, and it seeks to develop the student's competence in visual arts. Assessment supports the students' personal relationship with visual arts and other forms of visual culture.

The target of assessment is the achievement of the general and module-specific objectives as well as the implementation of transversal competences in visual arts. Versatile assessment promotes the achievement of the goals set for studying in all stages of the learning process. The assessment thus supports the students in advancing their learning-to-learn skills. The assessment also includes self and peer assessment.

The development of the students' competence in visual arts, different working processes, and the outcomes of these processes are taken into account in the assessment. The assessment guides the student in appropriate use of working methods and learning environments independently and in a group.

Study units

My images, shared cultures, 2 cr (KU1)

Modules in the study unit

- My images, shared cultures, 2 cr (KU1), Compulsory

Objectives

My images, shared cultures

The objective of the module is that the students

- *observe images that are meaningful for them and others and share their thoughts visually and using other means of producing knowledge*
- *use different tools, materials, technologies, and approaches of visual expression independently and as group members*
- *apply the means of visual communication and technology to presenting their views, participation, and involvement*
- *explore and interpret art from the perspectives of the individual, community, and society*
- *explore and interpret the visual cultures of different times, cultures, and communities*
- *explore and interpret topical phenomena of visual arts and other forms of visual culture*
- *understand the significance of visual cultures in their own lives, in society, and in a global world*
- *understand the significance of visual culture as a manifestation of cultural diversity as well as its role in renewing cultural heritage and in terms of sustainable future.*

Core contents

My images, shared cultures

My images

- *the students' images and visual cultures in which they participate independently*
- *using the students' images as a starting point for visual expression*
- *examining the students' images in relation to images of art and other forms of visual culture*
- *using the students' images as the starting point for exploratory, sustained, and phenomenon-based work*

Images of visual arts and the environment

- *means of producing, modifying, and presenting images in visual arts, the environment, and the media*
- *introduction to the concepts and imagery of visual arts and other forms of visual culture*
- *introduction to different views concerning the task of art and other forms of visual culture*
- *using visual, verbal, and other means of interpreting images*
- *exploring topical phenomena in visual arts and other forms of visual culture through visual expression*

- *engagement and participation by the means of visual arts and other forms of visual culture*

Local specification

Transversal competences

Well-being competence

Personal visual expression supports personal growth, deepens self-awareness, and helps process emotions, which enhances empathy, understanding, and appreciation of all forms of expression.

Multidisciplinary and creative competence

Visual arts are phenomenon-based and creative, developing multiliteracy in visual culture. Artistic inquiry may include expression, action, and presentation, as well as exploration of references, contexts, and connections across different disciplines in art and science.

Spaces, places, and phenomena in the environment, 2 cr (KU2)

Modules in the study unit

- Spaces, places, and phenomena in the environment, 2 cr (KU2), Compulsory

Objectives

Spaces, places, and phenomena in the environment

The objective of the module is that the students

- *observe works, products, and services as well as digital, built, and natural environments that are meaningful for them and others*
- *justify their observations related to environments, products, and services and their thinking visually and using other means of producing knowledge*
- *explore the connections that images of the environment have to their own images, visual arts, and cultural heritage*
- *apply the processes, technologies, and practices of architecture, design, and production in their visual expression independently and as group members*
- *explore and interpret the built environment, products, and services from the perspectives of societal development, rights, and sustainable future*
- *develop their competence as makers of images of the environment and as interpreters, evaluators, and actors*
- *understand the meanings of visuality in sustainable planning and design of products, services, and architecture as well as in communication about them and in their use*
- *understand the possibilities of involvement and participation through images in their lives in terms of an aesthetically, ethically, and ecologically sustainable future.*

Core contents

Spaces, places, and phenomena in the environment

My images

- *the students' images and visual cultures in which they participate independently*
- *using the students' images as a starting point for visual expression*
- *examining the students' images in relation to the images of the surroundings and other forms of visual culture*

- *using the students' images as the starting point for exploratory, sustained, and phenomenon-based work*

Images of the environment

- *means of producing, modifying, and presenting images in the environment, the media, and visual arts*
- *introduction to the concepts and imagery of architecture, design, and the media*
- *linking visual culture to different views concerning the task of art and other forms of visual culture*
- *using visual, verbal, and other means of interpreting images*
- *exploring the topical phenomena of the environment through visual expression*
- *engagement and participation by the means of visual arts and other forms of visual culture*

Local specification

Transversal competences

Ethical and environmental competence

The study unit encourages innovation and reflection on the possibilities of materials, technologies, and techniques from the perspective of alternative futures.

Global and cultural competence

Students explore the visual diversity of cultures and learn to value humanity's living environments and cultural heritage. They reflect on and interpret their own societal position through visual phenomena.

Communicating through images, 2 cr (KU3)

Modules in the study unit

- Communicating through images, 2 cr (KU3), Optional

Objectives

Communicating through images

The objective of the module is that the students

- *advance their personal relationship with the digital image, media, art, and technology by improving their thinking and expression skills*
- *expand their knowledge of the media, art, technology, and audiovisual culture by familiarising themselves with different modes of expression, production, and presentation*
- *explore the media culture when producing and interpreting works, products, and services*
- *are able to draw on the techniques, working methods, and processes of media technology in planning, interaction, and participation independently and as group members*
- *interpret visual culture products that combine different modes of knowledge production and their intertextual relations*
- *interpret media products and art from the perspectives of the work, the maker, the audience, and society*
- *through their images, express their opinions on the values manifested in visual arts and other forms of visual culture*
- *explore media and art images from the perspectives of identity building, passing on and renewing cultural heritage as well as a sustainable future.*

Core contents

Communicating through images

My images

- *images meaningful for the students and visual cultures in which they participate independently*
- *using the students' images as a starting point for visual expression*
- *examining the students' images in relation to media images and other forms of visual culture*
- *using the students' images as the starting point for inquiry-based, sustained, and phenomenon-based work*

Media images

- *producing, editing, and presenting an image digitally and by other means*
- *introduction to the concepts and imagery of the media, communication, and art*
- *linking media performances to different views concerning the task of art and other forms of visual culture*
- *applying visual, verbal, and other means of interpreting images*
- *exploring cultural, societal, and global phenomena meaningful for the students*
- *the students' agency in the media and other forms of visual culture*

Local specification

Transversal competences

Interaction competence

An image is a message and often the beginning of dialogue. Various media contents reflect their creators, forming multi-layered visual dialogue and shared meaning-making.

Societal competence

An image is a powerful tool for taking a stand, expressing criticism, and participating in and influencing society. The study unit introduces topics such as copyright, freedom of speech, and privacy.

Multiple worlds of visual arts, 2 cr (KU4)

Modules in the study unit

- Multiple worlds of visual arts, 2 cr (KU4), Optional

Objectives

Multiple worlds of visual arts

The objective of the module is that the students

- *explore, interpret, and evaluate personal and societal meanings of works of visual arts*
- *develop their personal relationship with the visual production of different times and cultures*
- *advance their skills in visual production in line with their personal goals independently and as group members*
- *apply the means of expression, presentation, and action typical of contemporary art when producing images*
- *interpret visual arts from the perspectives of the work, maker, receiver, art institutions, and society*
- *explore topical phenomena of visual arts and other forms of visual culture in their visual production*

- *through their images, express their views on the values manifested in visual arts and other forms of visual culture*
- *explore visual arts and other forms of visual culture from the perspectives of construction of identity, passing on and renewing cultural heritage as well as a sustainable future.*

Core contents

Multiple worlds of visual arts

My images

- *images meaningful for the students and art worlds in which they participate independently*
- *using the students' images as a starting point for visual expression*
- *examining the students' images in relation to works of visual arts and other forms of visual culture*
- *using the students' images as the starting point for exploratory, sustained, and phenomenon-based work*

Images of visual arts

- *traditional and contemporary ways of producing, modifying, and presenting images*
- *introduction to the concepts and imagery of visual arts*
- *visual arts produced during of different times and cultures as the object of study*
- *linking works to different views concerning the task of visual arts and other forms of visual culture*
- *applying visual, verbal, and other means of interpreting images*
- *exploring cultural, societal, and global phenomena meaningful for the students*
- *the students' agency in visual arts and other forms of visual culture*

Local specification

Transversal competences

Multidisciplinary and creative competence

Visual arts are phenomenon-based and creative, developing multiliteracy in visual culture. Artistic inquiry may include expression, action, and presentation, as well as exploration of references, contexts, and connections across different disciplines in art and science.

Global and cultural competence

Students explore the visual diversity of cultures and learn to value humanity's living environments and cultural heritage. They reflect on and interpret their own societal position through visual phenomena.

8.11. General upper secondary school diplomas (LD)

The task of the subject

The study units specified in the local curriculum may include general upper secondary school diplomas in different subject groups or subjects. The task of the general upper secondary school diplomas is to provide the students with an opportunity to give a long-term demonstration of particular competence and interest. The diploma comprises a versatile description of the students' goal-oriented work, advanced skills, and in-depth knowledge. The students explore and express culturally diverse reality using means characteristic of each subject. When completing a general upper secondary school diploma, the students draw on and advance their transversal competences which develop during the general upper secondary studies. The general upper secondary school diploma is a manifestation of the students' thinking, production, interpretation,

and evaluation skills and their personal interests. The general upper secondary school diploma creates preconditions for reinforcing the participation, agency, and holistic well-being of the students in question as well as the wider school community.

General upper secondary school diplomas can be completed in home economics, visual arts, crafts, physical education, media studies, music, dance, and theatre. The scope of the diploma is two credits. The diplomas give students an opportunity to assess such competence and strengths that they have accumulated during general upper secondary school studies from the perspective of further studies. The general upper secondary school diplomas complement the knowledge and skills shown on the general upper secondary school certificate and the matriculation examination certificate.

By the education provider's decision, general upper secondary school diplomas may be taken in one or several subject groups or subjects. The diploma may be included in optional studies of the syllabus in the relevant subject as determined in the local curriculum. Separate instructions on the completion of general upper secondary school diplomas in each subject are issued by the Finnish National Agency for Education.

The local curriculum describes the task, general objectives, and assessment as well as the objectives and key contents of each general upper secondary school diploma offered by the education provider in study units whose scope is two credits.

Transversal competences

Objectives

General objectives of instruction related to general upper secondary school diplomas

The objectives common to all general upper secondary school diplomas are that the students

- set their personal starting points and goals for completing the diploma
- work with a goal-oriented approach independently and in interaction with others
- explore and express cultural reality in ways characteristic of different fields of knowledge
- apply the special knowledge and skills they have accumulated while studying at the general upper secondary school as well as by their independent interest
- draw on and advance the transversal competences they have developed during the upper secondary school studies
- select appropriate learning environments, working methods, and means of expression
- assess the attainment of the set goals, their working skills, the end result, and the process as a whole
- reinforce their and other students' participation, agency, and holistic well-being in the school community.

Assessment

The assessment of the general upper secondary school diplomas is based on a demonstration of particular competence and interest independently given by a student or a student group during their time in general upper secondary education. A general upper secondary school diploma completed by a student is assessed as a whole. In the assessment of a general upper secondary school diploma, the students are given feedback on the attainment of the goals set for the diploma. The assessment of a general upper secondary school diploma is versatile and reliable, and it corresponds with the attainment level demonstrated by the student in a relevant subject or subject group. The student's self-assessment is part of completing the diploma.

Study units

General upper secondary school diploma in home economics, 2 cr (KOLD1)

Modules in the study unit

- General upper secondary school diploma in home economics, 2 cr (KOLD1), Optional

Objectives

General upper secondary school diploma in home economics

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in home economics during general upper secondary school*
- *are able to describe and convey the goals and starting points they have set for their diploma*
- *give a demonstration of their competence in home economics, which includes inquiry-based and applied studies, interactive work, communal knowledge building, information-sharing, and critical evaluation of information and work*
- *are able to produce an entity where the selection of contents, the idea for the assignment as well as the planning and implementation process support each other.*

Core contents

General upper secondary school diploma in home economics

- *are based on the goals set for the general upper secondary school diploma and the theme selected by the student, the idea for the assignment, and the planning and implementation process*
- *consist of a diploma work, an essay, and a portfolio describing the student's self-assessment and knowledge of home economics, which are assessed based on the given criteria*

General upper secondary school diploma in visual arts, 2 cr (KULD2)

Modules in the study unit

- General upper secondary school diploma in visual arts, 2 cr (KULD2), Optional

Objectives

General upper secondary school diploma in visual arts

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in visual arts during general upper secondary school*
- *demonstrate their competence in visual arts and other forms of visual culture by diversely producing, interpreting, and valuing different images*
- *are able to describe and convey the goals and starting points they have set for their diploma*
- *are able to produce an artistic and visual entity in which the ways of producing and presenting the content support each other*
- *demonstrate knowledge of visual arts and other forms of visual culture*
- *are able to assess their work process and the work from the perspective of learning.*

Core contents

General upper secondary school diploma in visual arts

- are based on the goals set for the general upper secondary school diploma and the selected assignment, perspective, and implementation method
- consist of an artwork as well as a portfolio presenting the student's working process, self-assessment, and knowledge of visual arts and other forms of visual culture

General upper secondary school diploma in crafts, 2 cr (KÄLD3)

Modules in the study unit

- General upper secondary school diploma in crafts, 2 cr (KÄLD3), Optional

Objectives

General upper secondary school diploma in crafts

The objective of the module is that the students

- give a particular demonstration of their competence and independent interest in crafts during general upper secondary school
- demonstrate their competence related to independent planning and production of quality craft products as well as in assessing their learning
- demonstrate command of the stages and requirements of the crafts process, including goal-setting, presenting ideas, and planning
- manage, monitor, and assess the resources they have used, their work, and their learning process
- are able to take into consideration the perspectives of aesthetics, ethics, independent work, and environmental friendliness in their product or work
- are able to resolve the requirements of functionality, cost-efficiency, ergonomics, innovativeness, and technical implementation of the product or work in the environment in which it is used.

Core contents

General upper secondary school diploma in crafts

- are based on an assignment selected by the student, an idea, the planning and production process as well as self-assessment
- consist of a craft product or artwork as well as a portfolio that describes its planning and production process and the student's self-assessment

General upper secondary school diploma in physical education, 2 cr (LILD4)

Modules in the study unit

- General upper secondary school diploma in physical education, 2 cr (LILD4), Optional

Objectives

General upper secondary school diploma in physical education

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in physical education during general upper secondary school*
- *reflect diversely on the significance of exercise in their lives while developing their physical functional capacity, special competence in exercise, independent interest, and team skills.*

Core contents

General upper secondary school diploma in physical education

- *comprise the student's ability to exercise, knowledge related to physical education, special competence, independent interest, and team skills as well as self-assessment in the form of a portfolio*

General upper secondary school diploma in media, 2 cr (MELD5)

Modules in the study unit

- General upper secondary school diploma in media, 2 cr (MELD5), Optional

Objectives

General upper secondary school diploma in media

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest related to the media*
- *demonstrate command of versatile media and interaction skills as well as creative use of the tools, means of expression, and possibilities of media*
- *demonstrate command of critical selection, interpretation, evaluation, and structuring of information*
- *are able to analyse their personal relationship with the media and recognise the operating environment of the media.*

Core contents

General upper secondary school diploma in media

- *are based on the goals set for the general upper secondary school diploma and the selected assignment, perspective, and implementation technique*
- *comprise a portfolio and a media performance*

General upper secondary school diploma in music, 2 cr (MULD6)

Modules in the study unit

- General upper secondary school diploma in music, 2 cr (MULD6), Optional

Objectives

General upper secondary school diploma in music

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in music during general upper secondary school*

- *demonstrate their musical competence and interest by completing a project that demonstrates their skills in and knowledge of music, or by putting together a portfolio of their musical studies and activities during general upper secondary school.*

Core contents

General upper secondary school diploma in music

- *the student's musical life history, a music project or a musical portfolio, a summary, and the assessors' judgment*
- *different methods and areas of implementation*

General upper secondary school diploma in dance, 2 cr (TALD7)

Modules in the study unit

- General upper secondary school diploma in dance, 2 cr (TALD7), Optional

Objectives

General upper secondary school diploma in dance

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in dance during general upper secondary school*
- *through a relevant assignment, improve their competence related to dance*
- *provide a written description of their study path and development related to dance.*

Core contents

General upper secondary school diploma in dance

- *a dance-related assignment, either a solo or group work, in which the student either performs as a dancer or designs the choreography*
- *a written work associated with the dance-related assignment*
- *a study contained in the general upper secondary school diploma in dance*

General upper secondary school diploma in theatre, 2 cr (TELD8)

Modules in the study unit

- General upper secondary school diploma in theatre, 2 cr (TELD8), Optional

Objectives

General upper secondary school diploma in theatre

The objective of the module is that the students

- *give a particular demonstration of their competence and independent interest in theatre during general upper secondary school*
- *strengthen their dramatic and theatrical expression skills and improve their interaction and self-assessment skills.*

Core contents

General upper secondary school diploma in theatre

- a theme selected by the student in some area of theatre and a performance related to it
- mastering the work process
- skills in assessing the artistic process
- understanding the artistic entity
- devices of theatre
- cooperation and interaction skills
- the entity comprised by the performance and the portfolio

8.12. 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

Learning by physical activity, 2 cr (L11)

Modules in the study unit

- Learning by physical activity, 2 cr (L11), Compulsory

Objectives

Learning by physical activity

The objective of the module is that the students

- *apply their physical activity related knowledge and skills in different physical education assignments and forms of physical activities and exercise, during different seasons, and in different conditions (including indoors, outdoors, and in water)*
- *know how to show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment*
- *try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

Learning by physical activity

- *applying physical exercise skills in different common exercise assignments of the teaching group and in different physical activities and forms of exercise, drawing on the possibilities of the learning environment (summer, winter, nature, and aquatic exercise) as well as indoor and outdoor exercise diversely*
- *physical education assignments and games that develop the teaching group's team work skills and team spirit*

Local specification

Transversal competences

Interaction competence

The study unit strengthens a positive self-image. Students learn to recognise and understand their emotions and develop regulation of emotional expression. Activities are carried out together, fostering experiences of inclusion and community. Students act responsibly and safely, helping, respecting, and supporting others. The spirit of fair play is present throughout.

Multidisciplinary and creative competence

Students are guided to understand the importance of physical activity for study alertness and learning capacity. Problem-solving skills are developed in learning situations involving physical activity, such as games and pair or group work. Cross-curricular collaboration may be included, for example with biology and health education.

An active life, 2 cr (LI2)

Modules in the study unit

- An active life, 2 cr (LI2), Compulsory

Objectives

An active life

The objective of the module is that the students

- *assess and set goals for improving their physical fitness (strength, endurance, flexibility, and speed) based on information they have acquired*
- *are able to make choices that are justified in terms of their functional capacity and the environment in order to improve their physical functional capacity and increase their physical activity*
- *show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment*
- *try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

An active life

- *self-assessment, maintenance and development of physical fitness (strength, speed, endurance, and flexibility) by versatile physical activity*
- *flexibility and recovery exercises*
- *ergonomics in movements and techniques*
- *exercise-related assignments for pairs and groups that develop team work skills and team spirit*

Local specification

Transversal competences

Well-being competence

During the study unit, students identify, assess, maintain, and develop factors that influence functional capacity and wellbeing. Students are guided to consider ergonomics in movement and performance techniques.

Societal competence

Students are guided to participate in planning and evaluating activities and to take responsibility for their own and the group's actions, with attention to safety.

Ethical and environmental competence

Students are guided to act honestly, responsibly, and fairly. They learn to identify environmentally sustainable and unsustainable forms of physical activity. Both built and natural environments are utilised in teaching. Students are guided to observe their own actions with regard to sustainable future, health, and physical activity—for example, when travelling to sports facilities.

Global and cultural competence

Students are guided, where possible, to utilise sports technology.

New opportunities, 2 cr (LI3)

Modules in the study unit

- New opportunities, 2 cr (LI3), Optional

Objectives

New opportunities

The objective of the module is that the students

- *practise and apply their knowledge and skills related to physical activity diversely and in new ways*
- *improve their body control*
- *recognise their emotions, show respect for others in interactive situations as well as support sense of community by helping and encouraging others*
- *try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

New opportunities

- *familiarisation with new forms of exercise and physical activities*
- *diverse maintenance and development of exercise skills and physical fitness*

Local specification

Transversal competences

Well-being competence

Students promote their physical functional capacity in various ways.

Multidisciplinary and creative competence

Students are introduced to new forms and types of physical activity whenever possible.

Global and cultural competence

Teaching incorporates locally and globally recognised forms of physical activity whenever possible.

Exercising together, 2 cr (LI4)

Modules in the study unit

- Exercising together, 2 cr (LI4), Optional

Objectives

Exercising together

The objective of the module is that the students

- *work to achieve a goal related to physical activity set together*
- *show respect for others in interactive situations, help and assist others during physical education lessons as well as give constructive feedback and participate in peer assessment*

- *try their best, complete their assignments diligently and responsibly, work actively and appropriately as well as develop themselves persistently.*

Core contents

Exercising together

- *a physical activity organised together, including a second-year students' ballroom dance, exercise in nature or other projects*

Local specification

Transversal competences

Well-being competence

Students maintain and develop especially social functional capacity and wellbeing.

Interaction competence

The study unit emphasises cooperation and the development of social functional capacity.

Recreation through exercise, 2 cr (LI5)

Modules in the study unit

- Recreation through exercise, 2 cr (LI5), Optional

Objectives

Recreation through exercise

The objective of the module is that the students

- *evaluate their coping and alertness and are able to make justified choices related to physical activity to improve their functional capacity and ability to study*
- *understand how physical activity can promote their coping and alertness at school*
- *participate appropriately, actively, and promoting sense of community.*

Core contents

Recreation through exercise

- *forms of physical activity that promote recreation*
- *relaxation and recovery exercises*

Local specification

Transversal competences

Well-being competence

Students identify, assess, maintain, and develop factors that influence psychological functional capacity and wellbeing. Psychological wellbeing is supported, for example, through body care and relaxation exercises.

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.

8.13. Mathematics (MA)

The task of the subject

The study of mathematics provides the students with the ability to understand, apply, communicate, and evaluate mathematical information. The students learn to understand the significance of mathematics for modern cultures and recognise its necessity for different fields such as technology, medical science, economics, social sciences, natural sciences, and the arts. The task of the instruction in mathematics is to introduce the students to the basic concepts, ideas, and structures of mathematics and to encourage them to use the language of mathematics in spoken, written, and other forms. The instruction of mathematics develops the students' skills in calculation, creative thinking, modelling phenomena, making predictions, and problem-solving.

Through the study of mathematics, the students learn to utilise computer software and digital information sources in learning, research, and problem-solving. The students also learn to evaluate the usefulness of information technology tools and the limitations of their use.

Transversal competences

The instruction of mathematics examines the connections between everyday life and mathematics; makes use of opportunities to strengthen the students' interest, self-belief, and information-seeking processes; and encourages the students to experiment and work with perseverance. The students apply the skills they learn in mathematics to the setting of their personal goals and to decision-making. The students reflect on how mathematical skills can be employed to solve problems related to sustainable development and humankind. This reinforces the students' **societal competence, ethical and environmental competence** as well as their **well-being competence**.

The instruction is based on the idea of choosing topics, phenomena, and related problems that the students are interested in and that can be investigated through mathematics. Diverse methods are employed in teaching and learning, with students working both independently and together with others. This strengthens, among other things, their **interaction competence**. Teaching methods are selected together with the students. Teaching situations are arranged so that they inspire the students, based on their observations, to raise questions, make assumptions, and draw and justify conclusions.

The study of mathematics supports the transversal competence objectives related to **global and cultural competence** and **multidisciplinary and creative competence**. The students learn to appreciate the significance of mathematics for different cultures and in the development of history, and to understand its nature as a universal language. The students learn to understand the meanings of mathematical concepts and to recognise how they are connected to larger entities both in mathematics and in other subjects. The students are encouraged to use mathematical language and notation as well as pictures, drawings, and tools that support reflective thinking. The instruction supports the students' skills in moving between different representations of mathematical information when modelling phenomena, understanding and solving problems, and discussing results.

Objectives

The general objectives of the instruction of mathematics are that

the students

- have positive learning experiences, become accustomed to working with perseverance, and learn to trust their mathematical abilities, skills, and thinking
- recognise mathematics both as a unique, independent discipline and as a useful tool when modelling, controlling, and predicting social, economic or natural phenomena
- build a mathematical foundation for their further studies
- learn to process data in a mathematical way and become accustomed to making assumptions, investigating their correctness, constructing arguments, and evaluating their soundness and the extent to which the results can be generalised
- have the ability to follow a mathematical presentation, read a mathematical text, discuss mathematics, substantiate arguments, and evaluate information provided in different forms
- learn to model practical problem situations and employ different response strategies
- become more confident in using experimental and investigative actions, finding solutions, and presenting them clearly
- can use appropriate mathematical methods, software, and information sources, and understand that a solution produced by software is not enough on its own to prove, substantiate, or justify an argument.

Assessment

A diverse assessment framework and encouraging feedback support the development of the students' mathematical thinking and self-confidence and maintain and strengthen their motivation to study. Assessment helps the students develop mathematical competence and their skills in

working with perseverance. It also guides the students towards improving their presentation of mathematical solutions, supports them in the concept creation process, and helps them assess their work. Successful feedback helps students recognise their personal strengths as well as identify which skills and knowledge require further development and how to develop them.

In the assessment framework, attention is focused on numeracy, selection of methods, mathematical thinking and problem-solving skills, justification and analysis of conclusions, and selection and use of software.

Moving between syllabi

If a student moves from the advanced mathematical syllabus to the basic mathematical syllabus, any completed studies are recognised as follows:

Module of the advanced syllabus	Module of the basic syllabus
MAA2	MAB2
MAA3	MAB3
MAA6	MAB8
MAA8	MAB5
MAA9	MAB7

Other advanced syllabus studies successfully completed or partially completed at the time the student moves from one syllabus to another which count as extra credits from modules can consist of other optional or thematic studies in the basic syllabus, as determined in the local curriculum.

When a student moves from the advanced syllabus to the basic syllabus, the student shall be provided with an opportunity to give additional demonstrations of knowledge and skills in order to determine their competence level, if they so wish.

When a student moves from the basic syllabus to the advanced syllabus, the student may be required to complete additional studies, in which case the grade will also be reassessed. When moving between syllabi, any credits missing in the modules shall be completed as determined in the local curriculum.

The student can also study modules belonging to the other syllabus without moving from one syllabus to another. In this case, the relevant modules can be counted towards the other optional or thematic studies in the student's actual syllabus as determined in the local curriculum.

8.13.1. Advanced syllabus in mathematics (MAA)

Study units

Functions and equations 1, 3 cr (MAA2)

Modules in the study unit

- Functions and equations 1, 3 cr (MAA2), Compulsory

Objectives

Functions and equations 1

The objective of the module is that the students

- explore the mathematical modelling of phenomena with the help of polynomial, rational, and root functions; know the properties of polynomial, rational, and root functions; can solve

equations relating to these functions; and understand the connection between the zero points in the polynomial functions and polynomial factors

- *know how to solve simple polynomial inequalities*
- *know how to use software in mathematical modelling; in examining polynomial, rational, and root functions; and in solving polynomial, rational, and root equations and polynomial inequalities in mathematical applications.*

Core contents

Functions and equations 1

- *polynomial functions and polynomial equations, polynomial inequalities*
- *formulas for solving second order equation*
- *polynomial products and binomial formulas (square of sum, product of sum and difference)*
- *polynomial factors*
- *power functions and power equations (where exponent is a positive integer)*
- *rational functions and rational equations*
- *root functions and root equations*

Local specification

Transversal competences

Well-being competence

The development of study skills is purposefully guided, enabling students to adopt practices that support learning in mathematics. Tolerance for uncertainty is also fostered.

Interaction competence

Students are encouraged to study in groups and provide peer support. Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Geometry, 2 cr (MAA3)

Modules in the study unit

- Geometry, 2 cr (MAA3), Compulsory

Objectives

Geometry

The objective of the module is that the students

- *learn to illustrate and describe information about space and form in both two dimensions (2D) and three dimensions (3D)*
- *can apply similarity, Pythagoras's theorem, and trigonometry of right-angled and oblique triangles*
- *learn to formulate, justify, and use theorems containing geometrical information*
- *can use software when investigating shapes and solids and the geometry related to them.*

Core contents

Geometry

- similarity of shapes and solids
- law of sines and cosines
- calculating lengths, angles, and areas related to polygons
- geometry of the circle, its parts, and the related lines
- calculating lengths, areas, and volumes related to right cylinder, right cone and sphere

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Analytical geometry and vectors, 3 cr (MAA4)

Modules in the study unit

- Analytical geometry and vectors, 3 cr (MAA4), Compulsory

Objectives

Analytical geometry and vectors

The objective of the module is that the students

- understand how analytical geometry creates relationships between geometrical and algebraic concepts
- understand the geometrical meaning of an equation
- can solve absolute value equations of the form $|f(x)| = a$ or $|f(x)| = |g(x)|$
- understand the concept of a vector and learn the basics of vector calculation
- can investigate points, distances and angles of a two-dimensional coordinate system using vectors
- can solve plane geometry problems using vectors
- can use software in examining curves and vectors and in applications related to them.

Core contents

Analytical geometry and vectors

- equations of curve
- equations of lines, circles, and parabolas
- system of equations
- parallelism and orthogonality of lines
- absolute value equation
- distance from a point to a line
- basic properties of vectors
- addition and subtraction of vectors in the plane and multiplication of vectors in the plane by a real number

- dot product of vectors in the plane, angle between vectors in the plane

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice. Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Functions and equations 2, 2 cr (MAA5)

Modules in the study unit

- Functions and equations 2, 2 cr (MAA5), Compulsory

Objectives

Functions and equations 2

The objective of the module is that the students

- explore the mathematical modelling of phenomena with the help of sine and cosine functions and exponential and logarithmic functions
- examine sine and cosine functions with the help of symmetries of a unit circle
- can solve trigonometric equations of the type $\sin f(x) = a$ or $\sin f(x) = \sin g(x)$
- can apply the relationship between sine and cosine functions $\sin^2 x + \cos^2 x = 1$
- know the properties of exponential and logarithmic functions and can solve equations related to them
- can use software in examining functions and solving equations and in mathematical applications.

Core contents

Functions and equations 2

- directed angle and radian
- unit circle
- sine and cosine functions and their symmetry and periodicity
- solving sine and cosine equations

- *fractional exponent and its relationship with a root*
- *exponential functions and exponential equations*
- *logarithms and laws of logarithm*
- *logarithmic functions and logarithmic equations*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice.

Ethical and environmental competence

Students are supported in understanding, through various tasks, that mathematics can be used to structure and solve environmental problems.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Derivative, 3 cr (MAA6)

Modules in the study unit

- Derivative, 3 cr (MAA6), Compulsory

Objectives

Derivative

The objective of the module is that the students

- *explore with the help of a derivative how mathematical models for phenomena behave*
- *obtain an illustrative understanding of the limit value and continuity of function*
- *understand the interpretation of derivative as a rate of change of function*
- *can determine derivatives of simple functions*
- *can differentiate composite functions*
- *can explore the course of functions with the help of derivatives and examine how their extrema can be found on a closed interval*
- *can use software in investigating the limit value, continuity, and derivative in mathematical applications.*

Core contents

Derivative

- *limit value, continuity, and derivative of function*
- *derivatives of polynomial, rational, and root functions*

- *derivatives of sine and cosine functions and of exponential and logarithmic functions*
- *derivative of the product and quotient of functions*
- *composite function and its differentiation*
- *examining the course of a function and determining the extrema*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Integral calculus, 2 cr (MAA7)

Modules in the study unit

- Integral calculus, 2 cr (MAA7), Compulsory

Objectives

Integral calculus

The objective of the module is that the students:

- *understand the concept of primitive and learn to determine primitives of simple functions*
- *understand the concept of a definite integral and its relationship to area and explore the numerical method for determining a definite integral*
- *can determine areas and volumes with the help of a definite integral*
- *learn the applications of integral calculus*
- *can use software for examining the properties of a function, determining a primitive, and calculating a definite integral in mathematical applications as well as for numerical integration.*

Core contents

Integral calculus

- *primitive and the integration of the most important elementary functions*
- *definite integral*
- *rectangle rule*
- *calculating area and volume*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Statistics and probability, 2 cr (MAA8)

Modules in the study unit

- Statistics and probability, 2 cr (MAA8), Compulsory

Objectives

Statistics and probability

The objective of the module is that the students

- *learn to illustrate discrete statistical distributions and to determine and interpret statistics*
- *are able to illustrate the common distribution of two variables and determine the correlation coefficient and regression curve*
- *learn combinatorial methods*
- *learn the concept of probability and calculation rules*
- *understand the concept of discrete probability distribution and learn to determine the expected value of a distribution and interpret it*
- *know how to use software in retrieving, processing, and examining digital data and for presenting statistical data*
- *are able to utilise software in illustrating distributions, determining statistics, and calculating probabilities.*

Core contents

Statistics and probability

- *central tendency and standard deviation*
- *correlation and linear regression*
- *odds and statistical probability*
- *permutations and combinations*
- *probability calculation rules*
- *binomial distribution*
- *discrete probability distribution*
- *expected value of a discrete distribution*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Ethical and environmental competence

Students are supported in understanding, through various tasks, that mathematics can be used to structure and solve environmental problems.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Mathematical economics, 1 cr (MAA9)

Modules in the study unit

- Mathematical economics, 1 cr (MAA9), Compulsory

Objectives

Mathematical economics

The objective of the module is that the students

- *learn to apply their mathematical skills to the sufficiency of resources, budgetary planning, entrepreneurship, and calculation of profitability*
- *apply the formulas of sequences to mathematical problems related to economy*
- *learn to adapt mathematical models to economic situations and understand their limits*
- *know how to utilise software in making calculations and in mathematical applications.*

Core contents

Mathematical economics

- *arithmetic and geometric sequence and their sums*
- *interest calculations: compound interest, present value, and discounting*
- *savings and loans*
- *mathematical models which apply to economic situations and which utilise sequences and sums*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

3D geometry, 2 cr (MAA10)

Modules in the study unit

- 3D geometry, 2 cr (MAA10), Optional

Objectives

3D geometry

The objective of the module is that the students

- *deepen their knowledge of vector calculation and learn to use vectors in three-dimensional space*
- *learn to examine points, lines, and planes of an xyz-coordinate system with the help of vectors*
- *strengthen their competence in solid geometry in connection with the applications of extrema*
- *explore the function of two variables*
- *know how to use software in illustrating vectors, lines, planes, and surfaces and in vector calculation.*

Core contents

3D geometry

- *vector format in a three-dimensional coordinate system*
- *dot and cross product*
- *dot, line, and plane in space*
- *angle in space*
- *applications of differential and integral calculus with one variable in solid geometry*
- *function with two variables and surface in space*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Algorithm and number theory, 2 cr (MAA11)

Modules in the study unit

- Algorithm and number theory, 2 cr (MAA11), Optional

Objectives

Algorithm and number theory

The objective of the module is that the students

- *know what an algorithm is and learn to examine how algorithms work*
- *learn to program simple algorithms*
- *study the concepts of logic*
- *master the basic concepts of the number theory and study the properties of prime numbers*
- *know how to examine integer divisibility.*

Core contents

Algorithm and number theory

- *basic concepts in algorithmic thinking: sequencing, selection, and repetition*
- *flowchart*
- *the programming of simple mathematical algorithms, sorting algorithms or algorithms for solving equations numerically*
- *logical operators and truth values*
- *the divisibility of integers, division equation and congruence*
- *Euclidean algorithm*
- *the fundamental theorem of arithmetic*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Analysis and continuous distribution, 2 cr (MAA12)

Modules in the study unit

- Analysis and continuous distribution, 2 cr (MAA12), Optional

Objectives

Analysis and continuous distribution

The objective of the module is that the students

- *deepen their understanding of the basic concepts of analysis*
- *are able to formulate and examine inverse functions of strictly monotonic functions*

- complement their skills in integral calculus
- explore the concept of continuous probability distribution and learn to use normal distribution
- know how to use software when examining the properties of a function and calculating improper integrals in mathematical applications.

Core contents

Analysis and continuous distribution

- piecewise-defined function
- examining continuity and differentiability of a function
- general properties of continuous and differentiable functions
- inverse function
- limits of functions in infinity
- improper integrals
- continuous distributions, normal distribution, and standardisation

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

8.13.2. Basic syllabus in mathematics (MAB)

Study units

Expressions and equations, 2 cr (MAB2)

Modules in the study unit

- Expressions and equations, 2 cr (MAB2), Compulsory

Objectives

Expressions and equations

The objective of the module is that the students

- learn to use mathematics in solving problems and to trust their mathematical skills
- learn to formulate expressions and equations for given problems, to solve equations, and to interpret the result obtained
- are able to apply sequences and the sums formed from them to solving mathematical problems
- know how to use software in mathematical modelling, examining polynomial function, and in mathematical applications related to polynomial equations and polynomial functions.

Core contents

Expressions and equations

- *formulating problems as equations*
- *solving equations*
- *interpreting and assessing solutions*
- *solving a second order polynomial function and a second order equation*
- *arithmetic sequence and sum*
- *geometric sequence and sum*

Local specification

Transversal competences

Well-being competence

The development of study skills is purposefully guided, enabling students to adopt practices that support learning in mathematics. Tolerance for uncertainty is also fostered.

Interaction competence

Students are encouraged to study in groups and provide peer support.

Societal competence

Applications of mathematics in civics, economics, and stock market calculations.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Geometry, 2 cr (MAB3)

Modules in the study unit

- Geometry, 2 cr (MAB3), Compulsory

Objectives

Geometry

The objective of the module is that the students

- *learn to make observations and deductions about the geometric properties of shapes and solids*
- *strengthen their skills in drawing planar shapes and pictures of three-dimensional solids*
- *are able to solve practical problems using geometry*
- *know how to use software in examining shapes and solids and in mathematical applications related to geometry.*

Core contents

Geometry

- *similarity of shapes*
- *trigonometry of a right triangle*
- *Pythagorean theorem and inverse of Pythagorean theorem*
- *determining area and volume of shapes and solids*
- *applying geometric methods in a coordinate system*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Mathematical models, 2 cr (MAB4)

Modules in the study unit

- Mathematical models, 2 cr (MAB4), Compulsory

Objectives

Mathematical models

The objective of the module is that the students

- *recognise regularities and dependencies in real life events and represent them with mathematical models*
- *evaluate models for linear and exponential growth with, among others, a spreadsheet program and make predictions based on the models*
- *become used to evaluating the goodness-of-fit and usability of models*
- *know how to use software in examining the properties of polynomial and exponential functions and solving polynomial and exponential equations in mathematical applications.*

Core contents

Mathematical models

- *applying linear and exponential models*
- *solving an exponential equation*
- *predictions and comparison of models*

Local specification

Transversal competences

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice. Applications of mathematics in civics, economics, and stock market calculations.

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Ethical and environmental competence

Students are supported in understanding, through various tasks, that mathematics can be used to structure and solve environmental problems.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Statistics and probability, 2 cr (MAB5)

Modules in the study unit

- Statistics and probability, 2 cr (MAB5), Compulsory

Objectives

Statistics and probability

The objective of the module is that the students

- *learn to process, illustrate, and interpret statistical data*
- *study the principles of probability calculation and models that represent probability calculation*
- *know how to use software in retrieving, processing, and examining digital data; in determining the statistics for a data set; and in probability calculation.*

Core contents

Statistics and probability

- *representing a data set and determining the statistics*
- *the concepts of regression and correlation*
- *observations and outlier*
- *making predictions*
- *the concept of probability*
- *addition and multiplication rule*
- *combinations and rule of product*
- *models for probability calculation*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations. Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Ethical and environmental competence

Students are supported in understanding, through various tasks, that mathematics can be used to structure and solve environmental problems.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Elements of mathematical economics, 1 cr (MAB6)

Modules in the study unit

- Elements of mathematical economics, 1 cr (MAB6), Compulsory

Objectives

Elements of mathematical economics

The objective of the module is that the students:

- *master the basic concepts and skills in mathematical economics*
- *deepen their skills in percentage calculation*
- *learn to describe the development of various issues in economics*
- *are able to use information sources and software for making calculations in mathematical applications.*

Core contents

Elements of mathematical economics

- *proportional share, comparison, change calculation*
- *index*
- *the concept of interest, simple interest*
- *taxation*
- *currencies*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Mathematical economics, 1 cr (MAB7)

Modules in the study unit

- Mathematical economics, 1 cr (MAB7), Compulsory

Objectives

Mathematical economics

The objective of the module is that the students

- *learn to apply their mathematical skills to the sufficiency of resources, budgetary planning, entrepreneurship, and calculation of profitability*
- *apply the formulas of sequences to mathematical problems related to economy*
- *learn to adapt mathematical models to economic situations and understand their limits*
- *know how to utilise software in making calculations and in mathematical applications*

Core contents

Mathematical economics

- *arithmetic and geometric sequence and their sums*
- *interest calculations: compound interest, present value, and discounting*
- *savings and loans*
- *mathematical models which apply to economic situations and which utilise sequences and sums*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Mathematical analysis, 2 cr (MAB8)

Modules in the study unit

- Mathematical analysis, 2 cr (MAB8), Optional

Objectives

Mathematical analysis

The objective of the module is that the students

- *explore the rate of change of a function with graphical and numerical methods*
- *understand the interpretation of derivative as a rate of change of function*
- *know how to examine the course of a polynomial function using derivatives*
- *are able to determine the maximum and minimum of a polynomial function in mathematical applications*
- *know how to use software in examining the course of a function and in determining the derivative of a function and extrema on a closed interval in mathematical applications.*

Core contents

Mathematical analysis

- *graphical and numerical methods*
- *derivative of a polynomial function*
- *examining the sign and the course of a polynomial function*
- *determining the maximum and minimum of a polynomial function on a closed interval*
- *determining the rate of change of a function with software*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Application of mathematics in natural sciences. The significance of differential and integral calculus, and the distinction between theory and practice. Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

Statistical and probability distributions, 2 cr (MAB9)

Modules in the study unit

- Statistical and probability distributions, 2 cr (MAB9), Optional

Objectives

Statistical and probability distributions

The objective of the module is that the students

- *explore normal distribution as a mathematical model*
- *explore binomial distribution as a mathematical model*
- *strengthen and broaden their skills in processing and examining statistics with the help of software*
- *know how to calculate statistics and probabilities based on statistical distributions and determine them with software*
- *understand the concepts of confidence interval and margin of error and know how to determine them with software.*

Core contents

Statistical and probability distributions

- *the concepts of normal distribution and standardisation of distribution (expected value and standard deviation)*
- *repeated trial*
- *binomial distribution*
- *the concepts of confidence interval and margin of error*

Local specification

Transversal competences

Interaction competence

Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Ethical and environmental competence

Students are supported in understanding, through various tasks, that mathematics can be used to structure and solve environmental problems.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

8.13.3. Common study module in mathematics (MAY)

Study units

Numbers and equations, 2 cr (MAY1)

Modules in the study unit

- Numbers and equations, 2 cr (MAY1), Compulsory

Objectives

Numbers and equations

The objective of the module is that the students:

- *revise the principles of percentage calculation*
- *can employ proportionality in problem-solving*
- *deepen their competence in calculating with fractions*
- *revise the rules for power calculations*
- *strengthen their understanding of the concept of a function*
- *understand the principles of solving an equation and a pair of equations*
- *learn to use software in drawing a function graph, making observations, and solving equations.*

Core contents

Numbers and equations

- *sets of numbers and basic calculations*
- *opposite number, reciprocal number and absolute value*
- *percentage calculation*
- *rules for power calculations (where exponent is an integer)*
- *direct and inverse proportionality*
- *functions, drawing a function graph and interpreting a function graph*
- *solving a first order equation*
- *pair of equations*
- *square root and cubic root*
- *power function and power equation (second and third order)*

Local specification

Transversal competences

Well-being competence

The development of study skills is purposefully guided, enabling students to adopt practices that support learning in mathematics. Tolerance for uncertainty is also fostered.

Interaction competence

Students are encouraged to study in groups and provide peer support. Varied working methods and a safe learning environment promote interaction. Sharing and discussing solution strategies strengthens interaction competence.

Multidisciplinary and creative competence

Applications of mathematics in civics, economics, and stock market calculations.

Societal competence

Managing personal finances: taxation, rent, responsibility for others. Structuring and describing societal phenomena through mathematics.

Global and cultural competence

Students are guided to understand the nature of mathematics as a universal language. Mathematics can be used to structure and solve global problems.

8.14. Music (MU)

The task of the subject

In general upper secondary education, the task of the teaching and learning of music is to promote the students' active musical agency and participation. The instruction of music includes multi-sensory familiarisation with and exploration of the world, especially relying on hearing. The students develop their positive relationship with music and artistic expression as well as reflect on the significance of these elements in life.

The teaching and learning of music in upper secondary school offers opportunities for experimenting with musical ways to express, use of imagination, and cross-disciplinary work in artistic subjects. Creative production and the search for new musical solutions are processes that require time and opportunities for thinking. They develop the students' perseverance and ability to apply what they have learned in new situations.

The starting point for the instruction of music is the students' experiences and the meanings they attribute to music. A personal relationship with music reinforces their self-knowledge and holistic well-being as well as supports the development of their musical identity. Music instruction also advances the students' understanding of music as a societal phenomenon. Musical and other artistic work provides the students with capabilities for musical civic engagement, cultural and societal involvement as well as critical evaluation of the media and the aural environment.

Music studies support learning and the sense of community in many ways. Playing music together is a unique form of group activity which reinforces interaction and communication skills. Constructive interaction and coordination broaden the students' horizons concerning music and other arts as well as cultural valuations and hierarchies while developing such skills as creative and critical thinking. These are skills that the students will need in building a good life as well as in studies and work duties in different fields.

The students study the meanings of musical concepts through physical learning as auditive, visual, and motor experiences. In addition to musical audio material, methods used in the instruction include speech, movement, and images as well as different written texts, including sheets of music and tablature.

Transversal competences

Studying music is a holistic musical learning process, which is about developing bodily, motor, cognitive, and expression skills in social interaction. Additionally, music as a subject is naturally linked to all areas of transversal competences in upper secondary school.

*Music is essentially about team work and doing things together. As a subject, music lays a foundation for developing **well-being competence** and **interaction competence** as well as **ethical competence**. It offers the students opportunities for understanding themselves and other people as well as the meanings of music in life. When studying music, the students learn to recognise their strengths and also those skills they need to practise further. Through musical and other artistic activity, the students learn to understand other people's thoughts and feelings, which is a precondition for developing empathy and the ability to put yourself in another person's position.*

*Versatile instruction of music develops the students' **creative and multidisciplinary competence**. Musical activity guides them to understand that imagination and an ability to use it are important human traits which support them in seeing things differently, thinking outside the box, and solving practical problems. The ability to use imagination is also important in terms of **environmental competence**. Ecological imagination helps the students see possibilities for alternative choices and weigh the consequences of actions from the perspective of a sustainable way of living. The teaching and learning of music strengthen the students' aesthetic judgement and help them see interfaces between music and other fields of knowledge. However, the essential aspect of arts and creative production is that they help the students see other people in their full humanity, including their skills, knowledge, experiences, and emotions.*

***Global and cultural competence** as well as the development of **societal competence** are naturally linked to the objectives of music instruction. Music opens windows to the human condition and society. Music and other arts broaden and expand thinking, the inner eye, which helps the students see behind different barriers and encounter conflicts. Musical activity develops the students' skills in evaluating critically the meanings attributed to things and produced as part of expression. This enables the students to, if necessary, oppose thinking that relies on undemocratic values, denigrating human dignity or, for example, other cultures. Music teaches the students to act responsibly and together for a common goal, also with those whose starting points are different from their own. The means of music and other arts make it possible to deal with even difficult themes in life.*

Music is a cultural phenomenon, and the ways of making music are also culturally determined. This is why studying music advances the students' understanding of cultures and cultural heritage, not only in their own but also in other countries. Studying music can thus reinforce respect for cultural diversity and dialogue between groups.

Objectives

The general objectives of music instruction are associated with musical versatility, musical creative thinking, the meanings of music, and musical interaction as well as learning about music and democracy. The general objectives of the teaching and learning can be divided into the following areas:

Musical versatility

The objective is that the students

- develop their musical competence further, including their singing, playing, and listening skills*
- advance their competence related to different styles and categories as well as the history of music*
- use the possibilities of music technology in making music.*

Musical creative thinking

The objective is that the students

- *have an interested and inquisitive attitude towards music and other artistic expression*
- *boldly experiment with new and even unusual musical ideas, also together with others*
- *understand the nature of the creative process and tolerate incompleteness.*

Meaning of music and musical interaction

The objective is that the students

- *have an open-minded and appreciative attitude towards different cultures and engage in dialogue about musical experiences*
- *through music, learn to have empathy for many types of experiences and life situations*
- *are able to use music to maintain and promote well-being*
- *see to the safety of the aural and music-making environment and protect their hearing.*

Musical learning and democracy

The objective is that the students

- *recognise their musical strengths and are emboldened to use and develop them*
- *set goals for their musical activity and develop their operating methods*
- *are able to use musical and other artistic ways to express for involvement in society*
- *understand and know their responsibility in questions concerning the freedom of expression, protection of privacy, and copyrights.*

Assessment

In the teaching and learning of music, the assessment supports positively the development of each student's musical competence and develops his or her relationship with music. The students give and receive diverse feedback during the learning process, which guides them in assessing and promoting their learning.

Assessment is carried out in a safe and trusting atmosphere, and it focuses on the whole process of music studies, developing working methods typical of music, and achieving the objectives set for the studies. Each student's starting level is taken into account in the assessment, together with the fact that the students' abilities may be demonstrated in any area of music. The assessment focuses on the students' musical activities at school and particularly during the study units, not on their musical ability.

Study units

Intro – music for all, 2 cr (MU1)

Modules in the study unit

- Intro – music for all, 2 cr (MU1), Compulsory

Objectives

Intro – music for all

The objective of the module is that the students

- *develop their voice control and skills in making music*

- are encouraged to use music as a means of their expression and produce musical ideas
- learn to understand the elements of music by experience
- examine and advance their personal relationship with listening
- understand and are able to apply the possibilities of using technology in music
- understand the meanings of music and its meaningfulness in life and society
- promote the creation of a safe aural environment.

Core contents

Intro – music for all

- versatile assignments and repertoire that develop voice control as well as skills in singing and playing music together
- assignments that encourage the students' creative production and artistic expression
- repertoire for listening and making music that inspires the students to reflect on the meanings of music
- possibilities for diverse use of music technology
- as far as possible, visits to concerts and introduction to other art and cultural services

Local specification

Transversal competences

Well-being competence

Skills in self-expression and self-awareness are developed through vocal, instrumental, listening, and movement exercises, as well as interdisciplinary artistic activities. Students learn to use music as a tool for emotional skills. They take responsibility for a safe sound environment and care for their hearing.

Creative activity in a relaxed and safe atmosphere promotes group cohesion and acceptance of diversity. Students have the opportunity to explore new forms of musical expression. Finding one's place and giving space to others in ensemble playing deepens self-awareness and the ability to feel empathy.

Multidisciplinary and creative competence

Reviewing musical concepts and basic skills strengthens students' ability to verbalise musical phenomena and enables creative activity in music.

Ethical and environmental competence

Students learn to use instruments appropriately and sustainably.

Beat - rhythm and resonance, 2 cr (MU2)

Modules in the study unit

- Beat - rhythm and resonance, 2 cr (MU2), Compulsory

Objectives

Beat - rhythm and resonance

The objective of the module is that the students

- understand music as a culturally determined art form and interconnections between cultures

- *have an inquisitive attitude towards and familiarise themselves through experience with music genres and musical cultures unfamiliar for them*
- *see themselves as part of the global world of music*
- *recognise their personal starting points as well as the challenges and opportunities of reciprocity between cultures.*

Core contents

Beat - rhythm and resonance

- *different music genres and styles and musical cultures as well as the meanings and appreciations associated with them*
- *music cultures as part of culture*
- *diverse work with different types of music*

Local specification

Transversal competences

Well-being competence

Skills in self-expression and self-awareness are developed through vocal, instrumental, listening, and movement exercises, as well as interdisciplinary artistic activities. Students learn to use music as a tool for emotional skills. They take responsibility for a safe sound environment and care for their hearing.

Interaction competence

Creative activity in a relaxed and safe atmosphere promotes group cohesion and acceptance of diversity. Students have the opportunity to explore new forms of musical expression. Finding one's place and giving space to others in ensemble playing deepens self-awareness and the ability to feel empathy.

Multidisciplinary and creative competence

Reviewing musical concepts and basic skills strengthens students' ability to verbalise musical phenomena and enables creative activity in music.

Exploring different musical cultures complements the overall picture of culture built during upper secondary studies. Recognising interdisciplinary connections fosters an insightful relationship with music and the ability to apply learned knowledge. Creative activity promotes expressive confidence.

Societal competence

Music can be used to explore equality, freedom of speech and expression, and cultural openness.

Familiarity with different ethnic and cultural groups enhances students' ability to understand diverse worldviews. A respectful attitude toward different cultures supports societal discussion skills and interpersonal interaction.

Ethical and environmental competence

The study unit introduces concepts of intellectual property rights.

Global and cultural competence

The study unit explores minority and subcultures as part of Finnish music culture, which is viewed as part of global culture.

Genre – global curiosity, 2 cr (MU3)

Modules in the study unit

- Genre – global curiosity, 2 cr (MU3), Optional

Objectives

Genre – global curiosity

The objective of the module is that the students

- *understand music as a culturally determined art form and interconnections between cultures*
- *have an inquisitive attitude towards and familiarise themselves through experience with music genres and musical cultures unfamiliar for them*
- *see themselves as part of the global world of music*
- *recognise their personal starting points as well as the challenges and opportunities of reciprocity between cultures.*

Core contents

Genre – global curiosity

- *different music genres and styles and musical cultures as well as the meanings and appreciations associated with them*
- *music cultures as part of culture*
- *diverse work with different types of music*

Local specification

Transversal competences

Multidisciplinary and creative competence

Exploring different musical cultures complements the overall picture of culture built during upper secondary studies. Recognising interdisciplinary connections fosters an insightful relationship with music and the ability to apply learned knowledge. Creative activity promotes expressive confidence.

Societal competence

Familiarity with different ethnic and cultural groups enhances students' ability to understand diverse worldviews. A respectful attitude toward different cultures supports societal discussion skills and interpersonal interaction.

Ethical and environmental competence

Students learn to use instruments appropriately and sustainably.

Global and cultural competence

Students learn to recognise and appreciate the characteristics, aesthetics, and histories of different cultures and subcultures. Respectful music-making based on diverse cultural traditions makes unfamiliar cultures more approachable.

Demo – the art of creating, 2 cr (MU4)

Modules in the study unit

- Demo – the art of creating, 2 cr (MU4), Optional

Objectives

Demo – the art of creating

The objective of the module is that the students

- *develop their competence in a musical or interdisciplinary process between art forms*
- *take responsibility for the group's musical activity*
- *develop their understanding of ways of musical involvement and interaction*
- *understand the relationship between music and other art forms and the media.*

Core contents

Demo – the art of creating

- *student-centred planning of the implementation method for the module's objectives and the repertoire*
- *a musical or interdisciplinary process as allowed by the group's resources*
- *effectiveness of music, for example in interaction, lyrics and other arts, the media or society*

Local specification

Transversal competences

Interaction competence

Taking responsibility for a shared project and respecting and listening to others are essential for collaboration. Successfully completing a creative project strengthens self-esteem and trust in collective effort.

Multidisciplinary and creative competence

Depending on resources and student interests, key working methods may include multidisciplinary information processing or developing creative ideas into an artistic whole.

Societal competence

Music can be used to explore equality, freedom of speech and expression, and cultural openness.

The study unit may examine the interaction between music, society, media, and other arts. Students are encouraged to engage in musical agency and utilise cultural services. Career and study opportunities, as well as civic engagement, may be introduced during the course.

Ethical and environmental competence

Students learn to use instruments appropriately and sustainably. Students practise critical and impartial evaluation of information and artistic activity.

8.15. 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

I as a student, 2 cr (OP1)

Modules in the study unit

- I as a student, 2 cr (OP1), Compulsory

Objectives

I as a student

The objective of the module is that the students

- *identify and are able to verbalise their strengths, competence, and interests*
- *are familiar with the practices and structure of general upper secondary school studies*
- *prioritise their choices according to their plans*
- *master the study skills and techniques as well as working methods needed in upper secondary school*
- *acknowledge the significance of the personal study plan in terms of career planning*
- *are able to plan their studies in proportion to the requirements associated with taking the matriculation examination*
- *understand how their choices affect their possibilities for further studies*
- *are able to plan their time use, enabling them to cope with the requirements of studying and other areas of life*
- *identify ways of promoting their well-being and functional capacity.*

Core contents

I as a student

- *personal study plan: plans for studies, matriculation examination, and further studies as well as a career plan*

- *self-knowledge and personal strengths as well as versatile identification, development, and documentation of the students' competence*
- *agency, life control and life management skills, self-efficacy, and functional capacity*
- *well-being, ability to study, a balanced life*
- *study and information acquisition skills, learning to learn*
- *information sources, digital guidance services, and application systems related to further studies and planning the future*
- *getting acquainted with the world of work as well as secondary and higher education institutions*
- *issues currently topical for general upper secondary school studies*

Local specification

Transversal competences

Well-being competence

Student agency is strengthened and encouraged by creating a safe environment for reflecting on personal plans, e.g. through the use of consistent small groups.

Collaboration with group tutors and special support services is promoted to support student wellbeing.

Personal strengths, interests, and resources are considered in the creation of the personal study plan.

Tools are provided to support self-awareness, e.g. guidance forms.

During the first year, students learn ways to regulate their workload and situation according to their own capacity.

Social skills, collaboration, and cooperative learning are developed during the course, for example through small group work and peer guidance such as tutoring.

Interaction competence

Students can rely on both personal contact with the guidance counsellor and peer support created during the course to support their wellbeing. The goal is for students to gain confidence in their interaction skills and personal strengths.

Societal competence

Students practise using information sources related to further studies and future planning.

They learn to identify and develop their study skills.

The goal is that by discovering their strengths, students become motivated and engaged in upper secondary studies.

Time management is practised, e.g. using a calendar.

Students explore further education options through visits or presentations.

They draft a preliminary plan for further studies and career.

The course encourages reflection on study skills, competencies, and strengths, as well as an entrepreneurial mindset.

Ethical and environmental competence

Students are given tools to recognise how their values influence their choices.

Global and cultural competence

Students gain readiness to understand how their choices affect opportunities to apply for further studies both in Finland and abroad.

Further studies, the world of work, and future, 2 cr (OP2)

Modules in the study unit

- Further studies, the world of work, and future, 2 cr (OP2), Compulsory

Objectives

Further studies, the world of work, and future

The objective of the module is that the students

- *are able to plan their future as well as are familiar with education and training options and opportunities offered by the world of work in a changing world*
- *advance their competence regarding self-knowledge as well as life planning and management skills*
- *recognise and are able to verbalise and document their competence*
- *are familiar with key working life skills and able to assess their competence related to them*
- *know different forms of working life and employment as well as understand the significance of changes in society and the economy from the perspective of employment*
- *know about different forms of entrepreneurship and are able to assess their personal relationship with entrepreneurship*
- *are familiar with education and employment options abroad*
- *are able to operate in culturally diverse environments*
- *know the further education options relevant to them as well as the admission requirements and processes of these options*
- *are able to look for jobs and identify different employment opportunities.*

Core contents

Further studies, the world of work, and future

- *updating the personal study plan, updating the plans for studying, matriculation examination, and further studies as well as the career plan*
- *planning of further studies and the future, application procedures in Finland and abroad*
- *knowledge and skills needed in working life, entrepreneurship in a changing and diverse world*
- *introduction to the world of work as well as further studies and acquiring experience*
- *management of personal finance, student financial aid, and housing*
- *promoting the students' personal well-being*
- *skills in anticipating the future as well as ability to recognise learning needs related to future competence requirements*
- *issues currently topical for general upper secondary school studies*

Local specification

Transversal competences

Well-being competence

Students deepen their skills in using information sources related to further studies and future planning.

The goal is that by identifying their strengths and interests, students become motivated to plan their future.

Interaction competence

Students explore further education options through visits or presentations.

They identify and develop skills needed in working life.

Students draft a plan for further studies and career and gain readiness to apply for further education.

Ethical and environmental competence

Students gain readiness to plan their future in a changing world.

They receive information about culturally and ethically diverse environments (e.g. volunteering, charity work).

Students gain readiness and confidence to make choices based on ethical and responsible principles.

Global and cultural competence

The course aims to help students evaluate their readiness to act in multicultural environments.

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.

8.16. 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

Human behaviour and learning, 2 cr (PS1)

Modules in the study unit

- Human behaviour and learning, 2 cr (PS1), Compulsory

Objectives

Human behaviour and learning

The objective of the module is that the students

- *understand the nature of psychology as a science and the fact that psychological knowledge is based on research*
- *are able to describe the basic characteristics of scientific thinking from the perspective of psychology*
- *are able to explain the nature of and differences between conscious and nonconscious action*
- *are able to analyse the psychological, biological, social, and cultural factors associated with human behaviour*
- *familiarise themselves with some phenomenon related to well-being from the psychical, biological, social, and cultural perspective*
- *are able to analyse the psychological, biological, social, and cultural factors associated with learning and, on this basis, develop their learning and studying.*

Core contents

Human behaviour and learning

Examining human behaviour from the perspectives of psychology

- *psychological perspective: basic knowledge of information processing, motives, and emotions*
- *biological perspective: basic knowledge of nervous system function and the approach of evolutionary psychology*
- *social perspective: basic knowledge of socialisation and situational factors*
- *cultural perspective: examples of differences and similarities between cultures*
- *conscious and nonconscious actions*

Learning and studying from the perspectives of psychology

- *psychological perspective: conditioning, basic knowledge of working memory and long-term memory function, schemas, learning strategies, metacognition, goal orientations, and self-efficacy*
- *biological perspective: plasticity of the brain and the impact of sleep on learning*
- *social and cultural perspective: examples of the social nature of learning and different learning cultures*

Psychological research

- *scientific knowledge and everyday information*
- *the process of scientific research*
- *the significance of the sample and population in evaluating research*
- *ethical principles of psychological research*
- *examples of qualitative and quantitative psychological studies*

Local specification

Transversal competences

Well-being competence

Students develop study skills that support wellbeing and explore a phenomenon related to wellbeing.

Interaction competence

Students practise dialogical and reflective working methods. They learn to recognise the role of emotions in interaction.

Multidisciplinary and creative competence

Students understand that scientific knowledge is based on research and practise examining phenomena from multiple perspectives.

Ethical and environmental competence

Teaching includes examples that support knowledge and skills related to ethics and environmental competence whenever possible. Students practise applying psychological knowledge to understanding diversity and building a sustainable future.

Global and cultural competence

Students recognise cultural differences and similarities.

The developing human, 2 cr (PS2)

Modules in the study unit

- The developing human, 2 cr (PS2), Optional

Objectives

The developing human

The objective of the module is that the students

- *are able to analyse the factors, and their interactions, affecting individual development in humans*
- *are able to explain how the maturation and development of the nervous system are reflected on psychological development from the foetal period on through the individual's life course*
- *are able to describe socio-emotional and cognitive development in childhood and adolescence as well as to apply theoretical knowledge and research evidence relevant to them*
- *are able to give examples of how socialisation and culture influence human development*
- *understand the individual nature and continuity of development comprehensively*
- *familiarise themselves with adolescent psychology and reflect on factors related to the transition to adulthood*
- *are able to apply their knowledge of developmental psychology to understanding themselves and other people and to improving their interaction skills*
- *are able to describe how research in human development is done.*

Core contents

The developing human

Nervous system development from the perspective of psychological functions throughout the individual's life course

- *significance of genotype*
- *maturation and learning*
- *sensitive periods*
- *the significance of plasticity in development*

Development of emotions and interaction in childhood and adolescence

- *early interaction and attachment*
- *temperament*
- *self and self-concept*
- *emotions, emotional skills, and regulation of emotions*
- *peer relationships and social skills*

Cognitive development in childhood and adolescence

- *language and thinking*
- *executive functions*

Development of identity during the life course

- *personal identity*
- *social identity*
- *cultural and ethnic identity*
- *gender and sexual identity, diversity of gender, and sexual orientation*

Individual and continuous nature of development

- *different developmental paths from early childhood to adulthood*
- *significance of parenting and the growth environment*

Psychological research

- *twin and adoption studies*
- *longitudinal and cross-sectional studies*
- *examples of observational studies*

Local specification

Transversal competences

Societal competence

Students structure the prerequisites for a child's healthy development and are able to form well-founded views on the topic.

Ethical and environmental competence

Teaching includes examples that support knowledge and skills related to ethics and environmental competence whenever possible. Students practise applying psychological knowledge to understanding diversity and building a sustainable future.

Global and cultural competence

Students learn to analyse the influence of culture and the social environment on human behaviour.

Information processing in humans, 2 cr (PS3)

Modules in the study unit

- Information processing in humans, 2 cr (PS3), Optional

Objectives

Information processing in humans

The objective of the module is that the students

- recognise general principles that guide cognitive function and are able to apply them in examining cognitive phenomena
- are able to explain how perception, attention, and memory are connected to other information processing in humans
- understand the significance of language for human behaviour
- understand the cognitive functions that underlie decision-making
- recognise some of the most common cognitive impairment
- understand the significance of plasticity and the main principles of neural network function as the foundation of psychological function
- are able to describe brain functions related to perception, attention, memory, and linguistic functions
- are able to plan and present a simple experimental study and to evaluate the strengths and limitations of the method used.

Core contents

Information processing in humans

General principles of information processing

- stimulus-based and schema-based information processing
- conscious and nonconscious information processing

Perception and attention

- schemas and the perceptual cycle
- perception, basic knowledge, especially of visual perception and its neural basis
- voluntary and involuntary attention
- basic knowledge of the neural basis of attention
- examples of attention disorders

Memory

- working memory and long-term memory function
- reconstructive memory and forgetting
- basic knowledge of the neural basis of memory
- examples of amnesia

Language

- significance of linguistic functions for information processing
- basic knowledge of the neural basis of linguistic functions
- examples of cerebral language disorders

Decision-making

- fast and slow thinking
- examples of cognitive biases and heuristics

Brain structure and neural function

- main structures of the nervous system and brain
- functioning of the neuron and the synapse
- information transmission in neural networks
- plasticity
- examples of neuropsychological rehabilitation

Research methods of cognitive psychology and neuropsychology

- principles of experimental research

- *examples of case studies*
- *examples of studies drawing on brain research methods*
- *planning of experimental research*

Local specification

Transversal competences

Societal competence

Students understand the limits and possibilities of human cognition. They plan and present a simple experimental study and evaluate the strengths and weaknesses of the method used.

Ethical and environmental competence

Teaching includes examples that support knowledge and skills related to ethics and environmental competence whenever possible. Students practise applying psychological knowledge to understanding diversity and building a sustainable future.

Emotions and mental health, 2 cr (PS4)

Modules in the study unit

- Emotions and mental health, 2 cr (PS4), Optional

Objectives

Emotions and mental health

The objective of the module is that the students

- *are able to explain how emotions are created and how they are affected by culture*
- *understand the significance of emotions for human cognitive function, interaction, and psychological well-being as well as develop skills for applying this knowledge as an instrument of self-understanding and interaction*
- *are able to explain factors that influence mental health and psychological well-being as well as apply this knowledge to promoting their and other people's well-being*
- *recognise some of the most common mental health problems and disorders*
- *are able to reflect on the social dimensions of mental health and mental health disorders, and on how their definitions are open to interpretations*
- *are able to describe the biological, psychological, social, and cultural factors in the background and in the treatment of mental health disorders*
- *focus on the causes, symptoms, and treatment of a mental disorder of choice.*

Core contents

Emotions and mental health

The psychology of emotions

- *creation of emotions: emotional reaction and emotion experience*
- *basic knowledge of the neural basis of emotions and their regulation*
- *the universal and culture-bound nature of emotions*
- *the significance of emotions as factors that direct cognitive function and social interaction*
- *regulation of emotions as an element of well-being*

Psychological well-being and maintaining a psychological balance

- *significance of coping mechanisms and defences*

- *significance of resilience for well-being*
- *significance of sleep and circadian rhythms for psychological function*
- *key factors affecting sleep quality*
- *causes, effects, and regulation mechanisms of stress*
- *crises as a threat to psychological balance; crisis management*

Mental health

- *mental health as a concept*
- *classification of the most common mental health disorders and information about their typical symptoms*
- *examples of biological, psychological, social, and cultural background factors that explain the causation of mental health problems and disorders*
- *examples of biological and psychosocial treatments of mental health problems and disorders and different implementation methods of psychotherapy*
- *examples of topical societal discussion on mental health disorders*

Psychological research

- *non-experimental research: correlative and descriptive research*
- *examples of studies drawing on physiological measurement methods*

Local specification

Transversal competences

Well-being competence

Students gain a broad understanding of factors related to wellbeing, such as emotional skills, stress, sleep, mental health, crises, and mental health disorders. They practise applying what they have learned to promote their own psychological wellbeing.

Interaction competence

Students practise dialogical and reflective working methods. They learn to recognise the role of emotions in interaction.

Societal competence

Students learn how to support others' mental health and are able to engage in constructive dialogue about mental wellbeing.

Ethical and environmental competence

Teaching includes examples that support knowledge and skills related to ethics and environmental competence whenever possible. Students practise applying psychological knowledge to understanding diversity and building a sustainable future.

The individual and communal human, 2 cr (PS5)

Modules in the study unit

- The individual and communal human, 2 cr (PS5), Optional

Objectives

The individual and communal human

The objective of the module is that the students

- *are able to describe the differences between individual characteristics and their genetic foundation*
- *are able to examine personality as a whole from different perspectives and apply this knowledge to identifying their personal strengths and development areas*
- *are able to describe individual differences in intelligence and creativity*
- *are able to examine the significance of social environment and culture for an individual's behaviour*
- *understand human behaviour from the perspective of interaction between personality, social environment, and culture*
- *are able to apply their knowledge of psychology to understanding diversity and building a sustainable future*
- *are able to describe and evaluate psychological assessment methods used in research on individual differences.*

Core contents

The individual and communal human

Significance of the genotype, culture, and social environment for personality development

- *stability and changeability of personality*
- *basic knowledge of behavioural genetics*

Personality from different perspectives

- *temperament*
- *trait theory perspective*
- *motivation*
- *individual behavioural and cognitive strategies*
- *narrative examination of identity and personality*

Intelligence and creativity as part of human behaviour

- *definitions of intelligence*
- *measurement of intelligence and the challenges associated with it*
- *interaction between genotype and the environment in intelligence*
- *definitions of creativity and factors associated with it*

Influence of culture and social environment on human behaviour

- *information processing in social situations: creation of stereotypes, attributions, attitudes, and prejudices*
- *examples of the neural basis of social interaction*
- *importance of the group for individuals and relationships between groups*
- *impacts of situational factors on the individual and the group*
- *different dimensions of cultures*
- *examples of how culture affects thinking and behaviour*
- *examples of individuals' and communities' actions in building sustainable future*

Psychological research

- *examination of individual differences*
- *methods of assessing personality and intelligence*
- *reliability and validity*
- *examples of studies using surveys, interviews and tests*
- *examples of social psychology research*

Local specification

Transversal competences

Ethical and environmental competence

Teaching includes examples that support knowledge and skills related to ethics and environmental competence whenever possible. Students practise applying psychological knowledge to understanding diversity and building a sustainable future.

Global and cultural competence

Students learn to analyse the influence of culture and the social environment on human behaviour.

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.

8.17. 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

Health as a resource, 2 cr (TE1)

Modules in the study unit

- Health as a resource, 2 cr (TE1), Compulsory

Objectives

Health as a resource

The objective of the module is that the students

- *are able to describe and structure key human resources and determinants of health as well as analyse their connections with health and their mechanisms of action*
- *are able to explain how different health culture phenomena develop and evaluate their significance for health as well as apply key social psychology models and theories to explaining why people adopt certain ways of living*
- *identify factors affecting their personal ways of living and are able to evaluate the significance of choices concerning ways of living for their health and the health of their close surroundings as well as make justified suggestions for how health-enhancing ways of living can be promoted and harmful ones prevented.*

Core contents

Health as a resource

Holistic nature of health

- *key determinants of health and their mechanisms of action*
- *key social psychology theories and models explaining health and ways of living: the theory of planned behaviour, social-cognitive theory, health belief model, transtheoretical model*
- *health culture phenomena: inconsistency between behaviour and appreciation of health; medicalisation and pursuit of health as a new illness; intervention in ways of living; alternative treatments*

Key foundations of physical and mental well-being

- *health-promoting nutrition, physical activity, rest, sleep, and weight management*
- *sexuality, sexual health, sexual rights*
- *individual, communal, and societal factors that protect mental health; stress and crises as factors which put mental health under pressure; ways of controlling stress*
- *wellbeing of the students*

Local specification

Transversal competences

Well-being competence

Students develop a comprehensive understanding of the prerequisites for health. Physical and mental wellbeing are approached from the perspective of health resources.

Interaction competence

Students' social skills, collaboration abilities, and cooperative learning are developed, for example through small group work.

Multidisciplinary and creative competence

Students become familiar with social psychological models and theories explaining health behaviour and learn to apply them in practice.

Societal competence

Students reflect on phenomena related to health culture, such as alternative treatments and medicalisation.

Global and cultural competence

Students are familiar with sexual rights and can evaluate their realisation. They recognise phenomena in health culture and their impact on health behaviour.

Health and the environment, 2 cr (TE2)

Modules in the study unit

- Health and the environment, 2 cr (TE2), Optional

Objectives

Health and the environment

The objective of the module is that the students

- *have knowledge of the principles of acquiring scientific evidence and the stages of the research process as well as are able to apply this knowledge and describe with justifications how reliable and versatile research evidence can be obtained on topics related to health, health behaviour, and functional capacity*
- *are able to find information and compare the reliability of different sources*
- *are able to describe the forms of health communication and the means of exerting influence used in it as well as analyse the significance of health communication for people's health and perceptions of health*
- *are able to present and analyse the links to and impacts on health of the physical and psychosocial environment as well as evaluate the significance of their own ways of living and consumption habits for environmental health and the way the environment affects health*
- *are able to describe forms of addiction and the factors that influence their development as well as analyse the health and other harms associated with addiction.*

Core contents

Health and the environment

Acquiring, evaluating, and interpreting health-related information

- *scientific knowledge and everyday information, cognitive biases, stages of the research process, evaluating the reliability of research evidence*
- *forms of health communication and the means of influence used in it, evaluation of the significance and reliability of health communication*

Health and safety of the environment

- *links to and impacts on health of the built, natural, and psychosocial environment*
- *sustainable development and health*
- *safety of environments and prevention of violence*
- *well-being at work*

Pleasure and addiction

- *biological, psychological, and social mechanisms affecting addiction*
- *key substance and behavioural addictions, causes and prevention methods of addiction, harms caused by addiction*

Local specification

Transversal competences

Well-being competence

Students practise interpreting the media environment and its impact on health. They are supported in forming an understanding of different methods for preventing addictions and in evaluating their effectiveness.

Interaction competence

Students learn to describe forms of health communication and analyse persuasive techniques.

Multidisciplinary and creative competence

Students understand the principles of information retrieval and research-based knowledge acquisition, as well as the stages of the research process. They are guided to examine the significance of sustainable development in the health context, both short- and long-term.

Societal competence

Students are guided to envision a sustainable future and thereby develop societal competence.

Ethical and environmental competence

Environmental competence is reflected in analysing personal consumption habits related to health impacts of different environments and assessing their consequences.

Global and cultural competence

Students analyse the significance of lifestyle and consumption habits for environmental health and wellbeing from the perspective of sustainable development.

Health and society, 2 cr (TE3)

Modules in the study unit

- Health and society, 2 cr (TE3), Optional

Objectives

Health and society

The objective of the module is that the students

- *are able to describe and analyse the changes, development, and links to public health of societal conditions, social and health policy and other societal policies, science as well as technology*
- *are able to analyse the risk factors of key noncommunicable and communicable diseases, suggest justified solutions for preventing them, and evaluate the significance of illnesses and diseases for individuals and society as well as the impacts of ways of living from the perspective of noncommunicable and communicable diseases*
- *are able explain with justifications which social and health services are available for an individual in different situations, evaluate critically the organisation and provision of the services as well as assess the significance of social and health services, self-care, and self-management for health*

- *are able to evaluate ethical questions related to health and illnesses, describe and assess factors influencing health and health inequalities in Finland and globally, and analyse factors that reduce health inequalities.*

Core contents

Health and society

Health promotion and prevention of illnesses in different eras

- *perceptions of health and models for explaining illnesses*
- *key factors related to society, science and technology that have affected the health of populations*
- *future health challenges and opportunities*

Illnesses and treatment

- *epidemiological transition, key noncommunicable and communicable diseases*
- *organisation, provision, and use of social and health services*
- *self-care and self-management*

Ethical questions

- *perspectives of ethical analysis: virtues, consequences, rights, responsibilities, motives, values, and norms*
- *key ethical and legal questions related to health and illnesses, including fertility treatments, abortion, freedom and responsibility related to ways of living, screenings, genetic technology, euthanasia*
- *ethical principles of health care, patient rights, prioritisation*
- *health and health inequalities in Finland and globally as well as ways in which they can be influenced*

Local specification

Transversal competences

Well-being competence

Students are able to present well-founded solutions for disease prevention and assess the significance of illnesses and diseases for individuals and society. They know which social and health services are available in different situations and can evaluate the importance of self-care and personal health management.

Multidisciplinary and creative competence

Students understand the connections between scientific and technological development and population health, and reflect on future health challenges and opportunities.

Societal competence

Students critically evaluate the organisation and provision of health services. They analyse societal factors affecting health and understand patients' rights within social and health services.

Ethical and environmental competence

Students reflect on ethical and legal questions related to health.

Global and cultural competence

Students describe and evaluate factors contributing to health inequality in Finland and globally, and reflect on ways to reduce health disparities.

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.

8.18. Swedish (TKRU)

The task of the subject

Language subjects teach the students skills, provide them with tools, and comprise a specific field of knowledge. The instruction of languages advances the students' proficiency in different languages obtained in primary and lower secondary education, language education as well as the development of students' language awareness.

Swedish as a second national language is part of the language education of the general upper secondary school, which strives to recognise and make visible objectives common to all language subjects in general upper secondary school and, on the other hand, the general role of languages in teaching and learning. The instruction of languages in general upper secondary school develops the students' multilingual competence, which consists of mastering their mother tongue, national and foreign languages, and dialects and registers of these languages at different levels. Language education strengthens the students' language awareness and parallel use of different languages,

development of multiliteracy, and skills in acting in different language communities. The students are encouraged to use different languages diversely, taking the various elements of language proficiency into account and valuing all language skills.

The teaching and learning of Swedish are based on a broad conception of text, according to which texts are multifaceted, and can be for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. The texts typical of the subject may be narrative, descriptive, reflective, instructive, or argumentative, fiction or non-fiction, as well as everyday or institutional requiring different conversation skills.

The task of the instruction of Swedish is to develop the students' Swedish language proficiency diversely. Diverse language proficiency develops through interpreting and producing different texts and genres. The students progress from basic to extensive skills and from everyday language towards more academic language proficiency. The students are guided to develop their proficiency in different languages, expand their plurilingual competence, and develop their metalinguistic skills, which refer to an ability to understand and use linguistic knowledge, knowledge of the structures and functions of language, as well as connections between languages. The students practise using the language extensively in varying contexts. They learn to acquire, edit, produce, and share as well as assess and evaluate information.

Transversal competences

The instruction of Swedish as a second national language deals with themes through which learning is integrated with mastering the large entities addressed in general upper secondary studies and interdisciplinary work. The different second national language syllabi work together both with each other and the different foreign language syllabi and subjects. At the same time, students develop their understanding of and make connections with life outside of the school as well as the life stages following school, studies, and the world of work.

As subjects that provide the students with skills and instruments, languages offer tools for recognising, practising, developing, and adopting transversal competences and reflecting on values and attitudes. The teaching and learning of languages are also underpinned by specific fields of knowledge and science, whose dimensions, such as sociolinguistics, cognitive linguistics or textual research, can be used to examine extensive themes.

Transversal competences offer content to be dealt with in instruction, objectives for activities as well as justifications for selecting different learning environments, working methods or techniques. In the instruction of the second national language, transversal competences are visible, among other things, in asking 'why' and considering causal relationships. Languages offer an opportunity to develop creative activities and experiment with different methods of study while also enjoying an intellectual pursuit and the aesthetics of language.

Through studies of a second national language, the students examine the construction of individuals' and the community's identities and acting in a group. All language proficiency the students may have is valued and an effort is made to draw on it, thus improving the students' **well-being competence** and **interaction competence** and promoting their self-efficacy. Empathy, good manners, and elements of constructive interaction (mediation) come up in all language subjects as part of transversal competences. By exploring the elements of constructive interaction and adopting skills related to it, the students advance their understanding of otherness and learn to build understanding in situations where linguistic or cultural barriers hamper it.

The students improve their language learning skills by identifying strategies for learning a second national language suitable for them and assessing the progress they make with their learning. They are guided to understand the importance of versatile language proficiency in further studies and the world of work as well as in building a linguistic identity.

As a subject that integrates different fields of science and knowledge as well as arts, languages create interfaces with other subjects as well as **multidisciplinary and creative competence**. Thematic studies and interdisciplinary study modules encourage the students to make use of their proficiency in different languages, even when their skills are limited, and their plurilingual

competence. The key component is working on issues, questions, and solutions in interaction with others. Instruction aims at providing situations where the students can safely challenge the limits of their competence. The studies of and proficiency in a second national language enable access to many types of discourse, information, sources, and forms of art. At the same time, the students can question established practices and seek for new, creative perspectives as well as recognise and understand diversity. In the instruction of languages, the objective is developing the students' thinking and analysis skills by using diverse and student-centred methods and offering meaningful, open-ended, and sufficiently challenging assignments.

Studying a second national language strengthens the students' **societal competence**. Instruction provides the students with linguistic and cultural competences and tools for participation and active agency in society and the global world. At the same time, instruction builds connections to democracy education and equality perspectives as well as reflections on languages, such as issues of majorities and minorities, language policy or loss of linguistic diversity. The skills and contacts that studying Swedish as a second national language make possible facilitate the students' transition to further studies, the world of work, and roles requiring civic engagement.

The studies of a second national language strengthen **ethical and environmental competence** by enabling the students to sympathize with and understand problems beyond the limitations set by their mother tongue. Global environmental issues, including climate change, loss of biodiversity and unsustainable consumption habits, are problems with an impact on the individual and the community. In the course of their studies, the students strengthen their skills and seek contacts with the aim of finding and working on common solutions. In addition to seeking and producing information, the students are guided to reflect on the significance of attitudes and values as well as to develop their sense of responsibility and skills in acting constructively in different contexts.

For the part of **global and cultural competence**, studies of Swedish as a second national language enhance the students' curiosity, motivation, and skills required to act in culturally and linguistically diverse environments and contexts. Versatile language proficiency and understanding the usefulness of the second national language in national, Nordic, and international cooperation as well as in the examination of global issues improve the students' global citizenship skills and offer opportunities for multilateral, creative cooperation. Language studies strengthen the students' knowledge of cultural heritage and inherently provide different perspectives for exploring issues.

Objectives

Language syllabus and	Interaction skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text interpretation skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text production skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)
A syllabus	B2.1 (A2.2)	B2.1 (A2.2)	B1.2 (A2.1)
B1 syllabus	B1.1 (A1.3)	B1.1 (A1.3)	B1.1 (A1.3)
B3 syllabus	A2.2	A2.2	A2.1
Native-level syllabus	B2.2 (B1.2)	B2.2 (B1.2)	B2.2 (B1.2)

The general objectives of the instruction of Swedish refer to cultural and linguistic diversity, study skills as well as interaction skills and skills in interpreting and producing text. The general objectives can be divided into the following areas:

Cultural and linguistic diversity

The objective is that the students

- are encouraged as users of Swedish and agents in a linguistically and culturally diverse world in national, Nordic, European, and global encounters where using Swedish is possible and where the aim is, rather than at native-like language proficiency, at constructive interaction and building mutual understanding
- understand the significance of Swedish as the second national language in Finland
- demonstrate the skills, knowledge, and willingness needed to act constructively and creatively in Swedish
- find increasing their linguistic repertoire meaningful.

Study skills

The objective is that the students

- are able to set goals and assess their development as part of a continuous learning process
- recognise their strengths and development areas as language learners
- are able to use different language learning strategies and tools efficiently
- form an idea of the continuous development of their language proficiency, also after they have finished their general upper secondary studies.

Interaction skills, skills in interpreting and producing text

he objective is that the students

- gain practice in and are encouraged to use Swedish extensively and diversely
- gain experiences of diverse environments for studying and using Swedish
- are able to relate their competence to the proficiency levels of the Evolving Language Proficiency Scale (Appendix 2) as set out in the table above as well as set personal goals, assess the development of their skills, and develop their proficiency further.

Assessment

In Swedish as a second national language, the task of assessment is to support the students' development as users of Swedish. Versatile assessment, as well as successful and encouraging feedback boost the students' self-efficacy and reinforce their motivation to study.

The focus of the assessment and other feedback is on the competence set out in the objectives of the syllabus and mastering key contents. Self and peer assessment are used to understand and develop the students' personal and the group's competence as well as the learning process.

The targets of assessment are the students' interaction competence, text interpretation and interaction skills as well as competence linked to the objective area of cultural and linguistic diversity. The targets of assessment also include the students' study skills, such as their skills in developing study strategies as well as working skills which promote learning.

Where applicable, the Evolving Language Proficiency Scale based on the Common European Framework of Reference (CEFR) is used as support for assessment, a tool for the teacher, and an instrument for the students' self and peer assessment (Appendix 2). Nationally recognised examination systems intended for certifying proficiency in Swedish as a second national language may also be used to support assessment.

At the beginning of studies, the students' ability to develop their language learning skills is emphasised in the provision of feedback. As the studies progress, the Evolving Language Proficiency Scale can be increasingly utilised to define the level of the students' interaction, interpretation, and production skills.

In grade formulation, all objective areas are accounted for systematically, including the objectives related to improving study skills, even if emphases may vary in different study units.

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.)

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate. A certificate is issued on the completion of the syllabus for preparatory education for general upper secondary education.

. – – 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. (Section 39(3) of the Act on General Upper Secondary Education 714/2018.)

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

During studies of optional module 8 of the A syllabus in Swedish as a second national language, module 6 of the B1 syllabus, and optional module 8 of the native-level syllabus in Swedish, the assessment of oral language skills is based on demonstrations given in the course of the studies as well as the grade awarded for 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. The requirements for assessing study units consisting of these modules are fulfilled when the student has given the demonstrations required to complete the study unit as agreed and taken the separate test produced by the Finnish National Agency for Education or given the demonstrations following separate instructions issued by the Finnish National Agency for Education.

As to the B3 syllabus, the students' oral language skills are assessed following the separate instructions issued by the Finnish National Agency for Education.

Completion of an oral skills test included in the studies or other demonstrations given following the instructions of the Finnish National Agency for Education are assessed using the criteria set for Swedish and the objectives of the relevant syllabus set out in the National core curriculum for general upper secondary education.

A separate certificate attached to the general upper secondary education certificate is given for a test produced by the Finnish National Agency for Education or demonstrations given following separate instructions.

8.18.1. Swedish, A syllabus (TKRUA1)

The task of the subject

Transversal competences

Assessment

Study units

Study skills and building linguistic identity, 1 cr (RUA1)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- are encouraged to develop their proficiency in Swedish
- develop their understanding of language awareness and plurilingualism

- *apply and develop their language learning strategies and their self and peer assessment skills*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in Swedish to the level set for studying the syllabus; level B2.1. (interaction skills, text interpretation skills) and B1.2 (text production skills).*

Core contents

Study skills and building linguistic identity

- *making comparisons with the students' mother tongues and other languages from the perspective of Swedish*
- *setting goals for studying the general upper secondary school A syllabus in Swedish*
- *drawing up a language profile or complementing an existing one from the perspective of Swedish*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction competence through conversations*

Swedish language and interaction competence, 3 cr (RUA2)

Modules in the study unit

- Swedish language and interaction competence, 3 cr (RUA2), Compulsory

Objectives

Swedish language and interaction competence

The objective of the module is that the students

- *practise using Swedish in diverse interactive situations*
- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the status of the Swedish language from the perspective of cultural and linguistic diversity.*

Core contents

Swedish language and interaction competence

- *Nordic and international relations in everyday life and the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *different speakers of Swedish in authentic environments, the impact of speakers' different backgrounds and status*
- *the formation of sounds and speech production in Swedish, different variants of Swedish, and comparisons with other languages*
- *communication styles in different media*

Language and culture as instruments for creative expression, 2 cr (RUA3)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (RUA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce personal interpretations of texts related to different themes*
- *are able to produce texts about cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *Nordic cultural phenomena*
- *media in Swedish*
- *significance of culture and arts for individuals and the community*

Swedish as an instrument for involvement, 2 cr (RUA4)

Modules in the study unit

- Swedish as an instrument for involvement, 2 cr (RUA4), Compulsory

Objectives

Swedish as an instrument for involvement

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media in Swedish*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *make use of different information sources, learning environments or ways of producing texts.*

Core contents

Swedish as an instrument for involvement

- *the Nordic welfare society and its background*
- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Sustainable future and science, 2 cr (RUA5)

Modules in the study unit

- Sustainable future and science, 2 cr (RUA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them alone and in a group.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism*
- *examples of scientific texts*

Swedish in further studies and the world of work, 2 cr (RUA6)

Modules in the study unit

- Swedish in further studies and the world of work, 2 cr (RUA6), Compulsory

Objectives

Swedish in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of Swedish in different interactive situations related to studying and working*
- *improve their skills in expressing themselves in Swedish, also in formal contexts.*

Core contents

Swedish in further studies and the world of work

- *the role of Swedish in the students' future lives; complementing the language profile with the future needs in mind*
- *plans for further studies and careers; career flexibility*
- *Nordic organisations or companies as employers (volunteering, non-governmental organisations)*
- *life management of young people who are growing increasingly independent*

The environment and a sustainable way of living, 2 cr (RUA7)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (RUA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *seek information on the theme and expand their repertoire of expressions*
- *also participate in more extensive oral and written interactive situations*
- *develop their thinking skills by making use of their language proficiency in order to analyse different causal relationships.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, including climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Speak and influence, 2 cr (RUA8)

Modules in the study unit

- Speak and influence, 2 cr (RUA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *strengthen their skills in understanding spoken Swedish and its variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *influence of Swedish speakers' backgrounds or mother tongues in situations involving speaking*
- *a dialogical approach*

8.18.2. Swedish, B1 syllabus (TKRUB1)

The task of the subject

Transversal competences

Assessment

Study units

Study skills and building linguistic identity, 1 cr (RUB11)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUB11), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *recognise their existing language proficiency and personal strengths*
- *are encouraged to use their Swedish skills in everyday interactive situations, with emphasis on oral communication*

- *develop their study strategies and interaction skills, as well as find suitable working methods for themselves*
- *advance their knowledge of how Finnish and Swedish have influenced each other and the language conditions in Finland*
- *are able to relate their proficiency in Swedish to the level set for studying the syllabus; proficiency level B1.1.*

Core contents

Study skills and building linguistic identity

- *drawing up or complementing the students' language profiles and setting personal goals*
- *language awareness, plurilingualism, relationships between languages*
- *finding and using tools that promote the students' personal learning*

Local specification

Transversal competences

Well-being competence

themes include physical activity and diverse hobbies

Interaction competence

Focus on study skills and their development.

Societal competence

Deepening understanding of the interaction between Finnish and Swedish and the linguistic conditions in Finland

Ethical and environmental competence

Student's linguistic and cultural background is highlighted through a language profile

Swedish in my daily life, 3 cr (RUB12)

Modules in the study unit

- Swedish in my daily life, 3 cr (RUB12), Compulsory

Objectives

Swedish in my daily life

The objective of the module is that the students

- *are able to describe their lives, interpersonal relationships, and surroundings in Swedish in different situations and using a variety of communication channels*
- *improve their conversation and listening skills in Swedish*
- *develop their skills of giving and receiving feedback and self-assessment skills.*

Core contents

Swedish in my daily life

- *using Swedish in interactive situations related to the students' daily lives*
- *my life, interpersonal relationships, and surroundings*
- *well-being of the individual and the community*
- *pronunciation practice*

Local specification

Transversal competences

Well-being competence

Themes include physical activity and diverse hobbies

Interaction competence

Focus on study skills and their development.

Culture and media, 2 cr (RUB13)

Modules in the study unit

- Culture and media, 2 cr (RUB13), Compulsory

Objectives

Culture and media

The objective of the module is that the students

- *familiarise themselves with Finnish-Swedish, Swedish, and other Nordic cultural phenomena*
- *familiarise themselves with media in Swedish*
- *are able to use sources that are in Swedish in information searches*
- *are able to follow news texts in Swedish and understand the main ideas in them.*

Core contents

Culture and media

- *Finnish-Swedish and other Nordic cultural phenomena*
- *media in Swedish*
- *topical themes that interest the students in Swedish*

Local specification

Transversal competences

Multidisciplinary and creative competence

Culture and Media: cultural hobbies are central

Societal competence

Following various media

Interaction competence

Emphasises emotional and empathy skills in the context of cultural heritage and highlights language awareness through bilingual identity.

Our environment, 2 cr (RUB14)**Modules in the study unit**

- Our environment, 2 cr (RUB14), Compulsory

Objectives

Our environment

The objective of the module is that the students

- *are able to interpret different texts about various living environments, cultures, and societies of the world*
- *practise their skills in producing especially written texts with a focus on express their opinions*
- *are able to produce a short text on the module's theme under guidance.*

Core contents

Our environment

- *cultural diversity*
- *different living environments*
- *current societal topics from young people's perspective*

Local specification

Transversal competences**Well-being competence**

Caring for oneself and others, recognising and using one's strengths, identity formation

Ethical and environmental competence

Ethical action for the common good and building sustainable consumer habits

Global and cultural competence

Themes include cultural diversity across global environments and societies

Studying and the world of work, 2 cr (RUB15)**Modules in the study unit**

- Studying and the world of work, 2 cr (RUB15), Compulsory

Objectives

Studying and the world of work

The objective of the module is that the students

- *are encouraged as users of Swedish in different interactive situations related to studying and working*
- *advance their knowledge of genres that have essential relevance to young people's studies, the world of work, and increasing independence*
- *reflect on their further studies, career plans, and capabilities for continuous learning.*

Core contents

Studying and the world of work

- *studying, occupations, and the world of work from the students' and society's perspective*
- *future plans*
- *interactive situations and texts related to further studies and the world of work*
- *life management of young people who are growing increasingly independent*
- *complementing the language profile for future needs*
- *completing different applications*

Local specification

Transversal competences

Well-being competence

Themes include applying personal strengths and managing life as an increasingly independent young person

Interaction competence

Includes practising job interview situations.

Multidisciplinary and creative competence

Exploration of different fields of study

Societal competence

Increasing awareness of societal participation through exploration of study and career opportunities

Global and cultural competence

Familiarisation with Nordic study and career opportunities

Speak and influence, 2 cr (RUB16)

Modules in the study unit

- Speak and influence, 2 cr (RUB16), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *learn to speak more fluently*
- *produce an oral presentation requiring preparation*

- *are aware of their level of oral skills and development areas as well as receive feedback on them.*

Core contents

Speak and influence

- *interactive situations, building dialogue*
- *different features of speaking*
- *offering the students authentic Swedish-speaking contacts diversely in different environments*

Local specification

Transversal competences

Interaction competence

Deepens oral communication and influencing skills.

Multidisciplinary and creative competence

Diverse thematic work

A sustainable way of living, 2 cr (RUB17)

Modules in the study unit

- A sustainable way of living, 2 cr (RUB17), Optional

Objectives

A sustainable way of living

The objective of the module is that the students

- *advance their skills in interpreting and producing Swedish in a variety of written interactive situations and for different audiences*
- *expand their familiarity with social media using Swedish*
- *familiarise themselves with the Swedish language proficiency required for national language proficiency certificates.*

Core contents

A sustainable way of living

- *sustainable development and way of living, especially from the students' perspective*
- *ethics and responsibility in using social media, freedom of expression*

Local specification

Transversal competences

Interaction competence

Introduces interaction in social media alongside oral communication.

Multidisciplinary and creative competence

Themes include ecologically, economically, socially, and culturally sustainable lifestyles

Societal competence

Writing opinion pieces or speeches on relevant themes

8.19. Foreign languages (VK)

The task of the subject

Language subjects teach the students skills, provide them with tools, and comprise a specific field of knowledge. The instruction of languages advances the students' proficiency in different languages obtained in primary and lower secondary education, language education as well as the development of students' language awareness.

Foreign languages are part of the language education of the general upper secondary school, which strives to recognise and make visible the objectives common to all language subjects in general upper secondary school and, on the other hand, the general role of languages in teaching and learning. The instruction of languages in general upper secondary school develops the students' multilingual competence, which consists of mastering their mother tongue, national and foreign languages, and dialects and registers of these languages at different levels. Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and skills in acting in different language communities. The students are encouraged to use different languages diversely, taking the various elements of language proficiency into account and valuing all language skills.

The teaching and learning of foreign languages are based on a broad conception of text, according to which texts are multifaceted, and can be for example written, spoken, visual or audiovisual texts, or combinations of these forms of expression. The texts typical of the subject may be narrative, descriptive, reflective, instructive, or argumentative, fiction or non-fiction, as well as everyday or institutional requiring different conversation skills.

The task of the instruction of foreign languages is to develop diversely the students' proficiency in each language they study. Diverse language proficiency develops through interpreting and producing different texts and genres. The students progress from basic to extensive skills and from everyday language towards more academic language proficiency. The students are guided to develop their proficiency in different languages, to expand their plurilingual competence as well as to develop their metalinguistic skills, which refer to an ability to understand and use linguistic knowledge, knowledge of the structures and functions of language, as well as connections between languages. The students practise using the language extensively in varying contexts. They learn to acquire, edit, produce, and share as well as assess and evaluate information.

Transversal competences

The instruction of foreign languages deals with themes through which language learning is integrated with mastering large entities addressed in general upper secondary studies and interdisciplinary work. The different syllabi in foreign languages work together both with each other and other subjects. At the same time, students develop their understanding of and make connections with life outside of the school as well as the life stages following school, studies, and the world of work. As subjects that provide the students with skills and instruments, languages offer tools for recognising, practising, developing, and adopting transversal competences and reflecting on values and attitudes. The teaching and learning of languages are also underpinned by specific fields of knowledge and science, whose dimensions, such as sociolinguistics, cognitive linguistics or textual research, can be used to examine large entities. Transversal competences offer content to be dealt with in instruction, objectives for activities as well as justifications for selecting different learning environments, working methods or techniques. In the instruction of

foreign languages, transversal competences are visible, among other things, in asking 'why' and considering causal relationships. Languages offer an opportunity to develop creative activities and experiment with different methods of study while also enjoying an intellectual pursuit and the aesthetics of language.

Through studying foreign languages, the students examine the construction of individuals' and the community's identities and acting in a group. All language proficiency the students may have is valued and an effort is made to draw on it, thus improving the students' **well-being competence** and **interaction competence** and promoting their self-efficacy. Empathy, good manners, and elements of constructive interaction (mediation) come up in all language subjects as part of transversal competences. By exploring the elements of constructive interaction and adopting skills related to it, the students advance their understanding of otherness and learn to build understanding in situations where linguistic or cultural barriers hamper it.

The students improve their language learning skills by identifying strategies for learning foreign languages suitable for them and assessing the progress they make with their learning. They are guided to understand the importance of versatile language proficiency in further studies and the world of work as well as in building a linguistic identity.

As a subject that integrates different fields of science and knowledge as well as arts, languages create interfaces with other subjects as well as **multidisciplinary and creative competence**. Thematic studies and interdisciplinary study modules encourage the students to make use of their proficiency in different languages, even when their skills are limited, and their plurilingual competence. The key component is working on issues, questions, and solutions in interaction with others. Instruction aims at providing situations where the students can safely challenge the limits of their competence. The studies of and proficiency in foreign languages enable access to many types of discourse, information, sources, and forms of art. At the same time, the students can question established practices and seek for new, creative perspectives as well as recognise and understand diversity. In language instruction, the objective is developing thinking and analysis skills by using diverse and student-centred methods and offering meaningful, open-ended, and sufficiently challenging assignments.

Studying foreign languages strengthens the students' **societal competence**. Instruction provides the students with linguistic and cultural competences and tools for participation and active agency in society and the global world. At the same time, instruction builds connections to democracy education and equality perspectives as well as reflections on languages, such as issues of majorities and minorities, language policy or loss of linguistic diversity. The skills and contacts that studying languages make possible facilitate the students' transition to further studies, the world of work, and roles requiring civic engagement.

Language studies strengthen **ethical and environmental competence** by enabling the students to sympathize with and understand problems beyond the limitations set by their mother tongue. Global environmental issues, including climate change, loss of biodiversity, and unsustainable consumption habits, are problems with an impact on the individual and the community. In the course of their studies, the students strengthen their skills and seek contacts with the aim of finding and working on common solutions. In addition to seeking and producing information, the students are guided to reflect on the significance of attitudes and values and to develop their sense of responsibility and skills in acting constructively in different contexts.

For the part of **global and cultural competence**, the teaching and learning of foreign languages enhance the students' curiosity, motivation, and skills required to act in culturally and linguistically diverse environments and contexts. Versatile language proficiency and understanding the usefulness of language proficiency in international cooperation and when examining global issues improve the students' global citizenship skills and offer opportunities for multilateral, creative cooperation. Language studies strengthen the students' knowledge of cultural heritage and inherently provide different perspectives for exploring issues.

Objectives

The general objectives of the instruction of foreign languages refer to cultural and linguistic diversity, study skills as well as interaction skills and skills in interpreting and producing text. The general objectives of the teaching and learning can be divided into the following areas.

Cultural and linguistic diversity

The objective is that the students

- *are encouraged as language users in a global world where the aim is, rather than at an exemplary native-like language proficiency, at building constructive interaction and mutual understanding*
- *demonstrate the skills, knowledge, and will needed to act constructively in a culturally diverse world*
- *find increasing their linguistic repertoire meaningful.*

Study skills

The objective is that the students

- *are able to set goals and assess their development as part of a continuous learning process*
- *recognise their strengths and development areas as language learners*
- *are able to use different language learning strategies and tools efficiently*
- *form an idea of the continuous development of their language proficiency, also after they have finished their general upper secondary studies.*

Interaction skills, skills in interpreting and producing text

The objective is that the students

- *gain practice in and are encouraged to use languages extensively and diversely*
- *obtain experiences of diverse environments for studying and language use*
- *are able to relate their competence to the proficiency levels of the Evolving Language Proficiency Scale (Appendix 2) as set out in the table below as well as set personal goals, assess the development of their skills, and develop their proficiency further.*

Assessment

The proficiency levels of the Evolving Language Proficiency Scale according to language and syllabus

Language syllabus and	Interaction skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text interpretation skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	Text production skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)
English, A syllabus	B2.1 (B1.1)	B2.1 (B1.1)	B2.1 (B1.1)
Asian and African languages, A syllabus	A2.2–B1.1 (A2.1)	A2.2–B1.1 (A2.1)	A2.2–B1.1 (A2.1)
Other languages, A syllabus	B1.2 (A2.2)	B1.2 (A2.2)	B1.2 (A2.2)
English, B1 syllabus	B1.2	B1.2	B1.2
Other languages, B1 syllabus	B1.1 (A1.3)	B1.1 (A1.3)	B1.1 (A1.3)
English, B2 syllabus	B1.1	B1.1	B1.1
Other languages, B2 syllabus	A2.2 (A1.3)	A2.2 (A1.3)	A2.2 (A1.2)
English, B3 syllabus	B1.1	B1.1	A2.2
Asian and African languages, B3 syllabus	A2.1	A2.1 (spoken text) A1.3 (written text)	A2.1 (spoken text) A1.3 (written text)
Other languages, B3 syllabus	A2.1	A2.1	A2.1

In foreign languages, the task of assessment is to support the students' development as users of a foreign language. Versatile assessment, as well as successful and encouraging feedback boost the students' self-efficacy and reinforce their motivation to study.

The focus of assessment and other feedback is on the competence set out in the objectives of the syllabus and mastering key contents. Self and peer assessment are used to understand and develop the students' personal and the group's competence as well as the learning process.

The targets of assessment are the students' interaction competence, text interpretation and production skills as well as competence linked to the objective area of cultural and linguistic diversity. The targets of assessment also include the students' study skills, such as their skills in developing study strategies as well as working skills which promote learning.

Where applicable, the Evolving Language Proficiency Scale based on the Common European Framework of Reference (CEFR) is used as support for assessment, a tool for the teacher, and an instrument for the students' self and peer assessment (Appendix 2). Internationally recognised examination systems intended for certifying proficiency in a foreign language linked to the six proficiency levels in the Common European Frame of Reference may also be used to support assessment.

At the beginning of studies, the students' ability to develop their language learning skills is emphasised in the provision of feedback. As the studies progress, the Evolving Language Proficiency Scale can be increasingly utilised to define the level of the students' interaction, interpretation, and production skills.

In grade formulation, all objective areas are accounted for systematically, including the objectives related to improving study skills, even if the emphases may vary in different study units.

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.)

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate. A certificate is issued on the completion of the syllabus for preparatory education for general upper secondary education.

– – 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. (Section 39(3) of the Act on General Upper Secondary Education 714/2018.)

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

During studies of optional module 8 of the A syllabus and optional module 6 of the B1 syllabus of foreign languages, the assessment of oral language skills is based on demonstrations given in the course of the studies as well as the grade awarded for 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. The requirements for assessing study units consisting of these modules are fulfilled when the student has given the demonstrations required to complete the study unit as agreed and taken the separate test produced by the Finnish National Agency for Education or given the demonstrations following separate instructions issued by the Finnish National Agency for Education.

As to the B2 and B3 syllabi, excluding Latin, the students' oral language skills are assessed following separate instructions issued by the Finnish National Agency for Education.

Completion of an oral skills test included in the studies or other demonstrations given following the instructions of the Finnish National Agency for Education are assessed using the criteria for the language and syllabus in question set in the National core curriculum for general upper secondary education.

A separate certificate attached to the general upper secondary school certificate is given for a test produced by the Finnish National Agency for Education or demonstrations given following separate instructions.

The codes for foreign language studies are made up of a language code, a syllabus level code and a module number. The following codes are used for foreign languages:

EN = English

LA = Latin

RA = French

SM = Sámi language

SA = German

VE = Russian

IA = Italian

EA = Spanish

PO = Portuguese

KI = Chinese

JP = Japanese

AR = Arabic

KX = other language

In the National core curriculum for general upper secondary education, the code VK is used to denote foreign languages, excluding English, Sámi, and Latin. For Asian and African languages, the code VKAA is used in the National core curriculum. In local curricula, however, they are replaced by codes specified for each language listed above.

8.19.1. Foreign languages, English, A syllabus (VKENA1)

The task of the subject

Transversal competences

Assessment

Study units

Study skills and building linguistic identity, 1 cr (ENA1)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (ENA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- are encouraged to develop their language proficiency
- develop their understanding of language awareness and plurilingualism
- analyse and improve their skills in using self and peer assessment as a method that supports learning
- diversify their language learning strategies
- learn to use appropriate aids for language learning
- are able to relate their competence to proficiency level B2.1.

Core contents

Study skills and building linguistic identity

- drawing up a personal language profile
- setting goals for studying languages
- plurilingualism as a resource
- familiarisation with different genres and styles of texts
- getting to know others, exchanging everyday information, and improving interaction competence through conversations

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in setting personal goals, developing self-assessment skills, and finding a balanced study technique. For example, creating a language profile supports these goals.

Interaction competence

Interaction competence is visible in getting to know others and forming group cohesion. This is reflected in exercises focused on exchanging everyday information, developing peer assessment, and improving collaboration skills.

English as a global language, 3 cr (ENA2)

Modules in the study unit

- English as a global language, 3 cr (ENA2), Compulsory

Objectives

English as a global language

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the status of English from the perspective of cultural and linguistic diversity.*

Core contents

English as a global language

- *English as a mother tongue, second language, official language, and global language*
- *internationality in daily life and in the students' surroundings, mobility*
- *international relations*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production; English variants and comparisons to other languages*
- *communication style in different media*

Local specification

Transversal competences

Interaction competence

Interaction competence is emphasised in exercises that promote constructive interaction. The themes include English as a lingua franca and recognising communication styles.

Global and cultural competence

Global and cultural competence is visible in exercises that consider background factors influencing interaction. The themes highlight the roles of English and internationality.

English language and culture as instruments for creative expression, 2 cr (ENA3)

Modules in the study unit

- English language and culture as instruments for creative expression, 2 cr (ENA3), Compulsory

Objectives

English language and culture as instruments for creative expression

The objective of the module is that the students

- *produce their personal interpretations of texts related to different themes*
- *are able to produce diversely texts about cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

English language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in multimodal exercises that allow students to express themselves freely.

Global and cultural competence

Global and cultural competence is reflected in exploring cultures and language environments through various written and oral tasks, multimodal texts, and students' own productions.

English as an instrument for exerting influence, 2 cr (ENA4)

Modules in the study unit

- English as an instrument for exerting influence, 2 cr (ENA4), Compulsory

Objectives

English as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media and their backgrounds*

- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *make use of different information sources, learning environments, and ways of producing texts.*

Core contents

English as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is visible in exploring and producing text types that develop multiliteracy.

Societal competence

Societal competence is visible in practising information retrieval, critical literacy from various media, and developing diverse, multilingual, and influential global citizenship.

Global and cultural competence

Global and cultural competence is visible in examining current issues related to languages and cultures and applying knowledge in global contexts.

Sustainable future and science, 2 cr (ENA5)

Modules in the study unit

- Sustainable future and science, 2 cr (ENA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and skills of summarising*
- *improve their skills in producing structured reports on their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism*

- *English as the language of science, features of scientific text*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in exercises related to the study unit's themes, which emphasise information retrieval skills, source criticism, and recognising features of academic texts.

Societal competence

Societal competence is reflected in practising source criticism, interpreting and producing texts, and envisioning a sustainable future for society using various sources.

English in further studies and the world of work, 2 cr (ENA6)

Modules in the study unit

- English in further studies and the world of work, 2 cr (ENA6), Compulsory

Objectives

English in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of English in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

English in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in setting future goals. The themes of the study unit emphasise further studies and working life, and students can identify and express their strengths and areas for development, for example in a motivation letter, CV, or job application.

Interaction competence

Interaction competence is visible in demanding language use situations, such as job interviews or culturally diverse contexts.

The environment and a sustainable way of living, 2 cr (ENA7)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (ENA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source criticism*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

Ethical and environmental competence is reflected in texts and tasks related to environmental issues and sustainable development.

Global and cultural competence

Global and cultural competence is reflected in strengthening information retrieval and language skills in international contexts. The themes are examined from a global perspective.

Speak and influence, 2 cr (ENA8)

Modules in the study unit

- Speak and influence, 2 cr (ENA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of different backgrounds and mother tongues of English users on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complementing them as indicated by the students' needs*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in appreciating and considering others. The study unit focuses on developing oral language skills and improving tolerance for uncertainty.

Interaction competence

Interaction competence is reflected in varied language use situations that develop oral language skills while considering the diverse cultural and linguistic backgrounds of participants.

8.19.2. Spanish (EAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (EAB31)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level, beginner 2, 2 cr (EAB32)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Societal competence

Introduction to a foreign society begins through everyday practices.

Basic level, beginner 3, 2 cr (EAB33)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level 1, 2 cr (EAB34)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and traditions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

Students observe their own and the target language culture and reflect on their differences.

Basic level 2, 2 cr (EAB35)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

The study unit explores themes related to physical and psychological wellbeing in a broad and integrated manner.

Basic level 3, 2 cr (EAB36)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Global and cultural competence

Students explore the history and cultural phenomena of the target language area.

Basic level 4, 2 cr (EAB37)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

The themes of the study unit relate to school, further studies, working life, and young people's future plans.

Basic level 5, 2 cr (EAB38)

Modules in the study unit

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Societal competence

The study unit introduces current and global topics using various media.

Ethical and environmental competence

Current and global topics may include environmental themes and ethical questions.

8.19.3. Foreign languages, French, A-syllabus (RAA)

Study units

Study skills and building linguistic identity, 1 cr (RAA1)

Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- *develop their perceptions of language awareness and plurilingualism*
- *apply and develop their language learning strategies and their self and peer assessment skills*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).*

Core contents

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction competence through conversations*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in understanding the value of studying an optional long language and recognising the societal significance of broad language proficiency. This supports students in setting realistic goals, developing self-assessment skills, and finding a balanced study technique. Creating a language profile also supports these aims.

Interaction competence

Interaction competence is visible in getting to know others and forming group cohesion. This is reflected in exercises focused on sharing personal experiences, developing peer assessment, and improving collaboration skills.

Language in a global world and interaction competence, 3 cr (RAA2)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target language and comparisons with other languages*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in the development of problem-solving skills and constructive interaction. Students learn to understand how language shapes meaning and contributes to wellbeing and self-esteem.

Interaction competence

Interaction competence is visible in practising constructive interaction and identifying strategies. The study unit highlights the global status and significance of the language, as well as related cultural and communication issues.

Ethical and environmental competence

Ethical and environmental competence is reflected in understanding how language and language proficiency contribute to ethically sustainable communication and in examining global perspectives.

Global and cultural competence

Global and cultural competence is reflected in examining the concept of constructive interaction (mediation) as a key component of language proficiency. This includes practising interaction across linguistic and cultural boundaries.

Language and culture as instruments for creative expression, 2 cr (RAA3)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce their personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in deepening cultural understanding. This includes exploring linguistic and cultural diversity, values, and meanings conveyed through culture to individuals and communities. Students are supported in self-expression and identity formation and guided to understand the importance of creative activity and art for both individuals and society.

Interaction competence

Interaction competence is reflected in guiding and supporting students to observe and recognise different ways of thinking and communicating, and to see and accept cultural diversity as a richness.

Multidisciplinary and creative competence

Creative competence is reflected in multimodal exercises that allow students to express themselves freely.

Global and cultural competence

Global and cultural competence is visible in exploring cultures and language environments through various written and oral tasks, multimodal texts, and students' own productions.

Language as an instrument for exerting influence, 2 cr (RAA4)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in practising civic engagement and reflecting on human rights issues such as equality, individual responsibilities and freedoms, and freedom of speech. Media's role in shaping self-image and attitudes is also essential to wellbeing.

Interaction competence

Interaction competence is developed through practising thinking and study skills, critical reading and information retrieval, and argumentation. The aim is to support participation, active agency, and the construction of democracy in a linguistically, culturally, and ideologically diverse world using the target language.

Multidisciplinary and creative competence

Multidisciplinary and creative competence is visible in exploring and producing text types that develop multiliteracy.

Societal competence

Societal competence is visible in practising information retrieval and critical literacy across different media. Multilingual argumentation skills support the development of globally engaged citizenship.

Global and cultural competence

Global and cultural competence is reflected in examining and discussing current issues in the target language's culture and society, and in practising argumentation related to these topics.

Sustainable future and science, 2 cr (RAA5)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in exercises related to the study unit's themes, which emphasise information retrieval skills, source criticism, and recognising features of academic texts.

Societal competence

Societal competence is reflected in practising source criticism, interpreting and producing texts, and envisioning the future of society using various sources.

Language in further studies and the world of work, 2 cr (RAA6)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in setting future goals. The study unit emphasises further studies and working life, and students can identify and express their strengths and areas for development, for example in a motivation letter, CV, or job application.

Interaction competence

Interaction competence is visible in demanding language use situations, such as job interviews or culturally diverse contexts.

The environment and a sustainable way of living, 2 cr (RAA7)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source criticism*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Ethical and environmental competence

Ethical and environmental competence is visible in reflecting on personal choices, consumption habits, and sustainable lifestyles, as well as in examining global environmental issues such as climate change.

Global and cultural competence

Global and cultural competence is visible in strengthening information retrieval and source criticism in international language use situations that require versatile language skills.

Speak and influence, 2 cr (RAA8)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complementing them as indicated by the students' needs*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in respecting others' opinions, appreciating others, and being considerate. The study unit focuses on developing oral language skills and improving tolerance for uncertainty.

Interaction competence

Interaction competence is reflected in varied language use situations that develop oral language skills while considering the diverse cultural and linguistic backgrounds of participants.

8.19.4. French (RAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (RAB31)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level, beginner 2, 2 cr (RAB32)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Societal competence

Introduction to a foreign society begins through everyday practices.

Basic level, beginner 3, 4 cr (RAB33)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

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2 cr

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level 1, 2 cr (RAB34)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and traditions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

Students observe their own and the target language culture and reflect on their differences.

Basic level 2, 2 cr (RAB35)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

The study unit explores themes related to physical and psychological wellbeing in a broad and integrated manner.

Basic level 3, 2 cr (RAB36)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Global and cultural competence

Students explore the history and cultural phenomena of the target language area.

Basic level 4, 2 cr (RAB37)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences**Societal competence**

The themes of the study unit relate to school, further studies, working life, and young people's future plans.

Basic level 5, 2 cr (RAB38)**Modules in the study unit**

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences**Societal competence**

The study unit introduces current and global topics using various media.

Ethical and environmental competence

Current and global topics may include environmental themes and ethical questions.

8.19.5. [Foreign language, German, A-syllabus] (SAA)**Study units****Study skills and building linguistic identity, 1 cr (SAA1)****Modules in the study unit**

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory

Objectives

Study skills and building linguistic identity

The objective of the module is that the students

- *are encouraged to develop their language proficiency*
- *develop their perceptions of language awareness and plurilingualism*

- *apply and develop their language learning strategies and their self and peer assessment skills*
- *learn to use appropriate aids for language learning*
- *are able to relate their proficiency in the target language to the proficiency level set for studies in the syllabus (see table).*

Core contents

Study skills and building linguistic identity

- *the target language as a gateway to learning and knowing related languages*
- *setting goals for studying the target language*
- *drawing up a personal language profiles or complementing existing profiles from the perspective of the target language*
- *plurilingualism as a resource*
- *familiarisation with different genres and styles of texts*
- *getting to know others, exchanging everyday information, and improving interaction competence through conversations*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in understanding the value of studying an optional long language and recognising the societal significance of broad language proficiency. This supports students in setting realistic goals, developing self-assessment skills, and finding a balanced study technique. Creating a language profile also supports these aims.

Interaction competence

Interaction competence is visible in getting to know others and forming group cohesion. This is reflected in exercises focused on sharing personal experiences, developing peer assessment, and improving collaboration skills.

Language in a global world and interaction competence, 3 cr (SAA2)

Modules in the study unit

- Language in a global world and interaction competence, 3 cr (VKA2), Compulsory

Objectives

Language in a global world and interaction competence

The objective of the module is that the students

- *recognise ways of developing constructive interaction*
- *develop their constructive interaction strategies and problem-solving skills*
- *strengthen their interaction skills and linguistic self-esteem*
- *advance their knowledge of the target language's status from the perspective of cultural and linguistic diversity.*

Core contents

Language in a global world and interaction competence

- *internationality in daily life and in the students' surroundings, mobility*
- *constructive interaction, negotiation of meaning, and verbalisation as elements of well-being and self-esteem*
- *speakers' different backgrounds and impacts of status*
- *formation of sounds and speech production in the target language; variants of the target language and comparisons with other languages*
- *communication styles in different media*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in the development of problem-solving skills and constructive interaction. Students learn to understand how language shapes meaning and contributes to wellbeing and self-esteem.

Interaction competence

Interaction competence is visible in practising constructive interaction and identifying strategies. The study unit highlights the global status and significance of the language, as well as related cultural and communication issues.

Ethical and environmental competence

Ethical and environmental competence is reflected in understanding how language and language proficiency contribute to ethically sustainable communication and in examining global perspectives.

Global and cultural competence

Global and cultural competence is reflected in examining the concept of constructive interaction (mediation) as a key component of language proficiency. This includes practising interaction across linguistic and cultural boundaries.

Language and culture as instruments for creative expression, 2 cr (SAA3)

Modules in the study unit

- Language and culture as instruments for creative expression, 2 cr (VKA3), Compulsory

Objectives

Language and culture as instruments for creative expression

The objective of the module is that the students

- *produce their personal interpretations of texts related to different themes*
- *are able to produce texts where they describe cultural topics or phenomena important to them*
- *strengthen their skills in using reflection as a tool for language learning.*

Core contents

Language and culture as instruments for creative expression

- *creative activity*
- *significance of culture and arts for individuals and the community*
- *role of self-expression in identity building*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in deepening cultural understanding. This includes exploring linguistic and cultural diversity, values, and meanings conveyed through culture to individuals and communities. Students are supported in self-expression and identity formation and guided to understand the importance of creative activity and art for both individuals and society.

Interaction competence

Interaction competence is reflected in guiding and supporting students to observe and recognise different ways of thinking and communicating, and to see and accept cultural diversity as a richness.

Multidisciplinary and creative competence

Creative competence is reflected in multimodal exercises that allow students to express themselves freely.

Global and cultural competence

Global and cultural competence is visible in exploring cultures and language environments through various written and oral tasks, multimodal texts, and students' own productions.

Language as an instrument for exerting influence, 2 cr (SAA4)

Modules in the study unit

- Language as an instrument for exerting influence, 2 cr (VKA4), Compulsory

Objectives

Language as an instrument for exerting influence

The objective of the module is that the students

- *familiarise themselves with topical themes covered by the media*
- *improve their skills in expressing and evaluating opinions and making arguments based on information*
- *use different information sources, learning environments, or ways of producing texts.*

Core contents

Language as an instrument for exerting influence

- *engagement in civil society*
- *human rights issues, equality*
- *an individual's duties and responsibilities, freedom of expression*
- *negotiation skills (everyday – institutional)*
- *role of the media in shaping attitudes*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in practising civic engagement and reflecting on human rights issues such as equality, individual responsibilities and freedoms, and freedom of speech. Media's role in shaping self-image and attitudes is also essential to wellbeing.

Interaction competence

Interaction competence is developed through practising thinking and study skills, critical reading and information retrieval, and argumentation. The aim is to support participation, active agency, and the construction of democracy in a linguistically, culturally, and ideologically diverse world using the target language.

Multidisciplinary and creative competence

Multidisciplinary and creative competence is visible in exploring and producing text types that develop multiliteracy.

Societal competence

Societal competence is visible in practising information retrieval and critical literacy across different media. Multilingual argumentation skills support the development of globally engaged citizenship.

Global and cultural competence

Global and cultural competence is reflected in examining and discussing current issues in the target language's culture and society, and in practising argumentation related to these topics.

Sustainable future and science, 2 cr (SAA5)

Modules in the study unit

- Sustainable future and science, 2 cr (VKA5), Compulsory

Objectives

Sustainable future and science

The objective of the module is that the students

- *learn to use reading strategies suitable for the context and practise their skills of summarising*
- *improve their skills in reporting their observations on topics that interest them individually and in groups.*

Core contents

Sustainable future and science

- *fields of knowledge and science that interest the students*
- *different visions of future*
- *innovations that build a sustainable future; possibilities of solving complex problems*
- *popularised texts, source criticism, examples of scientific texts*

Local specification

Transversal competences

Multidisciplinary and creative competence

Multidisciplinary and creative competence is reflected in exercises related to the study unit's themes, which emphasise information retrieval skills, source criticism, and recognising features of academic texts.

Societal competence

Societal competence is reflected in practising source criticism, interpreting and producing texts, and envisioning the future of society using various sources.

Language in further studies and the world of work, 2 cr (SAA6)

Modules in the study unit

- Language in further studies and the world of work, 2 cr (VKA6), Compulsory

Objectives

Language in further studies and the world of work

The objective of the module is that the students

- *advance their knowledge of genres typical for their potential further studies or careers*
- *are encouraged as users of the target language in different interactive situations related to studying and working*
- *improve their skills in expressing themselves, also in formal contexts.*

Core contents

Language in further studies and the world of work

- *plans for further studies and careers; career flexibility*
- *complementing the language profile for future needs*
- *national or international organisations or companies as employers*
- *daily life management and management of the personal finances of a young person entering the world of work*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is reflected in setting future goals. The study unit emphasises further studies and working life, and students can identify and express their strengths and areas for development, for example in a motivation letter, CV, or job application.

Interaction competence

Interaction competence is visible in demanding language use situations, such as job interviews or culturally diverse contexts.

The environment and a sustainable way of living, 2 cr (SAA7)

Modules in the study unit

- The environment and a sustainable way of living, 2 cr (VKA7), Optional

Objectives

The environment and a sustainable way of living

The objective of the module is that the students

- *improve their information acquisition skills, especially from the perspective of source criticism*
- *develop their thinking skills by drawing on their language proficiency in order to analyse different causal relationships*
- *also participate in more extensive oral or written interactive situations.*

Core contents

The environment and a sustainable way of living

- *global environmental issues, such as climate change*
- *a sustainable way of living in the students' surroundings*
- *examples of international conventions or negotiations on conventions*
- *a solution-centric approach*

Local specification

Transversal competences

Global and cultural competence

Global and cultural competence is visible in strengthening information retrieval and source criticism in international language use situations that require versatile language skills.

Ethical and environmental competence

Ethical and environmental competence is visible in reflecting on personal choices, consumption habits, and sustainable lifestyles, as well as in examining global environmental issues such as climate change.

Speak and influence, 2 cr (SAA8)

Modules in the study unit

- Speak and influence, 2 cr (VKA8), Optional

Objectives

Speak and influence

The objective of the module is that the students

- *advance their understanding of factors that influence oral interactive situations*
- *improve their oral interaction skills*
- *develop their ability to understand different language variants*
- *practise oral production that requires preparation.*

Core contents

Speak and influence

- *different features of speaking*
- *the impact of target language users' different backgrounds and mother tongues on situations involving speech*
- *a dialogical approach*
- *revising the themes covered during the compulsory studies of the syllabus and complementing them as indicated by the students' needs*

Local specification

Transversal competences

Well-being competence

Wellbeing competence is visible in respecting others' opinions, appreciating others, and being considerate. The study unit focuses on developing oral language skills and improving tolerance for uncertainty.

Interaction competence

Interaction competence is reflected in varied language use situations that develop oral language skills while considering the diverse cultural and linguistic backgrounds of participants.

8.19.6. German (SAB3)

The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to motivate them into continuous language learning, as well as into continuing their language studies after general upper secondary school as part of their continuous learning path. The tasks of the syllabus additionally include strengthening the students' linguistic and cultural competence from the perspective of the target language. Instruction guides the students to examine how learning a new language increases their understanding of the link between thinking and language.

Especially in the initial phase, oral language skills are emphasised in the instruction of this syllabus, while its task is to help the student see how language proficiency, even when limited, enables them to become acquainted with the textual worlds of the relevant language and cultural area as well as fields of knowledge and science. A new language also opens up possibilities for further education in different languages and improves the students' working life capabilities. The tasks of the syllabus additionally include encouraging the students to understand how learning a new language supports other learning.

Study units

Basic level, beginner 1, 2 cr (SAB31)

Modules in the study unit

- Basic level, beginner 1, 2 cr (VKB31), Optional

Objectives

Basic level, beginner 1

The objective of the module is that the students

- *understand the relationship of the new language with the languages they know or have studied previously and draw on their personal language repertoire*
- *find ways of learning and studying the language that suit them*
- *understand the status of the target language in the world*
- *are able to interact in accordance with the objectives of proficiency level A1.1.*

Core contents

Basic level, beginner 1

- *routine communication situations*
- *key communication strategies*
- *the most common phrases of politeness*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level, beginner 2, 2 cr (SAB32)

Modules in the study unit

- Basic level, beginner 2, 2 cr (VKB32), Optional

Objectives

Basic level, beginner 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.1 to A.1.2.*

Core contents

Basic level, beginner 2

- *describing the students' family, friends, and daily lives*
- *social encounters in daily life*
- *ordinary service use situations*

Local specification

Transversal competences

Societal competence

Introduction to a foreign society begins through everyday practices.

Basic level, beginner 3, 2 cr (SAB33)

Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB33), Optional

Objectives

Basic level, beginner 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.2.*

Core contents

Basic level, beginner 3

- *social encounters in daily life, ordinary service use situations*
- *leisure time and hobbies*
- *school*

Local specification

Transversal competences

Interaction competence

From the beginning of foreign language studies, students practise social interaction. This theme continues throughout all study units.

Basic level 1, 2 cr (SAB34)

Modules in the study unit

- Basic level 1, 2 cr (VKB34), Optional

Objectives

Basic level 1

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3.*

Core contents

Basic level 1

- *geographic spread of the target language, variants*
- *Finland from the perspective of studying in the target language*
- *daily customs and traditions as well as comparison of cultural differences*

Local specification

Transversal competences

Global and cultural competence

Students observe their own and the target language culture and reflect on their differences.

Basic level 2, 2 cr (SAB35)

Modules in the study unit

- Basic level 2, 2 cr (VKB35), Optional

Objectives

Basic level 2

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A1.3 to A2.1.*

Core contents

Basic level 2

- *well-being and health*
- *different life stages*

Local specification

Transversal competences

Well-being competence

The study unit explores themes related to physical and psychological wellbeing in a broad and integrated manner.

Basic level 3, 2 cr (SAB36)

Modules in the study unit

- Basic level 3, 2 cr (VKB36), Optional

Objectives

Basic level 3

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 3

- *different cultural themes from the language and cultural area*
- *topical cultural themes*
- *creative activity based on the students' personal interests*

Local specification

Transversal competences

Global and cultural competence

Students explore the history and cultural phenomena of the target language area.

Basic level 4, 2 cr (SAB37)

Modules in the study unit

- Basic level 4, 2 cr (VKB37), Optional

Objectives

Basic level 4

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 4

- *studying at school and possible further studies and the world of work*
- *future plans*

Local specification

Transversal competences

Societal competence

The themes of the study unit relate to school, further studies, working life, and young people's future plans.

Basic level 5, 2 cr (SAB38)

Modules in the study unit

- Basic level 5, 2 cr (VKB38), Optional

Objectives

Basic level 5

The objective of the module is that the students

- *are able to interact in accordance with the objectives of proficiency level A2.1.*

Core contents

Basic level 5

- *topical themes*
- *media in the target language*
- *source criticism*

Local specification

Transversal competences

Societal competence

The study unit introduces current and global topics using various media.

Ethical and environmental competence

Current and global topics may include environmental themes and ethical questions.

8.20. Social studies (YH)

The task of the subject

The teaching and learning of social studies develop the students' understanding of the society around them and provide them with capabilities for growing into active and engaged citizens interested in societal issues. The civil society, society's structures and key phenomena as well as power, economy, and involvement are explored from the Finnish, European, and global viewpoint. Social studies are based on the contents of different branches of social sciences and law.

Social studies provide the students with capabilities for examining and evaluating current phenomena critically as well as reflecting on future trends and options. In addition, the subject strengthens the students' economic competence and understanding of the law and encourages them towards active participation in society. The point of departure is awakening the students' personal interest in societal issues and world events. Special attention is paid to societal thinking skills, such as acquisition of diverse information, critical interpretation of information and statistical data, and discussion and argumentation skills.

The underlying values of the teaching and learning of social studies emphasise the basic premises of democracy, including equality, social responsibility, respect for human rights, freedom of opinion, and active citizenship as well as appreciation of work and entrepreneurship.

Transversal competences

Social studies support the development of the students' identity and their growth into active and responsible members of a democratic society.

*Social studies advance the students' **well-being competence** by strengthening their skills in managing their lives and personal finances as well as developing their understanding of the law. The subject advances the students' social skills and ability for cooperation as well as active participation in society and democratic involvement aiming to promote common well-being, thus supporting the attainment of objectives related to **interaction competence**.*

*Social studies develop the students' multiliteracy needed in the digital era by strengthening their ability to select, interpret critically, and apply scientific knowledge. The subject improves the students' societal competence and their critical textual and argumentation skills. It encourages the students to work in multidisciplinary cooperation and to make new types of connections in keeping with the principle of continuous learning as well as the objectives of **multidisciplinary and creative competence**. Cooperation with higher education institutions is utilised as far as possible in the teaching and learning of social studies.*

*As the core subject of **societal competence**, social studies promote the students' abilities for examining and evaluating critically current phenomena. Students learn to operate in a world characterised by information with multiple interpretations and influencing by information. The subject advances the students' diverse civic skills by improving their democracy competences. It encourages their civic engagement and involvement in order to promote a safe, fair, and sustainable future as Finnish, European, and global citizens. The subject strengthens the students' initiative and entrepreneurial attitude as well as their capabilities for further studies and working life skills.*

*Social studies also stress the individual's value-driven and ethical action for the common good, including social responsibility. The subject develops the students' understanding of circular economy principles and sustainable consumption in their everyday surroundings and globally. Thus social studies support the students' **ethical and environmental competence**.*

Social studies support the students' **global and cultural competence** by developing their capabilities for internationalisation and attitudes as global citizens as well as their understanding of the diversity of cultures and worldviews. The subject educates the students in ethical agency in the global media and technology environment.

Objectives

The general objectives of the instruction are related to the significance of social studies, values and attitudes, understanding societal phenomena as well as acquiring and applying information about society. The general objectives of the teaching and learning can be divided into the following areas:

Significance, values, and attitudes

The objective is that the students

- are able to build a responsible and democratic conception of society characterised by respect for equality and an understanding of diversity
- understand factors that shape their perceptions of society
- are motivated to develop their interest in societal questions and their understanding of the significance of these questions.

Understanding societal phenomena

The objective is that the students

- know the fundamentals of how information about society develops and master key societal and economic concepts
- are familiar with the basics and operations of Finland's social system, legal system, and economic life as well as the historical development in their background, and are able to place them in European and international contexts
- understand their opportunities for involvement as members of a changing democratic society at the local, national, and international level, and are motivated to act as active and responsible citizens in line with principles of sustainable development.

Acquiring and applying societal knowledge

The objective is that the students

- are capable of acquiring diverse and topical societal and economic information from different information sources, also utilising information and communication technology, as well as interpreting and evaluating critically verbal, visual, and statistical information
- are able to form and give diverse justification to opinions in value-based and controversial societal and economic questions
- are able to analyse the connections between multidimensional societal phenomena, compare alternatives in societal and economic development, and evaluate different motives and impacts of the alternative societal decisions and actions from the viewpoint of different population groups and the environment.

Assessment

The assessment of the students' knowledge and skills focuses on the attainment of the general objectives of social studies, with emphasis on module-specific objectives and core contents. Assessment feedback provided during the learning process helps students become aware of their learning and competence as well as develop their working methods in order to attain knowledge and skills related to the way of thinking typical for social studies.

Key targets of assessment in social studies are mastering knowledge and skills essential for societal thinking and action: an ability to understand the principles on which knowledge about society is constructed, the phenomena of society and the economy as well as their causes and effects; and skills in critically evaluating society and the economy as well as the interpretations and alternative solutions concerning their development.

The assessment focuses on skills in processing societal information, including the ability to find information in different sources, to separate essential from inessential information as well as to use this information as an instrument for forming a reasoned opinion. The students' skills in acquiring, understanding, analysing, and applying societal information, shaping it into structured entities, and producing non-fiction text typical of this subject are considered in the assessment. The assessment is based on diverse demonstrations of knowledge and skills and the students' ability to apply what they have learned.

Study units

Finnish society, 2 cr (YH1)

Modules in the study unit

- Finnish society, 2 cr (YH1), Compulsory

Objectives

Finnish society

The objective of the module is that the students

- are able to read and produce non-fiction text typical of the subject
- understand the foundations on which the structure of Finnish society is built
- are familiar with citizens' fundamental rights as well as their means of and opportunities for involvement, know how to act as active citizens, and develop an interest in civic participation
- are familiar with the foundation of the welfare state and rule of law and capable of comparing different welfare models in the Nordic countries, Europe, and elsewhere in the world
- are able to explore and evaluate societal involvement in the media
- are able to examine the possibilities of and challenges to democracy from different viewpoints and in an analytical manner
- are able to critically evaluate societal information and the basis of decision-making in society at the local and national level as well as their impact on different population groups and societal actors
- are able to plan relevant ways of using political civil involvement to resolve local, national, and international issues.

Core contents

Finnish society

Structure of Finnish society

- demographic and social structure of Finnish population
- factors that affect changes in demographic structure

Democracy and rule of law

- human rights, citizens' fundamental rights and responsibilities
- judicial administration, judicial power and law-enforcement authority

Welfare and equality

- social equality, non-discrimination and justice

- *tasks, advantages, and challenges of the Nordic welfare state*

Power, participation and engagement

- *forms of exercising power in society, democratic decision-making, and the Finnish agreement-based society*
- *citizens' means of involvement and the significance of active citizenship*
- *local and national system of decision-making in Finland*
- *changing significance of the media and engagement through the media*

Local specification

Transversal competences

Well-being competence

The study unit explores different welfare state models and introduces students to political decision-making.

Interaction competence

Teaching emphasises diverse methods of producing and publishing information and practising evidence-based argumentation. The study units include working methods that develop social skills and collaboration.

The importance of freedom of speech is highlighted across all study units, for example by comparing different political systems

Societal competence

As a core subject for societal competence, social studies promote students' ability to critically examine and assess current phenomena.

The subject deepens students' broad societal competence by strengthening democratic skills. It encourages participation in societal activities and influencing the promotion of a safe, just, and sustainable future as citizens of Finland, the EU, and the world.

Social studies also foster initiative, an entrepreneurial mindset, and readiness for further studies and working life.

This is a cross-cutting theme throughout the subject.

Global and cultural competence

Explore the benefits and challenges of globalisation.

Economics, 2 cr (YH2)

Modules in the study unit

- Economics, 2 cr (YH2), Compulsory

Objectives

Economics

The objective of the module is that the students

- *understand news about the economy and become interested in following them*
- *are familiar with the concepts and basic premises of economics*
- *are able to interpret statistics and graphs related to the economy*
- *understand the significance of work and entrepreneurship in the economy and society*

- *are able to make reasoned financial decisions as well as manage and plan their personal finances*
- *are able to consider economic questions also from an ethical viewpoint, understanding how Finland is connected to the global economy*
- *are able to evaluate critically the arguments presented in a discussion on economics as well as analyse different options for economic policy decisions as well as their background and impact.*

Core contents

Economics

National economy and its actors

- *basic economic concepts and the nature and construction of knowledge about the economy*
- *circular flow of the national economy and interaction between households, enterprises and the national economy*
- *management of personal finances: saving, consumption, and debt*

Markets, economic conjunctures, and economic life

- *free competition and pricing in the market*
- *work, entrepreneurship, and enterprises*
- *Finland as part of the global economy*
- *financial markets, saving, investing, and risk management*
- *economic disruptions; economic cycles, their backgrounds and their consequences*

Economic policy

- *the basis, advantages, and problems of sustainable economic growth*
- *public economy and fiscal balance*
- *actors, means, and challenges of economic policy*

Local specification

Transversal competences

Well-being competence

The study unit addresses themes related to personal financial management.

Interaction competence

Teaching emphasises diverse methods of producing and publishing information and practising evidence-based argumentation. The study units include working methods that develop social skills and collaboration.

Societal competence

As a core subject for societal competence, social studies promote students' ability to critically examine and assess current phenomena.

The subject deepens students' broad societal competence by strengthening democratic skills.

It encourages participation in societal activities and influencing the promotion of a safe, just, and sustainable future as citizens of Finland, the EU, and the world.

Social studies also foster initiative, an entrepreneurial mindset, and readiness for further studies and working life.

This is a cross-cutting theme throughout the subject.

Global and cultural competence

Key content includes reconciling economic growth with environmental constraints, the connection between political decisions and building a sustainable society, circular economy, and global sustainable consumption.

Social studies examine interdependencies between human rights, democracy, politics, security, and the economy. Explore the benefits and challenges of globalisation.

Finland, Europe, and the changing world, 2 cr (YH3)

Modules in the study unit

- Finland, Europe, and the changing world, 2 cr (YH3), Compulsory

Objectives

Finland, Europe, and the changing world

The objective of the module is that the students

- *develop a broad understanding of globalisation and Finland's position as part of it*
- *understand European cooperation as well as collaboration and networking based on international conventions*
- *are familiar with the operation of the European Union and able to acquire and evaluate critically information about it*
- *understand their possibilities for involvement and are able to act as European and global citizens*
- *are able to analyse the advantages and disadvantages of globalisation and the unification of Europe from the perspectives of their lives and Finland's economic and political system*
- *are able to analyse and evaluate the changes and threats related to national security and the international security environment as well as the possibilities of resolving them.*

Core contents

Finland, Europe, and the changing world

Global challenges, globalisation, and networking

- *the environment, climate, population, and a sustainable future*
- *actors and possibilities of international cooperation*
- *Finland and the Nordic countries as part of global networks*
- *citizenship and engagement in Europe and globally*

European citizenship and the unification of Europe

- *the European identity, values, and diversity of societies*
- *Finland as part of EU decision-making*
- *European economic and regional policy*
- *The EU as a global actor*

Security in changing operating environments

- *local and national security*
- *security policy in Finland and the EU*
- *changing security threats and possibilities of resolving them*

Local specification

Transversal competences

Well-being competence

The study unit examines European identity and the significance of global citizenship.

Interaction competence

Teaching emphasises diverse methods of producing and publishing information and practising evidence-based argumentation. The study units include working methods that develop social skills and collaboration.

Societal competence

As a core subject for societal competence, social studies promote students' ability to critically examine and assess current phenomena.

The subject deepens students' broad societal competence by strengthening democratic skills. It encourages participation in societal activities and influencing the promotion of a safe, just, and sustainable future as citizens of Finland, the EU, and the world.

Social studies also foster initiative, an entrepreneurial mindset, and readiness for further studies and working life.

This is a cross-cutting theme throughout the subject.

Global and cultural competence

Key content includes reconciling economic growth with environmental constraints, the connection between political decisions and building a sustainable society, circular economy, and global sustainable consumption.

Social studies examine interdependencies between human rights, democracy, politics, security, and the economy.

Explore the benefits and challenges of globalisation.

Legal knowledge, 2 cr (YH4)

Modules in the study unit

- Legal knowledge, 2 cr (YH4), Optional

Objectives

Legal knowledge

The objective of the module is that the students

- *are familiar with the Finnish legal system and understand the principles of legal thinking that direct its operation*
- *are able to seek sources of legal information, interpret them, and apply the information provided by them*
- *know their rights and responsibilities as citizens, employees, and consumers and are able to apply this knowledge to questions relevant to common legal matters*
- *are able to analyse public discussion on legal issues and evaluate the views expressed in it.*

Core contents

Legal knowledge

Basics of the legal system

- *basic concepts of jurisprudence and fundamental rights*
- *sources of legal information and their use*
- *justice and fairness as a societal phenomenon*
- *legal order and the courts*

Basics of the most common legal matters relevant to citizens in the following areas

- *contract and tort law*
- *family and inheritance law*
- *property law*
- *copyrights and consumer law*
- *labour law*
- *contract law related to housing*
- *administrative law and good governance*
- *process and criminal law*
- *environmental law*

Local specification

Transversal competences

Well-being competence

The study unit familiarises students with the rules of society and citizens' fundamental rights.

Interaction competence

Teaching emphasises diverse methods of producing and publishing information and practising evidence-based argumentation. The study units include working methods that develop social skills and collaboration.

Societal competence

As a core subject for societal competence, social studies promote students' ability to critically examine and assess current phenomena.

The subject deepens students' broad societal competence by strengthening democratic skills.

It encourages participation in societal activities and influencing the promotion of a safe, just, and sustainable future as citizens of Finland, the EU, and the world.

Social studies also foster initiative, an entrepreneurial mindset, and readiness for further studies and working life.

This is a cross-cutting theme throughout the subject.

8.21. 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 Pyyntikin 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.