

## SISÄLLYSLUETTELO

Kasvatuksen ja oppimisen lautakunta pöytäkirja 10.11.2025

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## Kasvatuksen ja oppimisen lautakunnan kokous

Aika 10.11.2025 klo 17.16-20.07

Paikka Vantaan ammattiopisto Varia, Vehkalan toimipiste, Vehkalantie 6, 01730 Vantaa

## Osallistujat

Jäsenet	Läsnä	Varajäsenet	Läsnä
Karemo Jenni, puheenjohtaja	x	Virkkunen Matti	
El Issaoui Naima, varapuheenjohtaja	x	Hakanen Tero	
Holmberg Hanna	x	Ek Michael	
Kauppinen Sirpa	x	Tarnanen Niilo	
Khalili Serveh	x	Virtanen Jukka	
Lamghari Abdul	x	Raatesalmi-Salonen Terhi	
Linnakangas Jaakko	x	Lipasti Marjo	
Liukkonen Pasi	x	Aidanjuuri Tanja	
Lundell Kai-Ari	x	Wallius Roosa	
Mäkelä Nico	x	Ristivehmas Nina	
Pennanen Nelli	x	Fyrqvist Jonas	
Shire Mohamuud	x	Elech Refka	
Sillanpää Minttu	x	Ahokas Valteri	
Tawasoli Eva	x	Räsänen Heikki	
Vacker Marjo	x	Eboreime Anssi	
<b>Kaupunginhallituksen edustaja</b>		<b>Kaupunginhallituksen varaedustaja</b>	
Minna Räsänen	-	Soile Eriksson	x
<b>Nuorisovaltuuston edustaja</b>		<b>Nuorisovaltuuston varaedustaja</b>	
Obeng-Amoako Esther	x (§:t 1-3, klo 17.16-18.16)	Ahonen Elias	
<b>Muut osallistujat</b>			<b>Läsnä</b>
Katri Kalske, apulaiskaupunginjohtaja		esittelijä §:t 1-7	x
Ranki Ari, toisen asteen koulutuksen johtaja		esittelijä § 8	x
Kalo Ilkka, perusopetuksen johtaja			x
Vikström Anders, ruotsinkielisten palveluiden johtaja			x
Mäkelä Mikko, varhaiskasvatuksen johtaja		esittelijä § 9	x
Tiihonen Raakel, yhteisten palvelujen päällikkö			x
Piippo Anu, viestintäpäällikkö			x
Holm Akseli, lakimies			x
Kukkonen Hanna, kehittämisspäällikkö			x (§ 3, klo 17.20-18.10)
Maarianvaara Hannaleena, kieli- ja kulttuuritietoisuuden erityisasiantuntija			x (§ 3, klo 17.20-18.10)



Tirkkonen Noora, hallinnon harjoittelija		x (§ 3, klo 18.10-19.07)
Kulju-Palo Tiina, opiskeluhuollon erityisasiantuntija		x (§ 3, klo 18.10-19.07)
Rajapaju Sini, hallintoasiantuntija, pöytäkirjanpitäjä		x

## Kokouksen laillisuus ja päätösvaltaisuus

Todettiin.

## Allekirjoitukset

Puheenjohtaja Jenni Karemo

Pöytäkirjanpitäjä Sini Rajapaju

## Pöytäkirjan tarkastus

Aika ja paikka 14.11.2025 klo 12 mennessä

Jaakko Linnakangas

Minttu Sillanpää

Pykälät (§:t) 2 ja 8 tarkastettiin ja hyväksyttiin kokouksessa.

## Pöytäkirja on yleisesti nähtävänä

Aika ja paikka 19.11.2025 Vantaan kaupungin internetsivuilla [paatokset.vantaa.fi](http://paatokset.vantaa.fi)



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1 § **Kokouksen laillisuus ja päätösvaltaisuus / KK**

**Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 1**

**Apulaiskaupunginjohtajan esitys:**

Todetaan kokous lailliseksi ja päätösvaltaiseksi.

**Päätös:**

Todettiin.



## 2 § Pöytäkirjantarkastajien valinta / KK

### Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 2

#### Apulaiskaupunginjohtajan esitys:

Apulaiskaupunginjohtaja muutti esitystä korjaamalla pöytäkirjan tarkastamisen päivämäärän.

Päätetään

- a) valita pöytäkirjantarkastajiksi Jaakko Linnakangas ja Minttu Sillanpää (Varalla Pasi Liukkonen ja Nelli Pennanen) ja
- b) tarkastaa pöytäkirja viimeistään perjantaihin 14.11.2025 klo 12 mennessä.

#### Päätös:

Päätettiin

- a) valita pöytäkirjantarkastajiksi Jaakko Linnakangas ja Minttu Sillanpää ja
- b) tarkastaa pöytäkirja viimeistään perjantaihin 14.11.2025 klo 12 mennessä.

Tarkastettiin ja hyväksyttiin pöytäkirja tämän pykälän osalta heti kokouksessa.



3 §

## Asiantuntijoiden selvitykset ja ajankohtaiset asiat / KK

### Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 3

#### Apulaiskaupunginjohtajan esitys:

Merkitään seuraavat asiantuntijoiden esittelyt ja kokouksessa ajankohtaisista asioista saatavat selvitykset tiedoksi:

Kehittämispäällikkö Hanna Kukkonen ja kieli- ja kulttuuritietoisuuden erityisasiantuntija Hannaleena Maarianvaara: Monikielisten oppijoiden osaamisen kehittämissuunnitelma

Hallinnon harjoittelija Noora Tirkkonen ja opiskeluhuollon erityisasiantuntija Tiina Kulju-Palo: Kouluterveyskyselyn tulokset

#### Päätös:

Hyväksyttiin esitys.



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4 § **Tiedoksi merkittävät asiat / KK**

**Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 4**

**Apulaiskaupunginjohtajan esitys:**

Päätetään merkitä tiedoksi seuraavat lausunnot:

Vantaan kaupungin lausunto varhaiskasvatussuunnitelman perusteista

Perusopetukseen valmistavan opetuksen ja perusopetuksen opetussuunnitelman perusteiden (valmistavan opetuksen lisäopetus, äidinkieli ja kirjallisuus -oppiaineen oppimäärät) muutokset

**Päätös:**

Hyväksyttiin esitys.



## 5 § Kuntalain 92 §:n mukaista ottomenettelyä varten saapuneet päätökset / KK

Kasvatuksen ja oppimisen lautakunnalle julkaistut ottomenettelyä varten saapuneet päätökset:

### **Osaamispalvelupäällikkö Paula Aistrich**

§ 16/2025 Ammatillisten perustutkintojen toteutus- ja arviointisuunnitelmien hyväksyminen / media-alan ja kuvallisen ilmaisun perustutkinto

**Kasvatuksen ja oppimisen lautakunnan ruotsinkielisen jaoston pöytäkirja 21.10.2025 / Svenskspråkiga sektionen inom nämnden för fostran och lärande protokoll 21.10.2025**

### **Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 5**

#### **Apulaiskaupunginjohtajan esitys:**

Päätetään olla ottamatta käsittelyyn kasvatuksen ja oppimisen lautakunnalle toimitettuja ottamiskelpoisia päätöksiä.

#### **Käsittely:**

Apulaiskaupunginjohtaja täydensi esitystään seuraavilla päätöksillä:

### **Apulaiskaupunginjohtaja Katri Kalske**

§ 25/2025 Johtamisosaamisen kehittäminen; Ari Rankin osallistuminen Tampereen yliopiston Executive MBA -ohjelmaan, 37 300 € + alv

### **Toisen asteen koulutuksen johtaja Ranki Ari**

§ 63/2025 Pakkaustarvikkeiden hankinta Varian Hiekkaharjun toimipisteen leipomo- ja ruokatuotteille 45 050 € (ALV 0 %) / 2 vuotta

### **Ruotsinkielisten palveluiden johtaja Anders Vikström**

§ 45/2025 Helsinges skolan lukuvuosisuunnitelman hyväksyminen lukuvuodelle 2025–2026

#### **Päätös:**

Hyväksyttiin apulaiskaupunginjohtajan täydennetty esitys.

Muutoksenhakuohje: 3.1. Oikaisuvaatimus ja valituskielto



6 §

## **Kasvatuksen ja oppimisen toimialan toinen määrärahamuutos vuoden 2025 talousarvioon / KK**

VD/1699/02.01.00.04/2025

KK/RT/HL/SR

Kuntalain 110 §:n mukaan kunnan toiminnassa ja taloudessa on noudatettava talousarviota. Hallintosäännön 15 luvun 5 §:n mukaisesti talousarvioon tehtävät muutokset on esitettävä kaupunginvaltuustolle talousarviovuoden aikana sitovuustasojen mukaisesti. Määrärahan muutosesityksessä on selvitettävä muutoksen vaikutus toiminnallisiin tavoitteisiin sekä tulo- ja menoarvioihin.

Vantaan kaupunginvaltuusto hyväksyi 18.11.2024 talousarvion vuodelle 2025. Talousarviossa on määritelty valtuustoon nähden sitovat määrärahat, joita kasvatuksen ja oppimisen toimialalla ovat bruttoyksiköiden (perusopetus, varhaiskasvatus, ruotsinkieliset palvelut sekä johto ja yhteiset palvelut) tulot ja menot sekä nettoyksikön (toisen asteen koulutus) toimintakate.

Keväällä 2025 kasvatuksen ja oppimisen toimialalle hyväksyttiin (KV 28.4.2025) ensimmäinen lisätalousarvio. Lisätalousarviossa toimialalle kohdennettiin vuoden 2024 palkankorotusvaikutuksia sekä tuen lakimuutokseen liittyvät määrärahat.

Kasvatuksen ja oppimisen toimialan toisessa lisätalousarviossa esitetään kokonaisuutena toimialan vuoden 2025 toimintakuluihin 8,1 milj. euron korotusta ja toimintatuottoihin 3,3 milj. euron vähennystä.

Kuluvan vuoden aikana toimiala on saanut hankeavustuksia eri projekteihin. Nämä lisäävät toimintatuottoja 0,57 milj. euroa. Vuoden 2025 talousarviossa oli varauduttu oman äidinkielen opetuksen ja S2-opetuksen valtionavustukseen. Avustukset on kuitenkin kirjattu tuloiksi jo vuoden 2024 puolella, joten tältä osin vuoden 2025 talousarvion tulot tulevat toteutumaan 4,5 milj. euroa pienempinä. Kotikuntakorvauksia ennustetaan tulevan 0,6 milj. euroa talousarviota enemmän.

Viime vuosien korkea taso vuokratyövoimakustannuksissa jatkuu. Talousarvioylitys on kuitenkin aiempia vuosia huomattavasti maltillisimpi. Työvoiman vuokraus on ylittymässä arvioidusta 3,5 milj. eurolla. Palvelutuotannon kasvu ja hinnankorotukset ovat olleet ennakoitua suurempia, minkä vaikutukset ovat 2,4 milj. euroa. Kustannuksia lisäävät muun muassa syksyllä aloittaneet vammaisopetuksen ryhmät, lisääntyneet kotikuntakorvaukset sekä kasvaneet ateriamäärät ja vararuokatoimitukset. Perusopetuksen opettajien kelpoisuusaste on noussut poikkeuksellisen nopeasti ja paljon syksyllä 2025 verrattuna syksyn 2024 tasoon. Tällä on positiivisia vaikutuksia oppimiseen. Kelpoisuusasteen nousun vaikutus henkilöstömenoihin vuoden 2025 talousarvioon on 1 milj. euroa. Lisätalousarviossa on huomioitu myös varhaiskasvatusopettajien kelpoisuuslisät 1.3.2025 alkaen. Uusien hankkeiden vaikutus toimintamenoihin on 0,4 milj. euroa.

Kaupunginjohtajan toimialalla on keskitettynä varauksena määrärahavaraus palkankorotuksiin, joka palkkaratkaisun jälkeen jaetaan toimialoille kattamaan palkankorotuksien vaikutukset. Vuoden 2025 osalta keskitetty palkkavaraus on alimitoitettu, joten puuttuvaan osaan tarvittava lisätalousarvio on 0,5 milj. euroa.



## Vaikutukset sitovuustasoin

Talousarvion sitovuustaso on kuvattu harmaalla pohjavärillä.

### Käsittely:

Kuultiin yhteisten palvelujen päällikkö Raakel Tiihosen selostus.

Apulaiskaupunginjohtaja muutti esitystä vaihtamalla uuteen taulukon vaikutuksista sitovuustasoin sekä korjaamalla päätösesitystä seuraavasti:

<b>Kasvatus ja oppiminen, brutot yhteensä</b>	<b>TA 2025</b>	<b>Muutos</b>	<b>UUSI TA 2025</b>
Tulot	29 444 838	-3 270 007	26 174 831
Menot	-521 385 244	-7 963 512	-529 348 756
Toimintakate	-491 940 407	-11 233 519	-503 173 926

<b>Kasvatus ja oppiminen netot yhteensä</b>	<b>TA 2025</b>	<b>Muutos</b>	<b>UUSI TA 2025</b>
Tulot	1 012 635	0	1 012 635
Menot	-83 906 500	-132 000	-84 038 500
Toimintakate	-82 893 865	-132 000	-83 025 865

## Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 6

### Apulaiskaupunginjohtajan esitys:

Päätetään esittää kaupunginhallitukselle ja edelleen kaupunginvaltuustolle, että kasvatuksen ja oppimisen toimialan vuoden 2025 talousarvion

- bruttoyksiköiden toimintatuloja vähennetään 3 270 007 eurolla,
- bruttoyksiköiden toimintakuluja korotetaan 7 963 512 eurolla ja
- toisen asteen menoja korotetaan 132 000 eurolla, jolloin sitova nettotavoite on -83 025 865 euroa.

### Päätös:

Hyväksyttiin muutettu esitys.

Täytäntöönpano: Taluspalvelut  
- ote talousohjaukseen / Ruusula, Kandolin

Muutoksenhakuohje: Ei muutoksenhakuoikeutta / Kuntalaki § 136

### Lisätiedot:

yhteisten palveluiden päällikkö Raakel Tiihonen, puh. 040 515 8831, (etunimi.sukunimi[at]vantaa.fi)  
taluspäällikkö Hanna Litmanen, puh. 050 302 5187, (etunimi.sukunimi[at]vantaa.fi)



7 §

## Vantaan kiusaamisen vastainen suunnitelma / KK

VD/6381/12.00.01.04/2025

KK/AS/TK-P/SR

**Kiusaamisen vastaista työtä Vantaalla ohjaavaa kiusaamisen ja ehkäisyn puuttumisen toimenpideohjelmaa on päivitetty. Esitetään merkittäväksi uusi suunnitelma, jonka nimeksi on päivitetty Vantaan kiusaamisen vastainen suunnitelma.**

Kiusaamisen vastaista työtä Vantaan kasvatukseen ja oppimiseen kaikilla suomenkielisillä palvelualueilla on ohjannut kiusaamisen ehkäisyn ja puuttumisen toimenpideohjelma, jonka laatiminen on ollut opiskeluhuollon ja hyvinvoinnin kehittämissuunnitelman tehtävänä. Kehittämissuunnitelmaan ovat kuuluneet kaikkien kasvatukseen ja oppimiseen palvelualueiden edustajat sekä Vantaan ja Keravan hyvinvointialueen opiskeluhoitopalveluiden ja nuorisopalveluiden edustajat. Toimenpideohjelma on esitelty kasvatukseen ja oppimiseen lautakunnassa 8.11.2021 ja kaupungin johtoryhmässä 22.11.2021. Kaupunginhallitus on hyväksynyt sen tiedoksi merkitsemisen 17.1.2022 § 23. Se on jalkautettu toimintayksiköihin keväällä 2022 ja otettu käyttöön 1.8.2022. Toimenpideohjelmaa on sovittu arvioitavan vähintään valtuustokausittain.

Toimenpideohjelman arviointiprosessi on käynnistetty opiskeluhuollon ja hyvinvoinnin kehittämissuunnitelmassa 18.10.2024. Tätä on seurannut keväällä 2025 laajan arviointitiedon kokonaisuuden koostaminen eri palvelualueilta, opiskeluhuollosta, nuorisotyöstä sekä pitkittyneiden kiusaamistilanteiden ohjaussuunnitelmasta. Osana arviointitietoa on kuultu myös lapsia ja nuoria Vaikuttajapäivän dialogeissa ja nuorisovaltuuston kokouksessa sekä huoltajia VanVaryn kautta toteutetulla kyselyllä. Tämän arviointitiedon pohjalta päivitetty suunnitelmaluonnos on käsitelty ja ollut kommentteilla kaikilla palvelualueilla sekä opiskeluhuollon ja hyvinvoinnin kehittämissuunnitelmassa.

Vantaan ja Keravan hyvinvointialueen opiskeluhuollon työntekijöitä ja opiskeluhuollon esihenkilöitä on kuultu osana arviointiprosessia, ja suunnitelman luonnos on ollut kommentteilla opiskeluhuollon esihenkilöillä sekä käsitelty heidän johtoryhmässään. Suunnitelma on hyväksytty kasvatukseen ja oppimiseen johtoryhmässä 16.9.2025. Ruotsinkielisen palvelualueen suunnitelma hyväksytään ruotsinkielisessä jaostossa.

Päivitetty suunnitelma otetaan käyttöön palvelualueilla 1.1.2026 ja arvioidaan sekä päivitetään seuraavan kerran strategia-/valtuustokauden 2026–2029 päätteeksi. Päivitetystä suunnitelmasta viestitään aktiivisesti, ja sitä jalkautetaan suunnitelmallisesti syksyllä 2025. Jalkautus ja viestintä toteutuu osana palvelualueittain rakennettuja koulutuskokonaisuuksia.

Suunnitelman nimeksi on päivitetty Vantaan kiusaamisen vastainen suunnitelma. Suunnitelma sisältää päivitetyn kiusaamisen määritelmäosuuden sekä kahdeksan toimenpidettä, joilla ehkäistään ja puututaan kiusaamiseen.

Kiusaamista ehkäiseviä toimia ovat: *Vahvistamme yhteisöllistä hyvinvointia ja myönteistä vuorovaikutusta; Rakennamme pedagogista turvallisuutta: sovimme yhteisistä säännöistä ja ryhmäytämme; Osallistamme oppijoita ja huoltajia yhteisöllisen hyvinvoinnin rakentamiseen sekä Mittaamme hyvinvointia.*



Kiusaamiseen puuttuvia toimia ovat: *Puutemme yhteisesti sovittujen toimintamallien mukaisesti; Puutemme välittömästi ja vahvistamme osaamista kiusaamisen havaitsemiseen; Teemme seuranta, vaikutamme ryhmän dynamiikkaan, turvaamme oppijan päivän ja tarjoamme jälkitukea sekä Teemme yhteistyötä ja pyydämme tarvittaessa apua ja tukea.*

Merkittävimmät päivitykset ssuunnitelmassa liittyvät kiusaamisen määritelmän ja vaikuttavan kiusaamiseen puuttumisen kirkastamiseen, puuttumisen prosessien ja toimintatapojen selkiyttämiseen, vuorovaikutukseen ja ryhmäprosesseihin sekä oppijoiden ja huoltajien osallisuuteen. Vantaan kiusaamisen vastainen suunnitelma on liitteenä.

## **Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 7**

### **Apulaiskaupunginjohtajan esitys:**

Merkitään tiedoksi Vantaan kiusaamisen vastainen suunnitelma.

### **Päätös:**

Hyväksyttiin esitys.

Merkittiin, että vihreiden lautakuntaryhmä jätti asiaan seuraavan pöytäkirjalausuman, johon vasemmistoliiton ja sosiaalidemokraattien lautakuntaryhmät yhtyivät:

*”Vihreä ryhmä pitää tärkeänä, että osana Vantaan kiusaamisen vastaisen suunnitelman toimeenpanoa kiinnitetään erityistä huomiota kasvaneen syrjinnän eri muotojen vähentämiseen – erityisesti poikien kohdalla – sekä edistetään ja valtavirtaistetaan vaikuttavien kiusaamista ja syrjintää ehkäisevien menetelmien laajatasoista käyttöönottoa.”*

### **Liitteet:**

- Vantaan kiusaamisen vastainen suunnitelma

Täytäntöönpano: Valmistelu- ja lakiasiat

Muutoksenhakuohje: 3.1 Oikaisuvaatimus- ja valituskielto

### **Lisätiedot:**

kiusaamiseen puuttumisen erityisasiantuntija Anna Surakka, puh. 040 544 7746

(etunimi.sukunimi[at]vantaa.fi)

opiskeluhuollon erityisasiantuntija Tiina Kulju-Palo, puh. 040 513 7818

(etunimi.sukunimi[at]vantaa.fi)

# Vantaan kiusaamisen vastainen suunnitelma

Tulossa upotuksena animaatiovideo  
suunnitelmasta

Tämä suunnitelma ohjaa kiusaamisen vastaista työtä kaikilla Vantaan kasvatuksen ja oppimisen toimialan palvelualueilla eli jokaisessa varhaiskasvatusyksikössä, koulussa ja toisen asteen oppilaitoksessa. Palvelualueilla toimintayksiköissä teemme suunnitelman ja muiden työtä ohjaavien asiakirjojen perusteella omaan oppimisympäristöömme sopivan konkreettisen suunnitelman. Huolehdimme, että työntekijät, huoltajat ja oppijat ovat tietoisia tavoista, joilla kiusaamista ehkäistään ja kiusaamiseen puututaan.

Suunnitelma on päivitetty syksyllä 2025 perustuen laajaan lapsilta, nuorilta, huoltajilta sekä eri palvelualueiden henkilöstöltä kerättyyn arviointitiedon kokonaisuuteen sekä tuoreimpaan tutkimustietoon kiusaamisen vastaisesta työstä. Tämän kokonaisuuden pohjalta tarjoamme henkilöstölle koulutusta vahvistamaan kiusaamisen vastaisen työn osaamista.

Varhaiskasvatusyksiköihin, kouluihin ja toisen asteen oppilaitoksiin tullaan tässä tekstissä viittaamaan lyhyemmin sanalla toimintayksikkö. Vastaavasti lapsista, nuorista ja aikuisopiskelijoista näissä oppimisympäristöissä puhutaan oppijoina.

## **Kiusaamisen määritelmä**

Kiusaaminen on toistuvasti yhteen ja samaan henkilöön kohdistuvaa yksilön tai ryhmän tahallista vahingoittavaa ja negatiivista toimintaa, jota vastaan sen kohteeksi joutuneen on epätasaväkisen voima- tai valtasuhteen vuoksi vaikea puolustautua. Nämä piirteet erottavat sen esimerkiksi riitelystä tai yksittäisestä väkivaltatilanteesta. Keskeistä on jokaisen oma kokemus kiusattuna olemisesta. Tärkeää on varhainen puuttuminen ja vakavasti ottaminen, vaikka rooleihin kiusaamisessa liittyisi epäselvyyttä tai kyse olisi yksittäisestä riitatilanteesta. Jos loukkaavaan käytökseen ei puututa, se voi johtaa kiusaamiseen.

Kiusaaminen voi olla henkistä, fyysistä tai sosiaalista, kuten ryhmästä poissulkemista. Se voi olla myös verkossa tapahtuvaa. Kiusaaminen voi sisältää henkistä/fyysistä väkivaltaa ja/tai häirintää ja siinä tapahtuvat teot voivat täyttää rikoksen tunnusmerkistön. Näitä ovat esimerkiksi pahoinpitely, vainoaminen, kunnianloukkaus ja laiton uhkaus. Kiusatuksi tuleminen rikkoo oppijan perusoikeutta vapauteen, koskemattomuuteen ja turvallisuuteen, ja aiheuttaa monia kielteisiä ja usein

pitkäkantoisia seurauksia kehitykselle. Siksi ennaltaehkäisemme kiusaamista ja puutumme esiin tuleviin kiusaamistapauksiin viipymättä.

Kiusaaminen on vahvasti ryhmäilmiö, johon ryhmän jäsenillä ja normeilla on suuri vaikutus. Kiusaaminen on usein pikkuhiljaa rakentuva ja joskus myös vaikeasti havaittava tapahtumien sarja. Siksi keskeistä kiusaamisen vastaisessa työssä on oppijoiden sosiaalisten suhteiden havainnointi ja ymmärtäminen. Tärkeää on rakentaa turvallista toimintakulttuuria, jossa oppijat tietävät kenen puoleen voi kiusaamista kokiessaan ja havaitessaan kääntyä ja uskaltavat sekä osaavat ottaa tilanteen puheeksi.

## Kiusaamista ehkäisevät toimenpiteet

### **Vahvistamme yhteisöllistä hyvinvointia ja myönteistä vuorovaikutusta**

Käyttäytyminen opitaan vuorovaikutuksessa. Kiusaamista ehkäisee välittävä vuorovaikutus ja kokemus yhteisöön kiinnittymisestä. Panostamme positiiviseen ja kunnioittavaan vuorovaikutukseen oppijoiden välillä, henkilöstön keskuudessa sekä henkilöstön ja oppijoiden välillä. Rakennamme vertaissuhteita tukevaa toimintakulttuuria, jossa minkäänlainen toista loukkaava käytös ei ole hyväksyttyä, eikä ketään suljeta ulos ryhmästä. Tuemme jokaista lasta, nuorta ja aikuisopiskelijaa liittymään ja kuulumaan omaan yhteisöönsä sen täysiarvoisena jäsenenä. Kiinnitämme erityistä huomiota haavoittuvassa asemassa oleviin oppijoihin.

Peruskouluissa käytössämme on (osana yhteisiä työtä ohjaavia suunnitelmia) hyvinvoinnin vuosikello sekä suunnitelma tunne- ja vuorovaikutustaitojen vahvistamiseen ja opettamiseen. Järjestämme henkilöstölle koulutusta hyvinvoinnin edistämisestä, tunne- ja vuorovaikutustaidoista sekä kiusaamisen ehkäisemisestä ja puuttumisesta.

### **Rakennamme pedagogista turvallisuutta: sovimme yhteisistä säännöistä ja ryhmäytämme**

Kiusaamisen esiintyvyyteen vaikuttaa vuorovaikutuksen laatu sekä ryhmän dynamiikka ja hierarkia. Koska kiusaaminen on ryhmään ja yhteisöön kiinnittyvä ilmiö, on kiusaamisen ehkäisyssä keskeistä toimintaa ohjaaviin normeihin ja ryhmäprosesseihin vaikuttaminen.

Normeihin vaikutamme yhdessä oppijoiden kanssa laadittavilla säännöillä. Osallisuus yhteisten sääntöjen rakentamiseen sitouttaa oppijoita noudattamaan niitä arjessa. Yhteisiä arvoja ja asenteita arjen käytäntöihin kytkee turvallisemman tilan periaatteiden koostaminen ([Turvallisempi tila -sivusto](#)) yhdessä oppijoiden kanssa. Vahvistamme yhteisten sääntöjen noudattamista systemaattisesti positiivisella tavalla, esimerkiksi Pro-toiminnan keinoin ([Pro-toiminta Vantaan kouluissa ja päiväkodeissa -sivusto](#)) ja

pidämme säännöt esillä ja osana arkea, jotta ne konkretisoituvat toiminnan tasolla ja rakentavat turvallista oppimisympäristöä.

Luokan/ryhmän kehittyminen toimivaksi ja yhteistyökykyiseksi vaatii aikaa ja tutustumista. Ryhmäyttäminen on jatkuva, läpi toiminta-/lukuvuoden toteutuva prosessi, jota toteutamme suunnitelmallisesti ja säännöllisesti toimintayksikön arjessa. Ryhmäyttämisessä tuemme tietoisesti oppijoiden keskinäistä turvallista ja positiivista vuorovaikutusta. Kiinnitämme erityistä huomiota siirtymävaiheisiin ja muutostilanteisiin ryhmän rakenteessa. Teemme ryhmäyttämistä myös yhteistyössä nuorisopalvelujen ja/tai muiden kumppaneiden kanssa. Perusopetuksessa opiskeluhuollon palveluiden työntekijät tapaavat 7. luokkien ja toisen asteen aloittavat oppilaat/opiskelijat ryhmissä: keskusteluteemoina muun muassa hyvinvointi, mielenterveys ja kiusaamisen vaikutukset hyvinvointiin.

### **Osallistamme oppijoita ja huoltajia yhteisöllisen hyvinvoinnin rakentamiseen**

Autamme oppijoita osallistumaan aktiivisesti yhteisöllisen hyvinvointityön suunnitteluun, toteuttamiseen, kehittämiseen ja arviointiin. Vahvistamalla osallisuutta ja yhteistoimintaa, vaikutamme yhteisön normeihin ja autamme oppijoita saamaan positiivisia kokemuksia toistensa auttamisesta ja vaikutusmahdollisuuksista yhteisen turvallisen oppimisympäristön rakentamiseen. Osallistamme opiskelijoita omaan toimintaympäristöömme soveltuvalla tavalla: esimerkiksi tukioppilas-, kummi- ja tutortoiminnan keinoin ovat yhteistoiminnan ja osallisuuden muotoja, jotka edistävät hyvinvointia, ehkäisevät kiusaamista ja auttavat lievien ristiriitatilanteiden selvittelyssä. Tuemme oppijoiden osallisuutta arjessa rakentamalla turvallisen oppimisympäristön (esim. yhteisten sääntöjen ja ryhmäyttämisen keinoin), jossa jokaisella on mahdollisuus saada äänensä kuuluviin. Toimintayksiköissä voi olla käytössä myös jokin vertaissovittelumalli. [Vantaan koulunuorisotyö -sivustolta](#) löydät mm. esittelyvideon ja koulutustallenteen Crew-toiminnasta.

Rakennamme yhteisöllistä hyvinvointia myös yhteistyössä huoltajien kanssa. Huoltajat tuntevat oman lapsensa parhaiten, havaitsevat paljon sekä vaikuttavat omilla asenteillaan ja käyttäytymisellään lasten käyttäytymiseen, myös kiusaamiskäyttäytymiseen. Huoltajien osallisuus ja näkyminen arjessa (osallisuus esimerkiksi yhteisten pelisääntöjen laatimiseen) rakentaa yhteisöä, joka yhdessä ehkäisee ryhmän ulkopuolelle jäämistä ja kiusaamista. [Kodin ja oppimisen yhteistyö -sivustolle](#) on koottu tietoa yhteistyön tavoitteista ja käytännöistä.

### **Mittaamme hyvinvointia**

Seuraamme kyselyjen avulla säännöllisesti hyvinvointitietoa. Analysoimme saatua tietoa ja hyödynnämme sitä kiusaamisen ehkäisemisen ja puuttumisen työssä. Esimerkkejä kyselyistä: [Kouluterveyskysely](#), [Finlapset](#), Kiva-koulu -kysely ja toimipisteiden omat kyselyt.

# Kiusaamiseen puuttumisen toimenpiteet

## Puutemme yhteisesti sovittujen toimintamallien mukaisesti

Kiusaamisen vastainen työ tehokkaampaa, kun sen pohjana on selkeät yhteiset toimintatavat. Yhteiset toimintatavat rakennetaan seuraavalla tavalla:

1. **Kiusaamisen vastainen suunnitelma** antaa perustan yhteisille toimintatavoille koko kaupungin tasolla.
2. **Suunnitelma oppilaiden/lasten suojaamiseksi väkivallalta, häirinnältä ja kiusaamiselta** (opiskeluhoitosuunnitelman liitteenä) ohjaa tarkemmin ehkäisyn ja puuttumisen prosesseja peruskoulussa, toisen asteen oppilaitoksissa ja esiopetuksessa.
3. **Jokaisen toimintayksikön oma kiusaamisen ehkäisyn ja puuttumisen suunnitelma** perustuu edellisiin asiakirjoihin. Siihen kirjaamme yhteisesti sovitut konkreettiset toimintatavat ja vastuut toimintayksikössämme. Suunnitelmassa huomioimme huoltajien aktiivisen osallistumisen merkityksen. Huolehdimme, että sekä työntekijät, huoltajat että oppijat ovat tietoisia tavoista, joilla kiusaamiseen yksikössä puututaan ja selvitetään. Perusopetuksessa kirjaamme nämä toimintatavat näkyviin toimintayksikön internet-sivuilla.

## Puutemme välittömästi ja vahvistamme osaamista kiusaamisen havaitsemiseen

Varhaiskasvatusyksiköissä, kouluissa ja oppilaitoksissa puutemme aina havaitsemaamme epäkunnioittavaan, asiattomaan ja pahaan mieltä aiheuttavaan käytökseen. Otamme oppijoiden väliset konfliktit vakavasti ja lähdemme selvittämään ja seuraamaan niitä yhteisesti sovittujen toimintatapojen mukaan (kts. edellinen kappale). Tilanteissa, joissa kiusaaminen koulussa täyttää rikoksen tunnusmerkit, teemme lastensuojeluilmoituksen lisäksi rikosilmoituksen poliisille.

On tärkeää, että koettu kiusaaminen ei jää henkilöstöltä piiloon. Havainnoimme ryhmää ja siinä tapahtuvaa vuorovaikutusta. Otamme kiusaamisen ilmiönä puheeksi ja vahvistamme sekä oppijoiden että yhteisön ymmärrystä ja kykyä puuttua.

Varmistamme, että jokainen lapsi, nuori, huoltaja ja aikuisopiskelija tietää, mitä erilaisia tapoja toimintayksikössämme on tuoda kiusaaminen esiin: esimerkiksi postilaatikoita, joihin oppilas/opiskelija voi jättää ilmoituksen kiusaamisesta.

Perusopetuksessa käytössämme on sähköinen Someturva-palvelu sosiaalisessa mediassa tapahtuvan kiusaamisen ilmoittamiseen ja avun pyytämiseen.

Toimintayksiköiden henkilöstö voi hyödyntää puheeksi ottamisessa [tukimateriaalia haastaviin keskusteluihin](#).

Vahvistamme henkilöstön osaamista kiusaamisen puuttumisessa sekä toimintayksikön sisällä että kaupunkitasolla koulutuksen ja tiedottamisen keinoin.

## **Teemme seurantaa, vaikutamme ryhmän dynamiikkaan, turvaamme oppijan päivän ja tarjoamme jälkitukea**

Vaikuttava kiusaamisen vastainen työ on sinnikkäitä arjen tekoja, joiden varaan pedagoginen turvallisuus rakentuu. Keskeisessä roolissa tämän turvallisuuden rakentamisessa on luokan/ryhmän kanssa työtä tekevä ammattilainen. Kiusaamiseen puuttumisessa on tärkeää toteuttaa seurantatapaamisia osapuolten kanssa säännöllisesti ja tehdä tiivistä yhteistyötä huoltajien kanssa, kunnes kiusaaminen todetaan loppuneeksi.

Perusopetuksessa Kiusaamiseen puuttumisen tiimi on sovittujen toimintatapojen mukaisesti vastuussa/tukena kiusaamistapausten selvittämisessä ja seurannassa sekä kiusaamisen vastaisessa työstä. Tiimi tekee yhteistyötä opettajien, huoltajien ja tarvittavien moniammatillisten tahojen kanssa ja hyödyntää toiminnassaan yksikkökohtaisia suunnitelmia sekä tarvittaessa kriisikortteja.

Koska kiusaamisessa on kyse ryhmäilmioistä ja ryhmän normeista, puutumme kiusaamiseen ryhmätasolla tekemällä tarvittavia muutoksia esimerkiksi oppimisympäristöön ja ryhmäjakoihin. Vahvistamme ryhmän oppijoiden ymmärrystä ilmiöstä ja kykyä toimia kiusaamisen vastaisesti.

Nimeämme kiusaamisen kohteena olevalle ja kiusaamistekoja tehneelle tukiaikuisen. Lapsi, nuori tai aikuisopiskelija voi vaikuttaa siihen, kuka hänen tukiaikuisenaan toimii. Teemme tarvittaessa kiusaamista kokeneen koulu/päiväkotipäivän turvaamiseksi suunnitelman, johon oppija itse on osallinen.

Kiusaamiseen puuttuminen vaatii usein moniammatillista yhteistyötä. Tarjoamme tukea kiusaamista kokeneelle sekä kiusaamiseen osallistuneelle ja ohjaamme opiskeluhuollon palveluiden piiriin. Perustamme monialaisen asiantuntijaryhmän, jos oppijan hyvinvoinnista herää huoli. Myös perhe voi saada tukea kiusaamisesta heränneiden tunteiden käsittelyyn perheneuvolasta ja [Mannerheimin lastensuojeluliiton Uudenmaan piiristä](#).

## **Teemme yhteistyötä ja pyydämme tarvittaessa apua/tukea**

Pitkittyneisiin ja haastaviin kiusaamistilanteisiin voidaan toimintayksiköistä pyytää konsultaatiota kiusaamiseen puuttumisen erityisasiantuntijalta. Perusopetuksessa selvittelyyn voidaan tarvittaessa ottaa tueksi myös Vantaan K-0 -koulutetut työntekijät, joiden työtä kiusaamiseen puuttumisen erityisasiantuntija koordinoi.

Vantaalla Itä-Uudenmaan poliisin ennalta estävä toiminta tekee tiivistä yhteistyötä koulujen kanssa. Koulut saavat poliisilta tukea rikollisiin tekoihin liittyvien tilanteiden selvittelyssä. Kouluilla on myös mahdollisuus konsultoida poliisia epäselvissä tilanteissa esimerkiksi rikosilmoituksen suhteen.

Ristiriitatilanteiden ja huoltajien välisten konfliktien selvittelyyn voi pyytää apua sovittelutoimistosta, kun koulun/oppilaitoksen omat keinot eivät riitä tai tilanteen käsittelyyn toivotaan ulkopuolista apua. Sovittelutoimistosta voi pyytää apua myös koulupäivän ulkopuolella tapahtuneiden tilanteiden sovitteluun. Rikoksen tunnusmerkistön täyttävät tapaukset voivat ohjautua sovitteluun poliisin kautta. Mikäli asian soveltuvuus sovitteluun askarruttaa, voi sovittelutoimistoon ([sovittelutoimisto@vantaa.fi](mailto:sovittelutoimisto@vantaa.fi)) ottaa yhteyttä ja pohtia tilannetta sovittelun ammattilaisen kanssa.



8 §

## Aviapoliksen lukion englanninkielisen opetussuunnitelman päivitys / AR

VD/4221/12.00.01.02/2025

AR/JV/SR

Lukiokoulutuksen järjestäjän tulee lukiolain 12 §:n mukaisesti laatia ja hyväksyä lukion opetussuunnitelman perusteiden mukainen opetussuunnitelma. Vantaan kaupungin hallintosäännön 9 luvun 5 §:n 7 kohdan mukaan kasvatuksen ja oppimisen lautakunta tehtäväalueellaan hyväksyy varhaiskasvatuksen, perusopetuksen sekä päivä- ja aikuislukion opetussuunnitelmat.

### Aviapoliksen lukion englanninkielinen opetussuunnitelma

Kasvatuksen ja oppimisen lautakunta on hyväksynyt Aviapoliksen lukion englanninkielisen opetussuunnitelman 10.6.2025. Vantaan kaupunki on 18.6.2025 hakenut opetus- ja kulttuuriministeriöltä englanninkielisen lukiokoulutuksen järjestämislupaa, jonka liitteenä toimitettiin myös opetussuunnitelma. Opetushallitus on opetus- ja kulttuuriministeriön pyynnöstä esittänyt opetussuunnitelmaan kehittämistarpeita. Opetussuunnitelman päivittäminen Opetushallituksen huomioiden pohjalta on edellytyksenä englanninkielisen lukiokoulutuksen järjestämisluvan saamiseksi. Tämän vuoksi opetussuunnitelma tulee uudelleen kasvatuksen ja oppimisen lautakunnan käsittelyyn.

Aviapoliksen lukion englanninkieliseen opetussuunnitelmaan on esitetty seuraavat kehittämistarpeet:

- suomen kieli ja kirjallisuus (S1) -oppimäärän lisääminen äidinkieli ja kirjallisuus -oppiaineeseen
- lukion tuntijaon ja kieliohjelman lisääminen
- laaja-alaisen osaamisen tavoitteiden toteutuminen ja arviointi opintojaksoittain
- opintojen, jotka on mahdollista edellyttää opiskeltavan itsenäisesti, täsmennys
- opintojen mahdollisten etenemistapojen määrittäminen
- käännösvastineisiin liittyvät muutostarpeet
- opiskeluhuoltosuunnitelman lukiokohtaiset täsmennykset
- lukiokohtaisen tasa-arvo- ja yhdenvertaisuussuunnitelman tekeminen.

Aviapoliksen lukion englanninkielinen opetussuunnitelma esitetään päivitettäväksi liitteen 1 mukaisten muutosten osalta 10.11.2025 alkaen.

### **Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 8**

#### **Toisen asteen koulutuksen johtajan esitys:**

Päätetään hyväksyä päivitetty Aviapoliksen lukion englanninkielinen opetussuunnitelma (liite 2).

Tarkastetaan ja hyväksytään pöytäkirja tämän pykälän osalta heti kokouksessa.

#### **Päätös:**

Hyväksyttiin esitys.

#### **Liitteet:**

- Liite 1: Koonti Aviapoliksen lukion englanninkieliseen opetussuunnitelmaan tehdyistä muutoksista
- Liite 2: Aviapoliksen lukion englanninkielinen opetussuunnitelma



Täytäntöönpano: Toisen asteen koulutuksen palvelualue

Muutoksenhakuohje: Oikaisuvaatimus kasvatuksen ja oppimisen lautakunnalle

**Lisätiedot:**

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Toisen asteen koulutuksen johtaja Ari Ranki, puh. 050 314 5378, (etunimi.sukunimi[at]vantaa.fi)

## **Liite 1:**

### **Koonti Aviapoliksen lukion englanninkieliseen opetussuunnitelmaan tehdyistä muutoksista**

Tiivistelmä lukiokohtaisten opetussuunnitelmien päivityksistä on koottu alle. Opetussuunnitelma löytyy kokonaisuudessaan liitteestä 2.

- Lisätty opetussuunnitelmaan suomen kieli ja kirjallisuus (S1) -oppimäärä äidinkielen ja kirjallisuuden oppiaineeseen ja luotu valtakunnallisista pakollisista sekä valinnaisista moduuleista opintojaksot. Opintojaksoille tehty paikalliset lisäykset laaja-alaisiin tavoitteisiin ja arviointiin.
- Tehty paikallinen tarkennus lukion opintojen rakennetta koskevaan kappaleeseen sekä lisätty opetussuunnitelmaan lukion tuntijako ja kieliohjelma.
- Kaikille opintojaksoille tehty paikalliset lisäykset laaja-alaisiin tavoitteisiin ja arviointiin.
- Täsmennetty itsenäisesti opiskeltavia opintoja koskevaa paikallista lisäystä.
- Muokattu englanninkielistä termistöä vastaamaan Opetushallituksen käyttämiä käännösvastineita.

# **Curriculum of Aviapolis general upper secondary school**

Curriculum of Aviapolis general upper secondary school

Aviapoliksen lukio

23.10.2025

**PDF created**

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# 1. Preparation and contents of the curriculum

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

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

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

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

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

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

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

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

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

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

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

## 1.1. Preparation of the curriculum

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

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

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

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

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

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

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

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

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

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

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

## 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.*

## 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.*

#### **Vantaa general upper secondary education**

Vantaa's general upper secondary schools offer high-quality general upper secondary education that provides students with a wide-ranging general education and good life management skills. The general upper secondary school community supports each student's growth and development into a balanced, responsible and civilized citizen who has the ability to function in a changing society and is capable of continuous learning. Graduates from Vantaa's general upper secondary schools are well prepared to continue their studies and achieve their goals in their personal lives and in future jobs.

Vantaa's general upper secondary schools are attractive, international, multicultural, innovative and continuously developing educational institutions. The studies are arranged in modern and safe learning environments. Students actively participate in the development of the school activities in Vantaa's general upper secondary schools. Promoting student well-being is a matter that involves the entire community. In the inspiring and encouraging operating culture of general upper secondary schools, students have the opportunity to discover their own interests and strengths.

## 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.*

### **Vantaa general upper secondary education**

The values of Vantaa general upper secondary education are based on the values recorded in the Finnish National Agency for Education's curriculum and the values of the City of Vantaa. These are reflected in general upper secondary education in the following ways, for example:

#### Openness

- Open-mindedness and the search for alternative ways of doing things
- Transparent assessment
- Inclusive operating culture and openness of communication

- Cooperation between general upper secondary schools and sharing successes

#### Courage

- Presenting one's thoughts and ideas
- Bravery to grow into one's own self
- Trying new things and maintaining best practices
- Allowing failures and learning from mistakes
- Making new contacts

#### Accountability

- Respect of human rights
- Ecological responsibility
- Development and application of the knowledge and skills needed for a sustainable lifestyle
- Taking responsibility for oneself and the community
- Mutual care and concern as well as early intervention
- Equality and non-discriminatory and fair treatment

#### Communality

- Building a team spirit
- Operating in a fair manner
- Understanding and respecting diversity
- Creating international and multicultural connections

## 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.*

It is recommended that the subjects' compulsory studies are completed in numerical order. It is generally not recommended to complete a subject's optional studies before completing at least one study unit of the subject's compulsory studies. Exceptions to the above and other possible specifications for the order of completion are described in the subject texts.

#### 3.1.1. Distribution of study hours and language program

##### **Aviapolis general upper secondary school's distribution of study hours**

Subject group and subject	Compulsory studies (cr)	National optional studies (cr)	School-specific optional studies (cr)
<i>Mother tongue and literature, second national language and foreign language studies</i>			
-Finnish language and literature	12	6	
-Finnish as a second language and literature	12	6	
- A language	12	4	
English			
Spanish			
Swedish			
German			
French			
Russian			
-B1 language, Swedish	10	4	
-B2 language		16	
German			
French			
-B3 languages		16	
Swedish			
German			
French			
Spanish			
Russian			
<i>Mathematics and natural sciences</i>			
-Mathematics common studies	2		
-Mathematics, basic	10	4	
-Mathematics, advanced	18	6	
-Biology	4	6	

-Geography	2	6	
-Physics	2	12	
-Chemistry	2	8	
<i>Humanities and social sciences</i>			
-Philosophy	4	4	
-Psychology	2	8	
-History	6	6	
-Social studies	6	2	
-Religion or ethics	4	8	
-Health education	2	4	
<i>Art and physical education studies</i>			
-Physical education	4	6	
-Music and visual arts in total	6		
-Music	2 or 4	4	
-Visual Arts	2 or 4	4	
Study and careers education	4		
Thematic studies, general upper secondary school diplomas		6	7
Total compulsory studies	94 or 102		
Minimum national optional studies	20		
Minimum total studies	150		

### Aviapolis general upper secondary school's language program

Aviapolis general upper secondary school offers studies for the languages listed below. Teaching will be carried out as long as there are enough students in the groups. The studies can be offered so that they start every other year, in order for each age group to complete enough of them during their upper secondary education to take the matriculation examination tests.

A languages	Swedish, English, French, Spanish, German, Russian
B1 language	Swedish
B2 language	French, German
B3 language	Swedish, French, German, Spanish, Russian

## 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.

### **Vantaa general upper secondary education**

Vantaa's general upper secondary schools are study environments where interaction, community spirit and independent work support each other. Physical and digital student environments are developed in a student-oriented manner. Learning environment solutions support individual and group work opportunities as well as student activity and participation. Learning environments are developed in accordance with the four principles of sustainable development. Vantaa's general upper secondary schools utilise the opportunities offered by nearby areas to enrich their study environments. These include library, sports and cultural services, nature and other local environments, business cooperation and the Vantaa upper secondary school network. Collaboration with other science and art institutions, civil society, working life and other parties also supports the expansion of the study environment. Information and communication technology solutions guide the process of combining the knowledge and skills learned in different subjects.

General upper secondary school studies emphasise learning future skills, such as learning capabilities, critical thinking and creativity. Students are guided in planning their own studies and self-evaluating their own activities and work skills. As their general upper secondary school studies progress, students strengthen these skills.

At Vantaa's general upper secondary schools, students can choose between a variety of study completion methods in a guided manner. This also supports the development of the students' capabilities to take on further studies. If a study unit can be completed independently, the teacher and student prepare a plan for how to complete the study unit, the relevant guidance and progress monitoring. Students can agree with their guidance counsellor to complete the study unit through a distance learning general upper secondary school.

## **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.*

## **Vantaa general upper secondary education**

### **Learning community**

The operating cultures of general upper secondary schools strengthen their preconditions for operating as learning communities. The community members are the students, teachers, student welfare employees as well as the head teacher and other staff. General upper secondary school operations are student-oriented and, in addition to the staff, students participate in the development and operations of the educational institution.

Vantaa's general upper secondary schools actively interact with the surrounding community. Physical and digital learning environments are used in diverse ways. The general upper secondary schools maintain and develop alumni activities.

Vantaa's general upper secondary schools operate in line with and promote the common digital vision for upper secondary education.

### **Inclusion and communality**

Vantaa's general upper secondary schools promote learning how to become active citizens by encouraging students to participate in influencing activities within upper secondary schools, as well as in influencing the local area and the national level. Student councils operate actively at educational institutions, the city level and the national level. Group guidance and tutoring support students' group formation, the development of general upper secondary school skills and self-direction. The activities of group instructors are actively developed in collaboration with students.

### **Well-being and a sustainable future**

Supporting student well-being is at the heart of the operating culture of Vantaa's general upper secondary education. Openness, caring and mutual respect are operating principles that are reflected in all activities and interactions in educational institutions. General upper secondary school events increase both mental and physical well-being and strengthen community spirit.

Students are guided towards the persistent planning of their studies, with due consideration to sufficient recovery. A culture of physical activity is part of everyday school life.

General upper secondary schools operate in accordance with the four principles of sustainable development. In Vantaa, an environmental programme is drawn up for each council term to guide the environmental responsibility activities of general upper secondary schools.

Students are involved in planning and implementing the general upper secondary school's environmental responsibility activities. Environmental education involves collaboration with the City of Vantaa, associations, companies and various educational institutions. For example, school meals are developed in collaboration with general upper secondary school procurement services and meal service providers to promote environmental responsibility, health and well-being.

### **Equality and non-discrimination**

Vantaa's general upper secondary schools have drawn up an equality and non-discrimination plan, which is updated regularly together with students and staff. Students, teachers and student welfare employees work together to create an operating culture that promotes equality and non-discrimination. Inappropriate behaviour is addressed immediately and appropriately. Particular attention is paid to multiple discrimination, i.e. situations where several separate factors have a discriminatory effect at the same time. Learning environments are formed in a way that supports equality and non-discrimination. The guidance focuses on gendered practices in connection with students' study choices and the planning of further studies.

### **Cultural diversity and language awareness**

Vantaa is a multicultural and multilingual city in which different languages and cultures come into contact naturally. The individual backgrounds and starting points of the students are taken into account in teaching arrangements and guidance counselling. General upper secondary schools invest in language awareness. Multilingual learners are also offered education in their native language, where possible. General upper secondary schools are developing their operations to offer students opportunities to learn about different languages and cultures as part of everyday general upper secondary school life and through collaborative projects. Attention is paid to the selection of learning materials so that they support cultural diversity and language awareness.

## **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.*

### **Vantaa general upper secondary education**

The goal of the collaboration between homes and educational institutions is to diversify the operating cultures of general upper secondary schools. The basis of the collaboration is approachability and easily accessible communication on various study-related matters. The goal is positive interaction between the home and the school in order to support learning and growth. When planning collaboration, different linguistic and cultural backgrounds are considered, and care is taken to ensure the accessibility of information and forms of cooperation. These forms of cooperation include guardians' evenings, joint celebrations, cooperation days and parents' association activities. The activities of the general upper secondary school are also highlighted through various virtual solutions. In suitable situations, the professional expertise of guardians is incorporated into the operations of the educational institution.

The opinions of students and guardians about the activities of the educational institution and the education provider are regularly examined. Guardians are also informed about the results of the surveys and provided with the opportunity to participate in the development of the activities.

The general upper secondary schools ensure that guardians receive basic information about general upper secondary school studies, student welfare, guidance and various forms of support. The educational institution community and guardians have a shared responsibility for monitoring the students' studies. The joint student welfare plan for Vantaa general upper secondary education describes in more detail the cooperation between subject teachers, group instructors, guidance counsellors and student support employees with guardians. The group instructor has the main responsibility for communicating with guardians about teaching through Wilma, for example. The goal is to continue the collaboration throughout general upper secondary school studies.

## **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.*

## **Vantaa general upper secondary education**

### *Cooperation with higher education institutions*

Vantaa's general upper secondary schools are actively developing cooperation with universities. When planning their future, general upper secondary school students are guided to explore various further education and career opportunities boldly, with an open mind and in a diverse manner.

General upper secondary schools arrange opportunities for their students to get acquainted with higher education studies, for example through field-specific and alumni presentations, educational institution and campus visits, and other collaborative events. Virtual technology is used in the collaboration whenever possible.

Furthermore, general upper secondary school students have the opportunity to take certain courses from universities and universities of applied sciences during their general upper secondary school period and have the completed courses recognized as general upper secondary school studies. It is also possible to take advantage of the study options offered by summer universities. Preview courses provide students with new perspectives on preparing their further study plans and can also support them in preparing for their matriculation examinations.

Both general upper secondary school guidance counsellors and subject teachers participate in the collaboration with higher education institutions. The various study courses introduce students to the further education and career opportunities in each subject. It is also possible to organise subject teaching in collaboration with universities.

Students are informed about university cooperation in a variety of ways, through various communication channels.

The higher education cooperation of Vantaa general upper secondary schools emphasises all areas of wide-ranging expertise.

### *Working life capabilities*

Working life cooperation creates the conditions for students to examine their own strengths, interests and skills. Students are encouraged to be active, take initiative and be open-minded about their future working life.

The connection between subjects and working life is deepened by developing the working life cooperation of study periods in different subjects, for example. The students' working life skills are developed through visits, alumni activities and projects, for example. The aim is to provide students with opportunities to learn about future working life and sustainable future practices through activities such as participating in various projects in which they get to do things themselves. The project-based approach to collaborating with companies and other working life operators enables learning by doing.

The goals for working life skills are recorded in the general upper secondary school-specific teaching and learning plan.

### *International competence*

Vantaa's general upper secondary schools are active international operators. They participate in international projects and belong to many international networks. Every general upper secondary school has an internationalisation plan, which is updated each school year.

Cooperation between subjects to increase students' international competence is carried out at each general upper secondary school in the form of joint study sessions, for example. In the education towards global citizenship, the expertise of organisations and cooperation with the third sector are utilised, among other things. The study of optional languages is supported through cooperation between general upper secondary schools, for example.

The study of optional languages is supported through cooperation between general upper secondary schools, among other arrangements. Domestic internationalisation will also be increased through virtual technology and by utilising the expertise of international entities operating in Finland, such as institutions, private individuals and non-profit organisations.

Vantaa is a multicultural city, which makes internationality an element in the everyday life of students. The city's geographical location offers a great international environment with places to visit, job opportunities and recreational activities.

Students are encouraged to participate in international activities at upper secondary schools to promote intercultural understanding and appreciation. General upper secondary schools can also utilise the expertise of their multicultural students in their international activities.

## 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:*

- 
- *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.)*

## **Vantaa general upper secondary education**

Vantaa's general upper secondary schools operate according to the principle of involving the entire school in the steering activities. The guidance of general upper secondary school operations is a wide-ranging arrangement in the planning and implementation of which students, guidance counsellors, subject teachers, group instructor, student welfare experts, head teachers and guardians take part.

### *Tasks and objectives of guidance*

Building a guidance relationship starts at the beginning of a student's studies and is maintained throughout their general upper secondary school studies. The goal of the guidance is to strengthen students' active agency, participation and responsibility. Students in Vantaa are encouraged to see learning as a comprehensive lifelong process that also takes place outside the educational institutions. The goal is for students to be active participants and actors in their communities and in the choices that affect them.

The guidance is implemented taking into account each student's needs at different stages of general upper secondary school studies.

The guidance helps students develop the skills needed for general upper secondary school studies. Students learn how to

- know the structure of general upper secondary school studies and the importance of subject choices
- develop their learning skills
- take responsibility for the progress of their studies
- develop self-assessment and reflection on their own learning
- strengthen their own agency and responsibility
- to prepare a plan for further studies and engage in career and life planning

### *Arrangement of guidance*

The group instructors, subject teachers and guidance counsellors monitor the students' progress in their studies. If a student has difficulties progressing in their studies, they will be offered guidance and support. The shared task of all actors involved is to support the development of the students' further study and working life skills, as well as career planning.

### *Operators and work division in the context of guidance*

**Students** plan their studies and carry out further study and career planning with the support of various guidance actors and take responsibility for updating and implementing the plans.

**Group instructors** are the immediate supervisors and support persons for their own groups, who strive to promote the study conditions and well-being of the students in their group. The group instructors guide the students in preparing a personal study plan, monitoring its implementation

and updating it through group instruction meetings, for example. The group instructors monitor the students' academic success periodically and, if necessary, contact the guardians about study progress.

**Subject teachers** provide students with information about the importance of studying the subject they teach and introduce them to further education opportunities and working life in the field. Subject teachers guide students in the study techniques of the subject they teach and bolster the development of students' learning skills. Subject teachers play an important role in supporting and monitoring the progress of the students' studies. In addition to this, they help the students identify their skills and strengths, which they then reflect upon in their personal study plans.

The guidance counsellors coordinate the planning, development, implementation and evaluation of the guidance. They support students in their personal growth and development and guide the students in planning their upper secondary school studies and considering matters related to further studies and professional orientation.

The joint student welfare plan for Vantaa general upper secondary education describes in more detail the roles of the various actors in supporting and guiding students.

#### *Guidance in the context of transitions*

The transition to general upper secondary school is supported through active cooperation with comprehensive schools and communication. Head teachers, guidance counsellors and school personnel inform comprehensive education personnel, students and guardians about the general upper secondary school studies. Comprehensive education students have the opportunity to familiarise themselves with Vantaa general upper secondary school studies during comprehensive education by completing general upper secondary school studies through the Sotunki distance learning general upper secondary school. Vantaa general upper secondary schools organise annual orientation days for students completing their comprehensive education as well as their guardians. In addition to this, general upper secondary school guidance counsellors inform comprehensive education counsellors about the study options available at their general upper secondary schools. In the early stages of studies, the Helsinki Metropolitan Area's common study information form is used to provide information on the transition from comprehensive education to general upper secondary education.

The transition of students from general upper secondary education to further studies is supported through cooperation with higher education institutions. During their general upper secondary school years, students are provided with opportunities to explore various further study and education options by visiting educational institutions, inviting university students, alumni or other experts to lecture at general upper secondary schools, and participating in introductory and preview courses at partner universities.

Students who have completed their matriculation examination within a maximum of one year have the opportunity to receive follow-up guidance. The follow-up guidance is arranged at the upper secondary school from which the student in question graduated. The student can contact their upper secondary school's guidance counsellor, who will assess their guidance and support needs and, if necessary, refer them to services such as Ohjaamo.

#### *Guidance cooperation with working life and other parties outside the educational institution*

During their general upper secondary school studies, students are guided in career planning. Students gain information about the importance of different subjects from the perspective of working life and future professions, and they learn about working life and entrepreneurship through various visits, projects, and study periods. Students are guided to form a diverse understanding of the opportunities offered by working life and entrepreneurship. Students are encouraged to interact with companies and other employers actively to secure summer jobs and develop their own career planning, for example.

Active cooperation between the home and the school ensures that the students' well-being, studies and preconditions for studying are supported in cooperation with the guardians. Various opportunities are organised for guardians to meet general upper secondary school staff and have opportunities for discussion. Guardians receive information about the content and structure of

general upper secondary school studies and their significance as part of the young person's further study and career planning. Group instructors play a key role in the communication between guardians and the educational institutions.

Equality among students during the application phase for general upper secondary school and further studies is ensured by guiding students to identify their own strengths and interests and make choices based on them. The guidance pays attention to gender awareness and equality. The goal is to support the students' ability to make meaningful subject-related and other choices as well as meaningful plans so that gender or one's socioeconomic, linguistic or cultural background does not become an unconscious limitation or obstacle.

#### *Personal study plan*

In Vantaa, each student prepares a personal study plan (PSP). Students also monitor the implementation of the plan and updates the plan regularly during their studies. The goal of the plan is for the students to take responsibility for both their general upper secondary school studies and the planning of their further studies. With the help of PSP guidance and feedback from teachers, students learn to identify their own strengths and challenges in learning and develop their study skills in accordance with their goals. In Vantaa, the aim is for the study plan to be an essential guidance tool for the entire school, ensuring timely support for students and the smooth progress of their studies. PSP guidance is implemented in Vantaa during guidance counselling periods and as part of group instruction and subject teaching.

## **4.2. Support for learning and special needs education**

### **Vantaa general upper secondary education**

In Vantaa, support is offered to everyone, and all students have an equal right to receive support. The principles of equality, community, social inclusion, non-discrimination and diversity guide the organization of teaching and support in our general upper secondary schools.

Further details regarding students' right to support, such as remedial instruction and other support measures, as well as the content of and grounds for special needs education can be found in the study guides of general upper secondary schools. In addition, students and guardians will be provided with information regarding the available support at the start of general upper secondary education and during the student's studies. This information will be provided by, for example, the homeroom teacher, student counseling and parents' evenings. Students can also talk to the faculty if they would like to know more about learning support and special needs education.

### **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.*

### **Vantaa general upper secondary education**

In Vantaa, learning support is available to everyone, and it is based on the use of diverse teaching methods which benefit all students, guidance for learning the skills of learning, language-aware pedagogy, monitoring the development of students' skills and constructive and positive feedback. All students are offered the opportunity for remedial instruction. The forms of remedial instruction are specific to each educational institution.

The assessment of a student's individual need for support and the planning of support are initiated with the help of support documents or other information, such as data transfer forms. Comprehensive education institutions deliver all the necessary information and documents for organizing teaching pertaining to support decisions made during students' comprehensive education to the special needs teachers at general upper secondary schools (Compulsory Education Act, Section 23). The special needs teacher will forward the information regarding any learning-related statements and support measures used during comprehensive education to those persons to whom this information may be disclosed in accordance with Section 16 of the Compulsory Education Act and Section 58 of the Act on General Upper Secondary Education. In Vantaa, every student assesses their need for support in connection with creating their personal study plan.

The general upper secondary school's special needs teacher will assess students' individual needs for support in general upper secondary school based on support decisions and other possible documents. As part of the assessment of the need for support, the special needs teacher will utilize information gathered in different ways, such as discussions with the student and other teachers as well as observations made during classes, in addition to the above-mentioned documents. Students' potential reading and writing difficulties are investigated at the start of general upper secondary school studies with the help of a reading screening, and further investigated through reading tests, if necessary. In the case of suspected concentration difficulties, the special needs teacher will work together with student welfare. Vantaa has a student welfare ADHD service path available. Other potential matters impeding learning will be investigated as necessary through other means, such as initial assessments in mathematics or language skills.

If a student is found to have a need for individual and recurrent learning support, the special needs teacher will create a support form together with the student, which will describe the need for support and list the support methods needed by the student, as well as the subjects in which the support is needed. At the start of each study unit, the subject teacher will familiarize themselves with the students' support needs and plan their teaching in accordance with the group's support needs. Support will primarily be carried out at the group level, for example, through structured and clear teaching, natural differentiation and creating a positive study atmosphere. In addition, more individual forms of support may include remedial instruction, pedagogical support from a special needs teacher, diverse opportunities for demonstrating skills and skill assessment methods, study strategy guidance and language-aware forms of support, such as the use of word lists or plain-language materials or utilizing one's own native language. If necessary, the subject teacher will consult the special needs teacher when planning support. The subject teacher will record the support measures provided on the student's support form. The subject teacher, special

needs teacher and student will monitor the effectiveness of the support provided and assess the need for support regularly. The homeroom teacher and student counselor will also monitor the effectiveness of the support, for example, in connection with their other monitoring of the progress of the students' studies.

The student can apply for special arrangements from the Matriculation Examination Board for completing the matriculation examination. The special arrangement form is drawn up by the special needs teacher, principal or S2 teacher. If needed, the subject teachers will be asked for a statement. The special arrangements being applied for must be carried out during upper secondary education and the subject teacher must record the support given on the learning support form. The need for special arrangements will be assessed based on the support given which has been recorded on the support form.

The entire educational institution community is responsible for upholding a positive and community-oriented operational culture and for observing the students. Any concerns should be raised in accordance with Vantaa's joint student welfare plan.

## 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.

### **Vantaa general upper secondary education**

If the faculty feels that the learning support offered to a student does not sufficiently meet the student's support needs, the special needs teacher will discuss the matter with the student and, if the student is a minor, with the student's guardian. The sufficiency of the learning support carried out in general upper secondary school can be assessed after the student has been offered learning support in accordance with section 4.2.1 and the student has utilized this support. In some cases, the need for special needs education can be determined immediately at the start of general upper secondary education on the basis of documents received from comprehensive education. A student or underaged student's guardian may also ask for special needs education, in which case the special needs teacher will assess the need for special needs education together with them. In both cases, the decision process will be initiated after the discussion if the student and/or underaged student's guardian still request it or if the special needs teacher and principal deem it necessary. The discussion may also come to the shared conclusion that there is no need for special needs education.

Once the special needs education decision has been initiated, the special needs teacher will prepare it and, if necessary, refer to the expert opinions and justifications of other professionals, such as the student counselor, homeroom teacher, subject teacher or student welfare. The tasks of student welfare have been specified in the student welfare plan. After this, a hearing of the student and underaged student's guardian is organized in accordance with the Administrative Procedure Act, for example, in a multidisciplinary group meeting or by otherwise meeting with the student and guardian. The principal will make an administrative decision on special needs education based on the special needs teacher's preparation. The decision can also be made for a fixed period, in which case the need for special needs education must be reassessed after the end of the fixed period. If necessary, a decision on ending the student's special needs education can also be made during general upper secondary school studies.

Special needs education means regular support and study strategy guidance, which is carried out in the form of regular meetings with the special needs teacher. The forms of special needs education are specific to each educational institution. The special needs teacher monitors the effectiveness of the special needs education they provide on the basis of the student's performance. The monitoring and assessment must focus on the matters which are recorded in the student's special needs education decision.

Together with the student, the special needs teacher will discuss the opportunity of recording the special needs education in the student's personal study plan. The special needs education is recorded on the student's support form with the permission of the student. Alongside special needs education, learning support can also be carried out and will also be recorded on the support form. In this case, the special needs teacher will record the special needs education provided on the student's support form, and the subject teacher will record the learning support measures provided on the form. The subject teacher, special needs teacher and student will monitor the effectiveness of the learning support and special needs education as a whole and assess the need for support regularly.

### 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).*

## Vantaa general upper secondary education

Together with the student, the special needs teacher will list the individual teaching arrangements on the form, such as the need for extra time or a separate space for exams. For assistant services, the student must contact their own wellbeing services county's disability counseling or other services' counseling.

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

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

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

## 4.3. Student welfare

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

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

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

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

(Section 15 a of the Health Care Act 378/2022 and section 9 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

### 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)

#### 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.

### **Vantaa general upper secondary education**

Young people who have grown up in a variety of linguistic and cultural environments study at Vantaa upper secondary schools. All young people are encouraged to highlight their own culture as part of each general upper secondary school's shared operating culture.

The objective of Vantaa general upper secondary education is to provide language and culture-aware teaching and guidance so that all students have the opportunity to succeed in their studies at a level corresponding to their own competence. Diverse study and assessment methods ensure that students have the opportunity to demonstrate their actual skills and competence. Student guidance is the responsibility of everyone working at the school.

Where possible, students are also provided with instruction in their own native language and religion.

## 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.*

#### **Vantaa general upper secondary education**

The principles of implementing assessment in Vantaa general upper secondary education are transparency, fairness, student-orientation and the consideration of differences between learners. Pedagogically justified, diverse and appropriate assessment methods are used to support and

guide student learning. The assessment forms a clear and understandable whole of which the students are also aware. Students are encouraged to set learning goals for themselves and identify ways to achieve them.

## 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.*

### Vantaa general upper secondary education

In Vantaa general upper secondary schools, the objectives of the study unit and the criteria for assessment are discussed with students at the beginning of the study unit. The jointly agreed assessment criteria are recorded for students to see and monitor. Assessment is carried out during the study unit using a variety of methods, including assignment evaluation, self-assessment, peer assessment, feedback discussions, pair exams, oral exams, tests, etc.

When assessing a student's work, attention is paid to perseverance, goal-orientedness and the ability to plan one's own activities in relation to the objectives of the study unit.

### 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.*

### **Vantaa general upper secondary education**

In Vantaa general upper secondary schools, in addition to the completion entries specified in the curriculum, the K, Z and M entries are used. A K entry indicates a suspended study that is not included in the student's syllabus. The Z marking indicates a study that is in progress. A separate completion entry (a grade, or K or Z) is displayed on the study report for each module so that students can monitor the progress of their studies and, if necessary, complete the studies in progress for an individual module. The final grade for a study unit is given once all modules included in the study unit have been completed. However, students may be provided with interim information about the module assessment of studies marked with M. The letter entry is changed to a number when the study unit is fully completed. The final grade does not need to be the arithmetic average of the modules. Students can complete missing parts of the study unit, i.e. modules marked with Z, within a deadline determined on a basis specific to each general upper secondary school.

Students can complete missing parts of the study unit, i.e. modules marked with a Z, within a deadline determined by each general upper secondary school.

A study unit is passed (grade 5 or S) when the study unit objectives according to the curriculum have been achieved in the ways agreed upon at the beginning of the study unit.

Grades are increased per study unit or, if the study unit involves several subjects, for each module separately. The grade can be improved by participating in the teaching again or by completing the study unit or module independently. A passing grade can be improved by demonstrating knowledge that is deeper than that indicated by the previous grade.

Students can improve the grade of a failed module or study unit by retaking the parts of the studies that they have not completed with a passing grade. Retaking an exam may be an element in increasing the grade of a failed studies, but students may also be required to complete other assignments included in the module.

### **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.*

### **Vantaa general upper secondary education**

Students have the opportunity to study study units or individual modules independently, depending on the general upper secondary school, provided that they have successfully completed the required previous studies. The first module of a subject is generally not recommended for independent completion.

A written plan is prepared with the student for the independent completion of a study unit. The written plan defines the tasks included in the independent completion, their assessment criteria and schedule. Independent completion may include evaluation discussions, self-assessment, peer assessment, exams, etc. The assessment should be diverse.

If a student receives a failing grade for an independently completed study unit, they will be instructed to complete the study unit in classroom education. Other instructions for independently completed study units are determined in the curricula that are specific to each general upper secondary school.

### **Aviapolis upper secondary school**

Independent studies complement students' opportunities to complete general upper secondary studies. Independent studies come into play when, for example, a student is completing a large number of credits and the necessary studies overlap in terms of the timetable, or when a student is unable to attend a class due to, for example, a long-term illness.

A student may complete a study unit or module as independent studies if the student has demonstrated sufficient achievement in previous studies in the subject. If a subject includes only one compulsory study unit, completing it as independent studies is permitted only for compelling reasons. If it is not possible to complete the study unit as independent study, this is mentioned in the curriculum in the study unit description.

Failure of a study unit or module to be completed as independent studies is not recorded in the study record. Independent studies can be incorporated as part of the study of different subjects, for example in the form of learning projects and portfolio work. If the study unit is required to be completed entirely as independent studies, this is stated in the curriculum in the study unit description.

## **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.*

### **Vantaa general upper secondary education**

The group instructor, guidance counsellor and subject teachers monitor the progress of each student's studies. If a student has difficulties progressing in their studies, they must be offered guidance and support. Guardians are informed about the progress of the student's studies through periodic assessments.

## **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.

### **Vantaa general upper secondary education**

The head teacher decides on the recognition of competence and the transfer of credits for studies based on the application submitted by the student. Studies that can be recognised include, for example, studies completed during exchange studies, university studies or general

upper secondary school studies completed elsewhere. General upper secondary school studies completed during comprehensive education or TUVA education are included as part of general upper secondary school studies based on the certificate presented by the student. The studies that can be credited can be study units or individual parts of a study unit, i.e. modules. Accreditation and recognition of competence are done in the best interest of each student. A decision on the recognition of competence will be made upon separate request before the start of the aforementioned studies or the course of study concerning the competence to be credited.

If a student changes the level of the subject's syllabus during a study periods, the most recent level determines the level on the final certificate. The student must notify the school in writing of any change in the subject's syllabus level.

### 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:*

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

*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.*

#### **Vantaa general upper secondary education**

It is possible for a student to increase the subject syllabus grade, which is determined based on the average of the study periods, based on the discretion of the teachers and the head teacher who decide on the student's assessment. To increase the grade of the subject's syllabus, the student may be required to provide additional evidence, which is determined on a case-by-case basis.

## **5.4. Completion of the entire general upper secondary education syllabus**

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1) student admissions;*
- 2) the granting of an extension referred to in subsection 2 of section 23 or the termination of the right to study referred to in section 24;*
- 3) recognition of successfully completed studies;*
- 4) special arrangements in studies;*
- 5) the right to be given instruction in religion or culture, worldviews and ethics;*

6) the right to be given special needs education. (Section 49 of the Act on General Upper Secondary Education 714/2018, as amended by Act 801/2024.)

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

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

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

## 5.6. Certificates and the information included in them

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

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

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

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

The following certificates are used at general upper secondary schools:

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

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

- title of the certificate
- name of the education provider
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture

- name of the educational institution
- name and personal identity code of the student
- completed studies
- place and date of award of the certificate and the principal's signature
- grading scale
- specification of the language syllabi

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 5.7. Issues subject to local decisions related to assessment

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

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

## 6. Learning objectives and core contents of instruction

### 6.1. General objectives of instruction

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

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

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

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

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

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

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

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

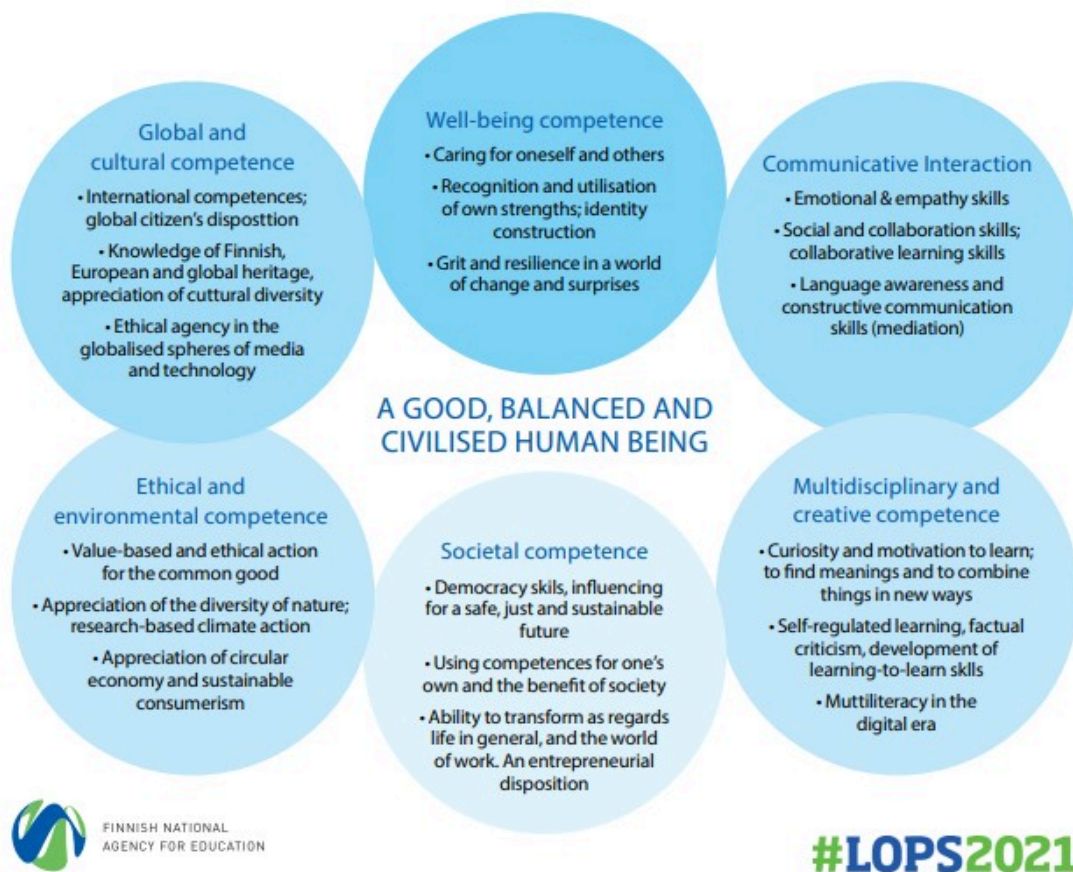
## 6.2. Transversal competences

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

### Transversal Competences in General Upper Secondary Education as of 2021

#### General objectives:

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



Transversal competence areas

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

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

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

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

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

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

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

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

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

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

#### **Well-being competence**

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

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

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

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

#### **Interaction competence**

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

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

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

#### **Multidisciplinary and creative competence**

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

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

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

#### **Societal competence**

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

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

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

#### **Ethical and environmental competence**

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

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

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

#### **Global and cultural competence**

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

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

### **Vantaa general upper secondary education**

#### **Welfare competence**

Vantaa's general upper secondary schools maintain and develop a safe and communal atmosphere and a culture of caring that promotes the health and well-being of students. Students gain information about society's welfare services and the skills to seek help for themselves and their loved ones, if necessary.

When preparing a personal study plan, each student receives support and guidance in making diverse subject choices, including practical and arts subjects that promote well-being in their studies, for example.

During general upper secondary school studies, students gain the skills for comprehensive growth. Students are offered opportunities to address current issues and uncertainties related to the future in various subjects. Students gain the skills to face conflicts and develop solutions.

#### *Interaction competence*

Students' interaction skills develop through the culture of Vantaa's general upper secondary schools, that encourages encounters and being present. Daily routines include greetings, good manners and respect for others. In Vantaa, the teacher is present in the student's day-to-day school life.

Interaction is a way of learning in all subjects. Students are encouraged to express their own views and listen to those of others. Students gain the skills to be aware of their own and others' emotions and understand their effects on interactive situations. The students learn to function in a multicultural community.

Interaction skills are developed in teaching through both methods and content, and students are involved in a variety of decision-making processes at school.

#### *Multi-disciplinary and creative competence*

The goal is for students to grow into participating, independent and multi-literate citizens who know how to take care of their data security and account for ethical responsibility issues in communication. Digital competence is a natural part of general upper secondary school studies. During their years in general upper secondary education, students become familiar with the various opportunities created by digitalisation and develop their own digital literacy.

As part of studying each subject, students become familiar with the ways in which different fields of science and art use language and present and construct reality. Each student's development as an interpreter of texts is supported by the diverse materials utilized in the studies. Students learn the specific language of different scientific disciplines through different subjects, and language awareness is present in all studies. Vantaa's general upper secondary schools also provide a foundation for reading during free time.

During their general upper secondary studies, students become familiar with higher education studies through various visits, expert visits and familiarisation periods. Through university collaboration, students can expand their knowledge.

#### *Societal competence*

Students are active planners of their own studies and take responsibility for their own choices. Through various projects or tasks related to the local environment, students learn to take social responsibility for the environment and influence issues related to their living environment. Students learn about the functioning of democracy through various visits, among other things.

Students are informed about the principles of civil society through elections and debates organised in upper secondary schools. Students are offered opportunities to participate and influence the development of upper secondary school operations in various situations, and the results of their influence are made visible. Students' channels of influence include student union activities, upper secondary school teams, working groups, youth councils, and various organisations, for example. Students are involved in general upper secondary school teams or other development groups and the management team to the extent permitted by law.

Students get to know, gain experience in and learn about the content, requirements and needs of working and corporate life through working life cooperation during general upper secondary education. The student adopts a bold and positive attitude towards entrepreneurship.

#### *Ethics and environmental expertise*

Promoting a sustainable lifestyle is an important part of the school culture of Vantaa's upper secondary education. Sustainable lifestyles are viewed from an ecological, economic, social and cultural perspective. The goal is for the student to understand that safeguarding biodiversity can only be achieved by coordinating all of these perspectives.

During their general upper secondary studies, students gain the skills to reflect on the significance of their own choices and actions from the perspectives of climate change and biodiversity. Students are offered opportunities to participate in the planning and development of projects and study units related to climate change mitigation. Students learn to see connections between things, contextualise larger collections of contents and act from a global perspective.

#### *Global and cultural competence*

Vantaa's general upper secondary schools are multicultural communities where people from many linguistic and cultural backgrounds study and work. Multiculturality and internationality are incorporated in the operations of upper secondary schools. In general upper secondary education, students gain the skills to encounter, reflect on and strengthen their knowledge of cultures and different cultural identities. The goal is for the students to learn to observe and appreciate the cultural diversity of their environment. The students are also supported in developing their own cultural identity.

The students gain experience of internationality through various projects, initiatives, visits and exchanges. The students also learn to identify opportunities for internationalisation in the native country. Through international education, students gain the skills to grow into global citizens and the prerequisites for ethical agency in multicultural environments.

## 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*

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

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

*Studies included in the general upper secondary education syllabus for adults*

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

<b>Total studies (minimum)</b>	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
<p><b>A1.1</b></p> <p><b>First stage of elementary proficiency</b></p>	<p>Supported by the communication partner, the student is at times able to cope with a few of the most common and routine communication situations.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>A1.2</b></p> <p><b>Developing elementary proficiency</b></p>	<p>The student can at times cope with the most common routine communication situations, still mostly relying on the communication partner.</p>	<p>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</p>	<p>The student is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.</p>	<p>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</p>	<p>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</p>

		<i>partners to repeat what they said or slow down.</i>		<i>recognise individual facts in a text.</i>	<i>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.</i>
<b>A1.3</b>	<b>Functional elementary proficiency</b>	<i>The student is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.</i>	<i>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.</i>	<i>The student is able to use the most common expressions that are part of respectful language use in many routine social contacts.</i>	<i>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.</i>
<b>A2.1</b>		<b>First stage of basic proficiency</b>	<i>The student is able to exchange thoughts or information in familiar and</i>	<i>The student participates increasingly in communication, resorting to non-verbal</i>	<i>The student is able to cope with short social situations and use the most</i>
					<i>The student knows a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures. The student is able to discuss everyday issues important for them using a limited resource of expressions, to write simple messages, and to pronounce expressions that have been practised in a comprehensible way.</i>

	<p>everyday situations and can occasionally maintain a communication situation.</p>	<p>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.</p>	<p>common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.</p>	<p>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.</p>	<p>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.</p>
<p><b>A2.2</b></p>	<p>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.</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Developing basic proficiency</b></p>					

<p><b>B1.1</b></p> <p><b>Functional basic proficiency</b></p>	<p>The student is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>B1.2</b></p> <p><b>Fluent basic proficiency</b></p>	<p>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.</p>	<p>The student is able to take initiative and use suitable expressions in interaction deal with familiar topics. The student is able to correct misunderstandings quite easily and to negotiate the meanings of fairly complicated ideas.</p>	<p>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.</p>	<p>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.</p>	<p>The student is able to describe ordinary, concrete topics using description, analysis, and comparisons. The student is able to express themselves relatively effortlessly and to write personal and also more public messages and to express their thoughts on some fictional topics. The</p>

					<p>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.</p>
<p><b>B2.1</b></p> <p><b>First stage of independent proficiency</b></p>	<p>The student is able to communicate fluently also in some communication situations that are new to them, in which the language used is sometimes conceptual but yet clear.</p>	<p>The student is able to express their opinion and sometimes use standard phrases, such as "That is a difficult question", to gain some time. The student is also able to negotiate the meanings of complex issues and concepts. The student is able to monitor their understanding and communication and correct themselves.</p>	<p>The student strives to express their thoughts appropriately and respectfully for the communication partner, taking the requirements set by different situations into account.</p>	<p>The student understands speech or written text that is factually and linguistically complex. The student is able to follow a long speech and complicated argumentation and to express the main ideas of what they have heard. The student understands a large share of a discussion around them. The student understands many types of written texts that may also deal with abstract subjects and which contain facts, attitudes, and opinions.</p>	<p>The student is able to express themselves relatively clearly and accurately on many issues within their sphere of experience using versatile structures and rather extensive vocabulary that also includes idiomatic and conceptual expressions. The student is also able to participate in rather formal discussions and masters a relatively large vocabulary and even demanding sentence structures. The student's pronunciation is clear, the main stress in</p>

					a word is on the correct syllable, and their speech contains some intonation patterns typical for the target language.
<b>B2.2</b>	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.
<b>Functional independent proficiency</b>					
<b>C1.1</b> <b>First stage of fluent</b>	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

<b>language proficiency</b>	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 Lehtikoinen*

### **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 Lehtikoinen*

### **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.*

## 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.

## 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

### Interpreting and writing texts, 2 cr (ÄI1)

#### Modules in the study unit

- Interpreting and writing texts, 2 cr (ÄI1), 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*
- *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

##### *Interpreting and writing texts*

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *construction of a textual entity: analysing the objective, target group, contexts, content, structure, ways of expression, and perspectives 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*

#### Local specification

#### Transversal competences

##### Interaction competence

Interpersonal skills are practiced by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments.

##### Multidisciplinary and creative competence

Students learn to recognise and interpret a variety of diverse texts. They look at issues from many different angles and use their creativity to plan and produce, for example, written assignments.

##### Well-being competence

Students' self-awareness and identity develop through recognising and strengthening their own skills. The development of interaction and cooperation skills contributes to this process.

#### Assessment

##### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills

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objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Literature 1, 2 cr (ÄI4)

### Modules in the study unit

- Literature 1, 2 cr (ÄI4), Compulsory

### Objectives

#### Literature 1

*The objective of the module is that the students*

- *advance and diversify their modes of reading*
- *are familiar with the genres and ways of expression of fiction and non-fiction*
- *broaden their skills in reading, analysing, and interpreting diverse literature, using an appropriate approach and terminology*
- *understand that literature lends itself to multiple interpretations.*

### Core contents

#### Literature 1

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways of expression of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction as well as in other texts, including theatrical performances, cinema, games or other media texts*
- *different approaches to interpreting literature*

Local specification

### Transversal competences

#### Well-being competence

Through the experiential and affective reading of literature, students deepen their understanding of their own identity, of other people and of the world. Exploring ethical and topical questions in literature enhances students' ability to perceive things from multiple perspectives. Discussing literature and doing word art exercises develops listening and expression skills and strengthens the ability to produce text based on personal observations. Literature helps students live in a world of change and develops their thinking skills.

#### Multidisciplinary and creative competence

Visits to various scientific and cultural institutions and events strengthen students' identity as part of cultural life and prepare them for life after school.

## Ethical and environmental competence

Students understand global issues from different perspectives through their reading of fiction and non-fiction. The choice of themes for the books can be based on the social debate, such as the 2030 Agenda.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Interpreting texts 1, 2 cr (ÄI5)

### Modules in the study unit

- Interpreting texts 1, 2 cr (ÄI5), 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 interpret multimodal texts, especially media texts, as well as to analyse their ways of expression and interaction*
- *familiarise themselves with means of involvement and argumentation and advance their knowledge and skills relating to them.*

### Core contents

*Interpreting texts 1*

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

Local specification

### Transversal competences

#### Societal competence

The study unit deals with the role of the media as an influencer of society. The study unit develops critical media literacy and teaches students to identify different linguistic and audiovisual means

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of influence. Students are encouraged to develop the skills of an active, responsible and ethical citizen.

### **Interaction competence**

The study unit teaches students how to identify and use a wide range of influencing tools in interaction situations. Dialogues and debates, for example, provide an opportunity to practice ethical argumentation and rhetoric.

### **Ethical and environmental competence**

The study unit teaches students to examine and evaluate texts and the information they convey from an ideological and ethical perspective. The study unit also covers media ethics, freedom of expression and copyright.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## **Literature 2, 2 cr (Ä18)**

### **Modules in the study unit**

- Literature 2, 2 cr (Ä18), Compulsory

### **Objectives**

*Literature 2*

*The objective of the module is that the students*

- *improve their knowledge of literature and learn to examine fiction also as a part of changing society*
- *understand the significance of different contexts in interpreting literature*
- *are familiar with key works and themes of Finnish and world literature and are able to analyse them as part of their cultural context.*

### **Core contents**

*Literature 2*

- *Finnish literature as a diverse, polyphonic, and multilingual phenomenon in world literature*
- *examining 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*

Local specification

## **Transversal competences**

### **Well-being competence**

Reading broadens our understanding of a wide range of identities. Students' identity is broadened through reading literature. Reading in itself increases well-being.

### **Multidisciplinary and creative competence**

The development of critical and cultural literacy, text production skills, multiliteracy, language awareness and interaction skills supports learning and learning in all subjects and in cooperation between subjects. Developing skills (and reading literature) requires long-term, creative, exploratory, active and process-oriented work.

### **Societal competence**

The study unit teaches students how language, expression, texts and interaction build meanings and connections between people. Reading increases social understanding.

### **Global and cultural competence**

Reading both world and Finnish literature broadens students' understanding of cultural connections and multiculturalism. The aim is for students to understand their own identity in relation to Finnish, European and global culture. Reading literature in context increases understanding of the historical, social and cultural context of human society and individuals.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## **Interaction 3, 2 cr (ÄI9)**

### **Modules in the study unit**

- Interaction 3, 2 cr (ÄI9), Optional

### **Objectives**

*Interaction 3*

*The objective of the module is that the students*

- *diversify their interaction skills, especially those needed in further studies and the world of work*

- *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 analyse interaction from different perspectives.*

## Core contents

### Interaction 3

- *interaction skills needed in studies and the world of work, for example skills needed for meetings, negotiations, and job interviews*
- *presenting ideas or personal views convincingly, modes and rhetoric devices of argumentation*
- *analysing different interactive situations and relationships as well as the factors that influence them; conflicts and problem-solving in a group*
- *dialogical and constructive interaction, ethics in interaction*
- *possible participation in a secondary level final test of oral communication skills (the PUHVI test)*

Local specification

## Transversal competences

### Well-being competence

Students are able to test and develop their own communication skills in a variety of ways and gain ability to work in demanding communicative situations. Confidence in performing improves and students become aware of their own potential in different communicative roles.

### Interaction competence

Students deepen and broaden their interaction skills towards the needs of further studies and working life. They develop their cultural competence and societal competence in a variety of communication situations. Students also have the opportunity to demonstrate their communication skills by taking the final examination for oral communications skills.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## Writing 2, 2 cr (ÄI10)

### Modules in the study unit

- Writing 2, 2 cr (ÄI10), Optional

## Objectives

### Writing 2

The objective of the module is that the students

- develop their ability to express themselves in writing and their skills in producing a factual, relatively long text using background materials
- improve their mastery of the writing process and skills in editing their text.

## Core contents

### Writing 2

- planning and producing argumentative and reflective texts
- information management skills, source evaluation and criticism, copyright
- practice in different stages of writing and mastering time management
- defining the topic, selecting a perspective and materials, ways of using materials in a text
- revising and finalising a text, personal voice in a text, editing the language and form of texts

Local specification

## Transversal competences

### Societal competence

The study unit supports students' growth as active citizens through a variety of texts and assignments and by monitoring current media. The written assignments provide students with an opportunity to take a stand on social issues and deepen their debating writing skills.

### Well-being competence

In the study unit, students build their identity by writing reflective texts in their own voice. Writing develops self-expression skills and time management. Through a variety of texts and activities, students learn about the social, cultural and global means of promoting the well-being of communities and ecosystems.

### Multidisciplinary and creative competence

The study unit strengthens students' multiliteracy by interpreting and producing a variety of texts with varying levels of complexity, perspectives and contexts. The texts and assignments support the development of students' thinking and strengthen their ability to assess the reliability of texts and information

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## Interpreting texts 2, 2 cr (ÄI11)

### Modules in the study unit

- Interpreting texts 2, 2 cr (ÄI11), Optional

### Objectives

#### *Interpreting texts 2*

*The objective of the module is that the students*

- *advance their critical and cultural literacy*
- *are able to analyse, interpret, and evaluate different multimodal texts*
- *understand the significance of the intentions and context of texts when interpreting them*
- *are able to present and justify their interpretations of text using appropriate concepts.*

### Core contents

#### *Interpreting texts 2*

- *analysing diverse non-fiction and media texts and fictive texts, constructing an interpretation as well as using concepts*
- *different ways of interpreting texts*
- *placing a text in its situational and cultural context*
- *ways of constructing meanings in multimodal texts, including ways and forms of expression, and structures*

#### Local specification

### Transversal competences

#### Well-being competence

The study unit supports an essential life management skill: textual competence. Through the study unit, students' ability to manage processes persistently and purposefully is deepened.

#### Multidisciplinary and creative competence

The study unit deepens students' multiliteracy. Reading a wide range of texts helps students to develop their future democratic skills and their ability to participate constructively in social debate.

#### Societal competence

The study unit deepens students' multiliteracy. Reading a wide range of texts helps students to develop their future democratic skills and their ability to participate constructively in social debate.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## Language, textual awareness and writing, 2 cr (ÄI2-ÄI6)

### Modules in the study unit

- Language and textual awareness, 1 cr (ÄI2), Compulsory
- Writing 1, 1 cr (ÄI6), Compulsory

### Objectives

#### *Language and textual awareness*

*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 social nature of language and its importance for both individuals and communities.*

#### *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*
- *improve their skills in using other texts as a basis for their writing and evaluating the reliability of texts.*

### Core contents

#### *Language and textual awareness*

- *different perceptions of language: language as a structure, constructor of meanings, social and communal phenomenon, and an instrument of power*
- *the concept of multiliteracy, broad conception of text, the concept of genre*
- *language policy, monolingualism and plurilingualism, language ideologies, principles of language planning*

#### *Writing 1*

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

### Local specification

### Transversal competences

### Global and cultural competence

By studying the contents of the study unit, students deepen their knowledge and understanding of their own identities and of the diversity of both the upper secondary school community and society, where different identities, languages, religions and worldviews coexist and interact.

## Multidisciplinary and creative competence

Through classwork and written assignments, students learn about and practice using different ways of finding and presenting information. In doing so, they strengthen their ability to assess the reliability of information. Students get used to assessing the need for and relevance of different types of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Interaction, 2 cr (ÄI3-ÄI7)

### Modules in the study unit

- Interaction 1, 1 cr (ÄI3), Compulsory
- Interaction 2, 1 cr (ÄI7), Compulsory

### Objectives

#### Interaction 1

*The objective of the module is that the students*

- *are emboldened to communicate as well as develop their self-image as communicators and their perception 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.*

#### Interaction 2

*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

#### Interaction 1

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*

- *analysis of interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication as well as group communication phenomena, including roles, tensions, and cohesion*
- *language and identity as well as situation-specific variations of language*

#### *Interaction 2*

- *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*

#### Local specification

### **Transversal competences**

#### **Interaction competence**

Interaction is learned together and in cooperation and in different environments. Through this, students develop their language awareness and multiliteracy, understanding the significance of these in producing and interpreting information and finding solutions. Interaction competence supports students in setting goals for their studies and other activities.

#### **Well-being competence**

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

#### **Societal competence**

The study unit gives students opportunities to practise different participation and influence situations and reflect on them from the perspective of societal competence.

### **Assessment**

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

##### Interaction competence

Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments.

##### Multidisciplinary and creative competence

Students learn to recognise and interpret a variety of diverse texts. They look at issues from many different angles and use their creativity to plan and produce, for example, written assignments.

##### Well-being competence

Students' self-awareness and identity develop through recognising and strengthening their own skills. The development of interaction and cooperation skills contributes to this process.

#### Assessment

##### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Literature, 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

#### Well-being competence

Through the experiential and affective reading of literature, students deepen their understanding of their own identity, of other people and of the world. Exploring ethical and topical questions in literature enhances students' ability to perceive things from multiple perspectives. Discussing literature and doing word art exercises develops listening and expression skills and strengthens the ability to produce text based on personal observations. Literature helps students live in a world of change and develops their thinking skills.

#### Multidisciplinary and creative competence

Visits to various scientific and cultural institutions and events strengthen students' identity as part of cultural life and prepare them for life after school.

## Ethical and environmental competence

Students understand global issues from different perspectives through their reading of fiction and non-fiction. The choice of themes for the books can be based on the social debate, such as the 2030 Agenda.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Interpreting texts, 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

The study unit deals with the role of the media as an influencer of society. The study unit develops critical media literacy and teaches students to identify different linguistic and audiovisual means of influence. Students are encouraged to develop the skills of an active, responsible and ethical citizen.

### Interaction competence

The study unit teaches students how to identify and use a wide range of influencing tools in interaction situations. Dialogues and debates, for example, provide an opportunity to practice ethical argumentation and rhetoric.

### Ethical and environmental competence

The study unit teaches students to examine and evaluate texts and the information they convey from an ideological and ethical perspective. The study unit also covers media ethics, freedom of expression and copyright.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## 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**

Reading broadens our understanding of a wide range of identities. Students' identity is broadened through reading literature. Reading in itself increases well-being.

#### **Multidisciplinary and creative competence**

The development of critical and cultural literacy, text production skills, multiliteracy, language awareness and interaction skills supports learning and learning in all subjects and in cooperation between subjects. Developing skills (and reading literature) requires long-term, creative, exploratory, active and process-oriented work.

#### **Societal competence**

The study unit teaches students how language, expression, texts and interaction build meanings and connections between people. Reading increases social understanding.

#### **Global and cultural competence**

Reading both world and Finnish literature broadens students' understanding of cultural connections and multiculturalism. The aim is for students to understand their own identity in relation to Finnish, European and global culture. Reading literature in context increases understanding of the historical, social and cultural context of human society and individuals.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## **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

### Well-being competence

Students are able to test and develop their own communication skills in a variety of ways and gain ability to work in demanding communicative situations. Confidence in performing improves and students become aware of their own potential in different communicative roles.

### Interaction competence

Students deepen and broaden their interaction skills towards the needs of further studies and working life. They develop their cultural competence and societal competence in a variety of communication situations. Students also have the opportunity to demonstrate their communication skills by taking the final examination for oral communications skills.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## 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*

### Local specification

### Transversal competences

#### Societal competence

The study unit supports students' growth as active citizens through a variety of texts and assignments and by monitoring current media. The written assignments provide students with an opportunity to take a stand on social issues and deepen their debating writing skills.

#### Well-being competence

In the study unit, students build their identity by writing reflective texts in their own voice. Writing develops self-expression skills and time management. Through a variety of texts and activities, students learn about the social, cultural and global means of promoting the well-being of communities and ecosystems.

#### Multidisciplinary and creative competence

The study unit strengthens students' multiliteracy by interpreting and producing a variety of texts with varying levels of complexity, perspectives and contexts. The texts and assignments support

the development of students' thinking and strengthen their ability to assess the reliability of texts and information.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## 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

#### Well-being competence

The study unit supports an essential life management skill: textual competence. Through the study unit, students' ability to manage processes persistently and purposefully is deepened.

#### Multidisciplinary and creative competence

The study unit deepens students' multiliteracy. Reading a wide range of texts helps students to develop their future democratic skills and their ability to participate constructively in social debate.

## Societal competence

The study unit deepens students' multiliteracy. Reading a wide range of texts helps students to develop their future democratic skills and their ability to participate constructively in social debate.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade. The assessment of texts of the study unit is based on the assessment criteria of the Matriculation Examination Board.

## Language, textual awareness and writing, 2 cr (S22-26)

### Modules in the study unit

- Language and textual awareness, 1 cr (S22), Compulsory
- Writing 1, 1 cr (S26), 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.*

*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

*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*

#### *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**

##### **Global and cultural competence**

By studying the contents of the study unit, students deepen their knowledge and understanding of their own identities and of the diversity of both the upper secondary school community and society, where different identities, languages, religions and worldviews coexist and interact.

##### **Multidisciplinary and creative competence**

Through classwork and written assignments, students learn about and practice using different ways of finding and presenting information. In doing so, they strengthen their ability to assess the reliability of information. Students get used to assessing the need for and relevance of different types of information.

#### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### **Interaction, 2 cr (S23-27)**

#### **Modules in the study unit**

- Interaction 1, 1 cr (S23), Compulsory
- Interaction 2, 1 cr (S27), 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.*

#### *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 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*

#### *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 is learned together and in cooperation and in different environments. Through this, students develop their language awareness and multiliteracy, understanding the significance of these in producing and interpreting information and finding solutions. Interaction competence supports students in setting goals for their studies and other activities.

#### **Well-being competence**

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

## Societal competence

The study unit gives students opportunities to practice different participation and influence situations and reflect on them from the perspective of societal competence.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students practise ethical and environmental competence by learning about the evolution of life and the principles of scientific research.

### Interaction competence

The choice of working methods for the study unit places particular emphasis on teamwork skills, which develops interaction competence.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Multidisciplinary and creative competence

In this study unit, students learn about cellular function and the data obtained through collaboration between different disciplines. Experimental work can be included as part of the study unit.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students learn more about how bodies function and how to maintain physical health. The study unit looks at issues such as nutrition, exercise and endocrine function as a basis for well-being.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Global and cultural competence**

Biological research is increasingly conducted internationally. For example, genetic engineering and its application are perceived differently around the world, and there are cultural differences in the way they are approached. The aim is to understand the global perspective of phenomena and how biotechnology applications can be used, for example, in the sustainable use of natural resources or to address environmental challenges.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Basics of ecology and human impact on the ecosystem, 2 cr (BI2-3)**

### **Modules in the study unit**

- Basics of ecology, 1 cr (BI2), Compulsory
- Human impact on the ecosystem, 1 cr (BI3), 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.*

## *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**

### *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*

## *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**

#### **Ethical and environmental competence**

Students reflect on the importance of a sustainable lifestyle for their local environment and also at a global level.

#### **Societal competence**

Students reflect on the importance of a sustainable lifestyle for their local environment and also at a global level.

### **Assessment**

#### Local specification

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Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### 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**

#### **Interaction competence**

The contents of the study unit provide students with the means for engaging in discussions on worldviews, which increase interaction competence.

#### **Well-being competence**

Students reflect on their own life views and identity, mirroring them against different models of the good life and different aspects of identity. This strengthens students' self-awareness, which in turn contributes to the development of their well-being competence.

#### **Multidisciplinary and creative competence**

Multidisciplinary competence supports students' reflection on ethical, aesthetic and ecological values in their thinking, perceptions and actions. They learn about and practise using different ways of gathering and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

### Societal competence

The content of the study unit helps students to become aware of social structures and phenomena, as well as their own opportunities for influence in their local environment and on a global level.

### Global and cultural competence

The contents of the study unit deepen students' knowledge and understanding of the nature of societies and social influence. In this way, the study unit supports students' ability to be active citizens.

### Ethical and environmental competence

The contents of the study unit deepen students' knowledge and understanding of human rights, global justice and sustainable future. At the same time, students learn how to work for a just, democratic and sustainable future.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

### **Global and cultural competence**

The contents of the study unit deepen students' knowledge and understanding of culture as a historically constructed, changing and diverse phenomenon. In the process, students learn to recognise and understand the diversity of cultural identities and the values and beliefs that underpin them.

### **Interaction competence**

By learning about the interaction of cultures and identities, students deepen their understanding of different cultural identities and their significance in society. This trains students to take into account the diversity of cultures and related identities in different interaction situations.

### **Ethical and environmental competence**

Identifying intercultural differences and phenomena such as racism and ethnocentrism supports the development of students' ethical thinking and their ability to act for a more equal and just society.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

### **Global and cultural competence**

The contents of the study unit deepen students' knowledge and understanding of culture as a historically constructed, changing and diverse phenomenon. In the process, students learn to recognise and understand the diversity of cultural identities and the values and beliefs that underpin them.

### **Interaction competence**

By learning about the interaction of cultures and identities, students deepen their understanding of different cultural identities and their significance in society. This trains students to take into account the diversity of cultures and related identities in different interaction situations.

### **Ethical and environmental competence**

Identifying intercultural differences and phenomena such as racism and ethnocentrism supports the development of students' ethical thinking and their ability to act for a more equal and just society.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The study unit provides students with the ability to identify and analyse the role of different worldviews in the development of society and the role of religious issues in society.

## Global and cultural competence

Introduction to different religious and non-religious beliefs supports students' ability to identify and analyse the identities, values and beliefs associated with different worldviews and their meaning and place in the wider culture and society and globally.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Ethical and environmental competence**

The contents of the study unit support the development of students' ethical thinking and environmental competence by helping them to identify, discern and evaluate different responses to future well-being and social justice. At the same time, the study unit supports students' capacity to act for a sustainable future.

#### **Multidisciplinary and creative competence**

Future studies and topics on the relationship between technological advancement and society develop students' ability to identify complex links between, for example, technology, science and social justice.

#### **Societal competence**

The contents of the study unit support students' ability to identify and evaluate different models of a good future and a good society. The study unit guides students to recognise the importance of their own choices for a sustainable future.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

##### Interaction competence

The study unit teaches students how to argue their own opinions in a valid and reasoned way, respecting other members of the group. The main objective of the study unit is to develop thinking skills, which help in interaction.

##### Well-being competence

As part of the study unit, students learn to reflect on their own opinions, perceptions and relationship with themselves and their environment in a structured way. The ability to conceptualise things plays a key role in practising well-being competence.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

The study unit provides a broad introduction to ethical issues and practice in justifying and evaluating ethical positions.

The study unit also helps to develop environmental competence. Ethical issues are considered from both human and natural perspectives, and students learn to perceive and evaluate their own actions as part of nature.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Societal competence

The study unit introduces students to key social philosophical theories and critically evaluates different conceptions of society and social action.

### Global and cultural competence

The study unit provides practice in global and cultural competence. The study unit explores different conceptions of a good and just society and critically evaluates these conceptions.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Multidisciplinary and creative competence**

The study unit encourages students to develop multidisciplinary and creative competence. The study unit introduces philosophy of science and the philosophical foundations of different disciplines. Studying philosophy of science naturally builds bridges between different disciplines.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

## 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

### Ethical and environmental competence

The study unit deepens students' environmental competence and their ability to make sustainable choices. Students also develop their capacity to participate in the debate and decision-making on environment and technology.

## Assessment

### Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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**

Physics as a subject develops a student's perseverance and resilience to failure – experiences of success in turn develop students' confidence and sense of competence. Working together increases a sense of belonging and team spirit. Mastering the contents of the study unit helps students to understand the factors affecting road safety.

### **Assessment**

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## **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**

#### **Multidisciplinary and creative competence**

The study unit emphasises the links between physics and other sciences. Students learn about the use of different applications of physics in different scientific fields and practise the use of different measurement methods and instruments, applications and tools in problem solving.

### **Assessment**

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## **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

#### Multidisciplinary and creative competence

In this study unit, students are encouraged to use creative problem solving and to present their results in a variety of ways.

#### Well-being competence

Well-being competence is emphasised from the perspective of electrical safety.

### Assessment

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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**

The study unit stresses the importance of applications based on electromagnetism for modern society and its development.

#### **Multidisciplinary and creative competence**

The study unit also introduces the use of physics applications in different scientific fields, especially in medicine.

### **Assessment**

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## **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**

#### **Global and cultural competence**

The study unit highlights the importance of physics in global and local decision-making. Students also practise media literacy and critical media awareness.

#### **Societal competence**

Students are introduced to a quantum physics-based worldview, from elementary particle physics to cosmology, and understand the importance of quantum-based technology in today's society.

### **Assessment**

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## **The basics of physics, 2 cr (FY1-2)**

### **Modules in the study unit**

- *Physics as a natural science, 1 cr (FY1), Compulsory*
- *Physics, the environment and society, 1 cr (FY2), 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.*

*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 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*

*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**

### **Interaction competence**

Working in groups and a culture of discussion and participation develops students' interaction skills.

### **Societal competence**

The study unit focuses on the importance of physics in our society and in social decision-making.

## **Assessment**

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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 geomeia help the students develop their geographical thinking and understand the changes taking place in their everyday environment at a local, regional, and global level. Geomeia 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 geomeia 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. Geomeia 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*

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### *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**

##### **Ethical and environmental competence**

Students identify environmental issues such as drought, floods, famine and lack of clean water, recognise their interconnections, and learn to act to promote a sustainable future. The development of global understanding provides a foundation for ethical reflection, for understanding human diversity and recognising the intrinsic value of both humanity and the natural environment.

##### **Societal competence**

Students practice interpreting and producing information illustrated in different ways. Social and environmental issues play an important role in the study unit. Geographical knowledge enables students to develop media criticality, which can be reinforced through news monitoring and analysis. It is important to observe the regional distribution of the Finnish news flow: which events cross the news threshold and where? Why? How does the media influence the way we see the world?

#### **Assessment**

##### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 geomedia*
- *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

### Ethical and environmental competence

The study unit introduces students to the knowledge and understanding of inanimate nature, and thereby to its appreciation as part of the foundations of biodiversity.

## Multidisciplinary and creative competence

Students learn how to interpret digital maps and practise both searching for and presenting information in different geomeia map platforms. Students also learn how to draw diagrams.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 geomeia*
- *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**

#### **Global and cultural competence**

The study unit focuses on understanding human geographic phenomena and processes and identifying global interactions at different spatial scales. Students build an understanding of the spatial features of human activity, strengthening global and cultural competence.

#### **Well-being competence**

The study unit examines current phenomena of human activity, sustainability and environmental well-being. It also aims to develop social skills and well-being competence.

#### **Societal competence**

The study unit examines current phenomena of human activity, sustainability and environmental well-being. It also aims to develop social skills and well-being competence.

### **Assessment**

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Interaction competence

In this study unit, students get to complete an applied written project or an advocacy project in pairs or small groups. Brainstorming and planning in small groups strengthens students' interaction competence. Presenting their work to the whole group supports the development of students' thinking skills as well as presentation and interaction skills. The study unit also covers topics

such as issue-based argumentation, counter-arguments, opinion pieces, presentation posters and other influential text genres.

### **Multidisciplinary and creative competence**

Students practice the possibilities of citizen participation in regional planning. The focus of this study unit is on learning geomeia skills (e.g. maps, geography, diagrams, pictures, videos). It looks at how geomeia is applied in geographic research, in different sectors of society and in our everyday lives, and highlights a range of concrete examples.

### **Assessment**

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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 as to 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

### Ethical and environmental competence

Students gain ability to critically evaluate the role of technological and information change in shaping people's living conditions. Historical empathy is practised in a number of study units, for example through personal and historical narratives. The interaction between humans and nature is highlighted in the study unit HI1.

### Global and cultural competence

Students learn about the key processes in the formation of European societies and the global economic system.

### Multidisciplinary and creative competence

Students learn to understand the nature of historical knowledge and are able to use and critically evaluate historical sources. In addition, the study unit helps students learn to understand and produce factual texts specific to the field of historical information and to master the reading of statistics. History teaches to understand cause and effect. The uncertainty and interpretation of historical data are part of the subject and creative competence.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

Students become familiar with the basic concepts, practices and main developments in international politics.

#### Societal competence

As part of the study unit, students acquire the ability to analyse and evaluate the use of history as a policy tool and learn to analyse the causes, effects and possible solutions of international cooperation structures and confrontations.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students learn to identify the key changes in Finnish culture, society and economy, to understand their significance from the 1860s to the present day, and to assess future possibilities.

### Societal competence

In this study unit, students learn to understand Finland's development as a state, international position and the shaping of society as part of European and international development.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Global and cultural competence**

Through the study unit, students become familiar with the main Western cultural heritage and learn to distinguish its formation in interaction with other cultural spheres. The study unit also examines European culture in the context of cultural globalisation.

#### **Interaction competence**

Interactive exercises are encouraged in study units on history.

#### **Multidisciplinary and creative competence**

As part of the study unit, students gain skills to analyse culture in its historical context and understand the interaction between culture and politics.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

### **Global and cultural competence**

Students learn to appreciate the links between Finnish civilisation and Western culture, as well as the cultural heritage and everyday history of Finland, the Sámi and other minority groups.

### **Societal competence**

In this study unit, students learn to distinguish the demographic, social and economic historical development of Finland.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

Students learn to distinguish cultural diversity as a historical part of European culture and are able to evaluate the meanings given to it. Students also learn to analyse and critically evaluate claims about cultural differences, stereotypes associated with different cultures and the impact of cultures on the individual. The study unit may make use of teachers' and students' contacts with other cultures.

## Interaction competence

Interactive exercises are encouraged in study units on history.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### 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

##### Well-being competence

The role of carbon compounds in students' own lives is examined in terms of well-being and health.

##### Global and cultural competence

Information and communication technologies are used to learn how to model molecules in a way that is also used globally, regardless of culture.

## Assessment

### Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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

Experimental work is carried out in groups. Digital communication tools and the forms of interaction and communication they enable play a key role in the interaction between teachers and students.

## Societal competence

Students learn about the diversity and importance of chemical reactions in our living environment. Students use and apply concepts related to reactions in everyday life, the environment, society and modern technological applications.

## Assessment

### Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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

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## Transversal competences

### Ethical and environmental competence

Transversal competence objectives are achieved, for example, through presentations on different metals, properties, manufacturing processes and environmental impact.

### Assessment

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students explore the potential of chemistry to solve a health or environmental problem.

### Assessment

Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## Chemistry, I and a sustainable future, 2 cr (KE1-2)

### Modules in the study unit

- Chemistry and I, 1 cr (KE1), Compulsory
- Chemistry and a sustainable future, 1 cr (KE2), 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.*

*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 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*

### *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 groups and a culture of discussion and participation develops students' interaction skills.

#### Societal competence

The study unit focuses on the importance of chemistry in our society and in social decision-making.

#### Well-being competence

Strengthens students' prior knowledge of chemistry and makes visible the importance of chemistry in their own lives and in society. Explores the importance of chemistry in working life and in further studies.

### Assessment

#### Local specification

The performance and assessment criteria for the study unit are agreed jointly at the beginning of the study unit. The grade is based on examinations, projects and assignments completed as part of the study unit, and other deliberate competence demonstrations that are appropriate to the study unit.

The emphases of transversal competence are taken into account in the choice of assignments and working methods. Assessment of transversal competence is included in the feedback and assessments of assignments.

The study unit is assessed with a numerical grade.

## 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

##### Interaction competence

By exploring phenomena related to religions and worldviews, students develop the ability to understand the significance and diversity of religions and worldviews in the lives of individuals and communities. In this way, students learn to take into account different worldviews in their interactions. Students learn to understand the importance of intercultural understanding for democracy and a sustainable future.

## Multidisciplinary and creative competence

An introduction to the relationship between religion and science, the definition of religion and religions that have emerged in the Middle East broaden students' understanding of the phenomena of religion and worldviews from the perspective of different scientific disciplines and the self-understanding of religions. Learning about the different interpretative traditions and internal diversity of religions trains students' ability to critically examine religious and faith-related texts and language.

## Global and cultural competence

Learning about the phenomena of religions and worldviews supports students' understanding of the diversity of worldviews and religions and the identities associated with them. Through this, students deepen their understanding of the diversity of the general upper secondary school community and society and learn to appreciate the right of people and communities to cultural identity while working for cultural diversity. Through the study of Judaism, Christianity and Islam, students learn to identify and reflect on the different cultural heritages and values on which different identities and lifestyles in Finnish society and globally are built.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Societal competence

Students acquire the tools to perceive and analyse the role of worldviews in the development of societies and surrounding cultures. In doing so, they develop the capacity to promote the principles of a democratic society based on justice and equality. Reflecting on the ethical thinking and values of different forms of Christianity also builds capacity to operate in pluralistic global environments and in changing media and technological environments.

### Well-being competence

By exploring the role of Christianity and its interaction with the surrounding culture in different parts of the world, students gain tools to construct and evaluate their own identity, outlook on life and worldview.

### Global and cultural competence

Students deepen their knowledge and understanding of the diversity of society by exploring the various expressions and interpretations of Christianity. In doing so, students gain tools to identify and analyse cultural traditions, values and identities based on different forms of Christianity and their place and meaning in Finnish society and globally. At the same time, they learn to appreciate the right of people and communities to cultural identity and to work for cultural diversity.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Exploring different religions and traditions as part of the study unit provides students with tools and competences to take into account worldview-related aspects in their interaction, for example in international and worldview-diverse study and work environments.

#### Ethical and environmental competence

Exploring different worldviews provides students with tools to understand how different worldviews can shape the relationship between humans and nature, and how worldviews can promote or hinder action towards an ecologically sustainable future.

## Global and cultural competence

Students' understanding of the diversity of the world, cultures and identities and their mutual interaction deepens as they explore different worldview traditions in this study unit.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Societal competence**

The content of the study unit develops students' understanding of religions and worldviews as part of the surrounding culture and Finnish society. Students become familiar with the status of religions and worldviews in Finnish legislation and their importance in different sectors of Finnish society. This equips students with the skills to act for a socially and culturally sustainable future.

#### **Well-being competence**

The study unit addresses Finnish religiosity and non-religiosity, freedom of religion and worldviews, as well as issues related to equality and discrimination. This equips students with tools to build their own identity, to value themselves and others, to contribute to the well-being of their communities and to act for the safety of themselves and others.

#### **Multidisciplinary and creative competence**

The study unit provides students with the ability to perceive the Finnish religious and worldview field from the perspectives of different disciplines such as social and cultural studies. In doing so, they gain tools to critically evaluate information on religions.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

### **Societal competence**

Learning about the relationship between art and religion helps students to understand the social dimensions and implications of religions. The ability to perceive the meanings of religions in art and popular culture increases understanding of different worldviews, cultures and eras. It also enables students to take a stance on social debates related to the themes of the study unit.

### **Ethical and environmental competence**

Exploring religious themes in art and popular culture helps students to understand how art expresses the central teachings and narratives of religions such as Christianity. This also opens up the examination of the ethical and ecological dimensions of religions and encourages students to reflect on their own activities related to these themes from an ethical and responsible perspective.

### **Global and cultural competence**

By learning about religious art and symbolism, students learn to identify and reflect on cultural heritages, values, different human environments and other factors that form the basis of cultural identities and lifestyles in different cultures. Through this, students develop the capacity to understand the importance of cultural and worldview identity for individuals and communities.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Well-being competence

Exposure to current religion-related topics in the media helps students to reflect on the positive and negative effects of different worldviews on the lives of individuals and communities. Understanding the relationship between religion and the media provides students with tools to identify factors that promote well-being and prevent harm, and with competences to act for their own and others' well-being and safety. Studying religion provides support for understanding different ways of life and worldviews.

#### Interaction competence

Introduction to religious studies and media content equips students to engage in dialogue on religious, worldview, ethical and social issues. The content of the study unit guides students to develop language awareness and multiliteracy. The discussion on religion and the media is naturally linked to a reflection on the importance of freedom of expression and its responsible exercise. These reflections equip students to understand the importance of constructive interaction and intercultural understanding for a sustainable future, democracy and peace. Exploring current religious phenomena from the perspectives of research and the media provides students with competences to operate in culturally and worldview diverse working communities.

## Multidisciplinary and creative competence

Introduction to current perspectives and methods in the study of religion in different scientific disciplines develops students' multidisciplinary competence and gives the opportunity to reflect on the values underpinning their own thinking, views and actions. Study of religion and media content related to religion develops students' multiliteracy and introduces them to different ways of acquiring and presenting information. The study unit strengthens students' skills in assessing the reliability of information by practising critical evaluation of religious information and its sources. The objectives of the study unit also provide a good basis for cooperation with higher education institutions, for example in the humanities and social sciences.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

200

- *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*

Local specification

## **Transversal competences**

### **Interaction competence**

By exploring phenomena related to religions and worldviews, students develop the ability to understand the significance and diversity of religions and worldviews in the lives of individuals and communities. In this way, students learn to take into account different worldviews in their interactions. Students learn to understand the importance of intercultural understanding for democracy and a sustainable future.

### **Multidisciplinary and creative competence**

An introduction to the relationship between religion and science, the definition of religion and religions that have emerged in the Middle East broaden students' understanding of the phenomena of religion and worldviews from the perspective of different scientific disciplines and the self-understanding of religions. Learning about the different interpretative traditions and internal diversity of religions trains students' ability to critically examine religious and faith-related texts and language.

### **Global and cultural competence**

Learning about the phenomena of religions and worldviews supports students' understanding of the diversity of worldviews and religions and the identities associated with them. Through this, students deepen their understanding of the diversity of the general upper secondary school community and society and learn to appreciate the right of people and communities to cultural identity while working for cultural diversity. Through the study of Judaism, Christianity and Islam, students learn to identify and reflect on the different cultural heritages and values on which different identities and lifestyles in Finnish society and globally are built.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Multidisciplinary and creative competence

Students strengthen their ability to analyse and evaluate current media content, information sources and debates related to Orthodox Christianity and other Christian faiths. Students' multiliteracy deepens in terms of cultural and symbolic literacy related to Orthodox Christianity and other Christian faiths.

#### Societal competence

Learning about the role of the Orthodox Church and other Christian churches, the relationship between churches and states in Europe, and the influence of Christianity on the

surrounding culture gives students skills to perceive the different possibilities and roles of individuals and communities in a democratic society.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

## Transversal competences

### Interaction competence

Exploring different religions and traditions as part of the study unit provides students with tools and competences to take into account worldview-related aspects in their interaction, for example in international and worldview-diverse study and work environments.

### Ethical and environmental competence

Exploring different worldviews provides students with tools to understand how different worldviews can shape the relationship between humans and nature, and how worldviews can promote or hinder action towards an ecologically sustainable future.

### Global and cultural competence

Students' understanding of the diversity of the world, cultures and identities and their mutual interaction deepens as they explore different worldview traditions in this study unit.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

### Local specification

## Transversal competences

### Societal competence

The content of the study unit develops students' understanding of religions and worldviews as part of the surrounding culture and Finnish society. Students become familiar with the status of religions and worldviews in Finnish legislation and their importance in different sectors of Finnish society. This equips students with the skills to act for a socially and culturally sustainable future.

### Well-being competence

The study unit addresses Finnish religiosity and non-religiosity, freedom of religion and worldviews, as well as issues related to equality and discrimination. This equips students with tools to build their own identity, to value themselves and others, to contribute to the well-being of their communities and to act for the safety of themselves and others.

### Multidisciplinary and creative competence

The study unit provides students with the ability to perceive the Finnish religious and worldview field from the perspectives of different disciplines such as social and cultural studies. In doing so, they gain tools to critically evaluate information on religions.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Well-being competence

Students are given tools to reflect and build their own worldview through art and culture. They become familiar with the different ways of expressing Orthodox Christian and other religious art and are able to distinguish religious elements from non-religious art. Students learn to understand the relationship between religion, especially Orthodox Christianity, and art and thereby broaden their understanding of the importance of art for the individual, the community and society. They also learn to recognise the artist's intention and religious content, especially in the expression of Orthodox art.

#### Multidisciplinary and creative competence

Students learn to understand the thematic meanings of different forms of art and to perceive the interrelationship between religion, art and culture. They learn to analyse the relationship between

religions, especially Orthodox Christianity, and different themes and forms of art, symbolism and myths. This strengthens students' ability to understand the relationship between religion, art and culture.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

### Local specification

## **Transversal competences**

### **Well-being competence**

Exposure to current religion-related topics in the media helps students to reflect on the positive and negative effects of different worldviews on the lives of individuals and communities. Understanding the relationship between religion and the media provides students with tools to identify factors that promote well-being and prevent harm, and with competences to act for their own and others' well-being and safety. Studying religion provides support for understanding different ways of life and worldviews.

### **Interaction competence**

Introduction to religious studies and media content equips students to engage in dialogue on religious, worldview, ethical and social issues. The content of the study unit guides students to develop language awareness and multiliteracy. The discussion on religion and the media is naturally linked to a reflection on the importance of freedom of expression and its responsible exercise. These reflections equip students to understand the importance of constructive interaction and intercultural understanding for a sustainable future, democracy and peace. Exploring current religious phenomena from the perspectives of research and the media provides students with competences to operate in culturally and worldview diverse working communities.

### **Multidisciplinary and creative competence**

Introduction to current perspectives and methods in the study of religion in different scientific disciplines develops students' multidisciplinary competence and gives the opportunity to reflect on the values underpinning their own thinking, views and actions. Study of religion and media content related to religion develops students' multiliteracy and introduces them to different ways of acquiring and presenting information. The study unit strengthens students' skills in assessing the reliability of information by practising critical evaluation of religious information and its sources. The objectives of the study unit also provide a good basis for cooperation with higher education institutions, for example in the humanities and social sciences.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### 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*

Local specification

##### Transversal competences

##### Interaction competence

By exploring phenomena related to religions and worldviews, students develop the ability to understand the significance and diversity of religions and worldviews in the lives of individuals and communities. In this way, students learn to take into account different worldviews in their interactions. Students learn to understand the importance of intercultural understanding for democracy and a sustainable future.

## Multidisciplinary and creative competence

An introduction to the relationship between religion and science, the definition of religion and religions that have emerged in the Middle East broaden students' understanding of the phenomena of religion and worldviews from the perspective of different scientific disciplines and the self-understanding of religions. Learning about the different interpretative traditions and internal diversity of religions trains students' ability to critically examine religious and faith-related texts and language.

## Global and cultural competence

Learning about the phenomena of religions and worldviews supports students' understanding of the diversity of worldviews and religions and the identities associated with them. Through this, students deepen their understanding of the diversity of the general upper secondary school community and society and learn to appreciate the right of people and communities to cultural identity while working for cultural diversity. Through the study of Judaism, Christianity and Islam, students learn to identify and reflect on the different cultural heritages and values on which different identities and lifestyles in Finnish society and globally are built.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### **Transversal competences**

#### **Global and cultural competence**

When examining the diverse expressions and interpretations of Christianity and their relationship with culture and society, students deepen their knowledge and understanding of their own identities and of the diversity of society. Through the content covered in the module, students learn to identify and reflect on cultural heritage, values, different human operating environments and other factors that form the basis of cultural identities and lifestyles in their own everyday lives, in Finnish society, in Europe and globally. At the same time, they learn to appreciate the right of people and communities to cultural identity and to work for cultural diversity. Reflecting on the ethical thinking and values of the Catholic Church and different forms of Christianity also builds the capacity to operate in pluralistic global environments and in changing media and technological environments.

#### **Societal competence**

Exploring the role of religion and the relationship between religion and various states, as well as the influence of Christianity on the surrounding culture equips students with the tools to perceive the different possibilities and roles of individuals and communities in society. Through this, they develop the capacity to build social balance and promote the principles of a just and egalitarian society.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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*

Local specification

## Transversal competences

### Interaction competence

Exploring different religions and traditions as part of the study unit provides students with tools and competences to take into account worldview-related aspects in their interaction, for example in international and worldview-diverse study and work environments.

### Ethical and environmental competence

Exploring different worldviews provides students with tools to understand how different worldviews can shape the relationship between humans and nature, and how worldviews can promote or hinder action towards an ecologically sustainable future.

### Global and cultural competence

Students' understanding of the diversity of the world, cultures and identities and their mutual interaction deepens as they explore different worldview traditions in this study unit.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Societal competence

The content of the study unit develops students' understanding of religions and worldviews as part of the surrounding culture and Finnish society. Students become familiar with the status of

religions and worldviews in Finnish legislation and their importance in different sectors of Finnish society. This equips students with the skills to act for a socially and culturally sustainable future.

### **Well-being competence**

The study unit addresses Finnish religiosity and non-religiosity, freedom of religion and worldviews, as well as issues related to equality and discrimination. This equips students with tools to build their own identity, to value themselves and others, to contribute to the well-being of their communities and to act for the safety of themselves and others.

### **Multidisciplinary and creative competence**

The study unit provides students with the ability to perceive the Finnish religious and worldview field from the perspectives of different disciplines such as social and cultural studies. In doing so, they gain tools to critically evaluate information on religions.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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*

Local specification

### **Transversal competences**

#### **Societal competence**

Learning about the relationship between art and religion helps students to understand the social dimensions and implications of religions. The ability to perceive the meanings of religions in art and popular culture increases understanding of different worldviews, cultures and eras. It also enables students to take a stance on social debates related to the themes of the study unit.

#### **Ethical and environmental competence**

Exploring religious themes in art and popular culture helps students to understand how art expresses the central teachings and narratives of religions such as Christianity. This also opens up the examination of the ethical and ecological dimensions of religions and encourages students to reflect on their own activities related to these themes from an ethical and responsible perspective.

#### **Global and cultural competence**

By learning about religious art and symbolism, students learn to identify and reflect on cultural heritages, values, different human environments and other factors that form the basis of cultural identities and lifestyles in different cultures. Through this, students develop the capacity to understand the importance of cultural and worldview identity for individuals and communities.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

### Local specification

## Transversal competences

### Well-being competence

Exposure to current religion-related topics in the media helps students to reflect on the positive and negative effects of different worldviews on the lives of individuals and communities. Understanding the relationship between religion and the media provides students with tools to identify factors that promote well-being and prevent harm, and with competences to act for their own and others' well-being and safety. Studying religion provides support for understanding different ways of life and worldviews.

### Interaction competence

Introduction to religious studies and media content equips students to engage in dialogue on religious, worldview, ethical and social issues. The content of the study unit guides students to develop language awareness and multiliteracy. The discussion on religion and the media is naturally linked to a reflection on the importance of freedom of expression and its responsible exercise. These reflections equip students to understand the importance of constructive interaction and intercultural understanding for a sustainable future, democracy and peace. Exploring current religious phenomena from the perspectives of research and the media provides students with competences to operate in culturally and worldview diverse working communities.

### Multidisciplinary and creative competence

Introduction to current perspectives and methods in the study of religion in different scientific disciplines develops students' multidisciplinary competence and gives the opportunity to reflect on the values underpinning their own thinking, views and actions. Study of religion and media content related to religion develops students' multiliteracy and introduces them to different ways of acquiring and presenting information. The study unit strengthens students' skills in assessing the reliability of information by practising critical evaluation of religious information and its sources. The objectives of the study unit also provide a good basis for cooperation with higher education institutions, for example in the humanities and social sciences.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

## **Transversal competences**

### **Interaction competence**

By exploring phenomena related to religions and worldviews, students develop the ability to understand the significance and diversity of religions and worldviews in the lives of individuals and communities. In this way, students learn to take into account different worldviews in their interactions. Students learn to understand the importance of intercultural understanding for democracy and a sustainable future.

### **Multidisciplinary and creative competence**

An introduction to the relationship between religion and science, the definition of religion and religions that have emerged in the Middle East broaden students' understanding of the phenomena of religion and worldviews from the perspective of different scientific disciplines and the self-understanding of religions. Learning about the different interpretative traditions and internal diversity of religions trains students' ability to critically examine religious and faith-related texts and language.

### **Global and cultural competence**

Learning about the phenomena of religions and worldviews supports students' understanding of the diversity of worldviews and religions and the identities associated with them. Through this, students deepen their understanding of the diversity of the general upper secondary school community and society and learn to appreciate the right of people and communities to cultural identity while working for cultural diversity. Through the study of Judaism, Christianity and Islam, students learn to identify and reflect on the different cultural heritages and values on which different identities and lifestyles in Finnish society and globally are built.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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*

### Local specification

## Transversal competences

### Global and cultural competence

When examining the diverse expressions and interpretations of Islam and their relationship with culture and society, students deepen their knowledge and understanding of their own identities and of the diversity of society.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

## Transversal competences

### Interaction competence

Exploring different religions and traditions as part of the study unit provides students with tools and competences to take into account worldview-related aspects in their interaction, for example in international and worldview-diverse study and work environments.

### Ethical and environmental competence

Exploring different worldviews provides students with tools to understand how different worldviews can shape the relationship between humans and nature, and how worldviews can promote or hinder action towards an ecologically sustainable future.

### Global and cultural competence

Students' understanding of the diversity of the world, cultures and identities and their mutual interaction deepens as they explore different worldview traditions in this study unit.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

## **Transversal competences**

### **Societal competence**

The content of the study unit develops students' understanding of religions and worldviews as part of the surrounding culture and Finnish society. Students become familiar with the status of religions and worldviews in Finnish legislation and their importance in different sectors of Finnish society. This equips students with the skills to act for a socially and culturally sustainable future.

### **Well-being competence**

The study unit addresses Finnish religiosity and non-religiosity, freedom of religion and worldviews, as well as issues related to equality and discrimination. This equips students with tools to build their own identity, to value themselves and others, to contribute to the well-being of their communities and to act for the safety of themselves and others.

### **Multidisciplinary and creative competence**

The study unit provides students with the ability to perceive the Finnish religious and worldview field from the perspectives of different disciplines such as social and cultural studies. In doing so, they gain tools to critically evaluate information on religions.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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*

### Local specification

## Transversal competences

### Societal competence

Learning about the relationship between art and religion helps students to understand the social dimensions and implications of religions. The ability to perceive the meanings of religions in art and popular culture increases understanding of different worldviews, cultures and eras. It also enables students to take a stance on social debates related to the themes of the study unit.

### Global and cultural competence

By learning about religious art and symbolism, students learn to identify and reflect on cultural heritages, values, different human environments and other factors that form the basis of cultural identities and lifestyles in different cultures. Through this, students develop the capacity to understand the importance of cultural and worldview identity for individuals and communities.

### Well-being competence

By exploring the relationship between religion and art, students also learn about the potential and role of art and culture in promoting the well-being of individuals and communities. Developing the ability to perceive the multifaceted interaction between religion, art and culture gives students the opportunity to reflect on existential questions and cultural forms that are meaningful to them.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

## Transversal competences

### Well-being competence

Exposure to current religion-related topics in the media helps students to reflect on the positive and negative effects of different worldviews on the lives of individuals and communities. Understanding the relationship between religion and the media provides students with tools to identify factors that promote well-being and prevent harm, and with competences to act for their own and others' well-being and safety. Studying religion provides support for understanding different ways of life and worldviews.

### Interaction competence

Introduction to religious studies and media content equips students to engage in dialogue on religious, worldview, ethical and social issues. The content of the study unit guides students to develop language awareness and multiliteracy. The discussion on religion and the media is naturally linked to a reflection on the importance of freedom of expression and its responsible exercise. These reflections equip students to understand the importance of constructive interaction and intercultural understanding for a sustainable future, democracy and peace. Exploring current religious phenomena from the perspectives of research and the media provides students with competences to operate in culturally and worldview diverse working communities.

### Multidisciplinary and creative competence

Introduction to current perspectives and methods in the study of religion in different scientific disciplines develops students' multidisciplinary competence and gives the opportunity to reflect on the values underpinning their own thinking, views and actions. Study of religion and media

content related to religion develops students' multiliteracy and introduces them to different ways of acquiring and presenting information. The study unit strengthens students' skills in assessing the reliability of information by practising critical evaluation of religious information and its sources. The objectives of the study unit also provide a good basis for cooperation with higher education institutions, for example in the humanities and social sciences.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

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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**

Through visual arts, students are encouraged to experiment and find an interesting and natural way to express themselves artistically and learn new things. Discovering and deepening students' own way of expressing themselves and experimenting with new ways of expressing themselves contribute to the personal well-being that is inherent in the arts. In the process, students express themselves, and the sensory perceptions and personal meanings of visual expression support students' well-being.

#### **Interaction competence**

The study unit uses group learning through discussion, collaboration, visual sharing and peer assessment. Students are encouraged to give feedback to each other.

#### **Global and cultural competence**

Students are guided to explore art from the perspective of their own, national and global culture. Art is seen as something that shapes individuals, communities and the world and reflects cultural heritage.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

### Well-being competence

Through the visual arts, students are encouraged to experiment and find a way of artistic expression and learning that interests and comes naturally to them. Discovering and deepening students' own way of expressing themselves and experimenting with new ways of expressing themselves contribute to the personal well-being that is inherent in the arts. In the process, students express themselves, and the sensory perceptions and personal meanings of visual expression support students' well-being.

### Interaction competence

The study unit uses group learning through discussion, collaboration, visual sharing and peer assessment. Students are encouraged to give feedback to each other.

## Ethical and environmental competence

Students are guided to explore the methods, materials and significance of design and construction from an ecological and ethical perspective, and to make responsible and sustainable choices considering both the individual and the environment.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Multidisciplinary and creative competence**

Students are encouraged to explore the connections between different visual cultures and phenomena. Students draw on perspectives from different artistic and scientific disciplines in their production and study of visual culture. The work involves experimenting with and combining different ways of creating images.

#### **Societal competence**

Students understand the responsibility, power and meanings of producing and consuming images, both in their own life and in society at large.

### **Assessment**

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

### **Well-being competence**

Through visual arts, students are encouraged to experiment and find a way of artistic expression and learning that interests them and is natural to them. Discovering and deepening students' own way of expressing themselves and experimenting with new ways of expressing themselves contribute to the personal well-being that is inherent in the arts. In the process, students express themselves, and the sensory perceptions and personal meanings of visual expression support students' well-being.

### **Global and cultural competence**

Students are guided to explore art from the perspective of their own, national and global culture. Art is seen as something that shapes individuals, communities and the world and reflects cultural heritage.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 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

Local specification

## Transversal competences

### Multidisciplinary and creative competence

The general upper secondary school diploma encourages and promotes the use of a multidisciplinary approach to process work. The skills and knowledge acquired in other subjects can broaden and deepen the scope of the diploma. One of the diploma's missions each year is to encourage the combination of different general upper secondary school diplomas into multidisciplinary ensembles. The methods used in completing the diploma are often freely chosen, encouraging creativity in the selection of means of expression. Techniques from other disciplines are also often suitable for a visual arts diploma.

### Assessment

Local specification

The completion of the general upper secondary school diploma is assessed by a teacher of the general upper secondary school. In addition to the teacher, another assessor, who must also be an expert in the field, takes part in the assessment.

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade, which is entered on a separate general upper secondary school diploma.

The assessment of the general upper secondary school diploma is guided by the instructions issued by the Finnish National Agency for Education.

## 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*

Local specification

### **Transversal competences**

#### **Well-being competence**

The content of the study unit gives students the opportunity to demonstrate their skills in physical education.

#### **Interaction competence**

Students develop cooperation and interaction skills by analysing their own skills.

#### **Multidisciplinary and creative competence**

Students develop their competence through the diploma. The aim is to take a multidisciplinary approach to the subject of a written project.

### **Assessment**

Local specification

The completion of the general upper secondary school diploma is assessed by a teacher of the general upper secondary school. In addition to the teacher, another assessor, who must also be an expert in the field, takes part in the assessment.

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade, which is entered on a separate general upper secondary school diploma.

The assessment of the general upper secondary school diploma is guided by the instructions issued by the Finnish National Agency for Education.

## **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*

Local specification

## **Transversal competences**

### **Interaction competence**

Students work independently and interact with others in a goal-oriented way.

### **Well-being competence**

Students strengthen their own and others' participation, agency and overall well-being in the general upper secondary school community.

### **Global and cultural competence**

Students explore and express cultural reality in ways specific to different fields of knowledge.

## **Assessment**

Local specification

The completion of the general upper secondary school diploma is assessed by a teacher of the general upper secondary school. In addition to the teacher, another assessor, who must also be an expert in the field, takes part in the assessment.

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade, which is entered on a separate general upper secondary school diploma.

The assessment of the general upper secondary school diploma is guided by the instructions issued by the Finnish National Agency for Education.

## 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

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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 (LI1)

#### Modules in the study unit

- Learning by physical activity, 2 cr (LI1), 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

Various active assignments involving physical activities, games and play exercises develop students' cooperation and interaction skills.

##### Societal competence

Students learn to take responsibility for their own physical activity. They develop their skills and fitness in a sustained and varied way.

##### Well-being competence

The content enables students to find forms of physical activity that support their well-being.

##### Ethical and environmental competence

Students exercise with consideration for others and respect for the environment.

## Global and cultural competence

Study groups are made up of learners from different backgrounds, so that working together strengthens students' global and cultural competence.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

### **Interaction competence**

Various assignments involving physical activities develop students' cooperation and interaction skills.

### **Well-being competence**

The content of the study unit enables students to assess and develop their own physical fitness.

### **Global and cultural competence**

Students make appropriate use of sports technology in the study unit, as far as possible.

### **Ethical and environmental competence**

Students exercise with consideration for others and respect for the environment.

### **Societal competence**

Students understand the importance of physical activity for the well-being of the individual and understand the importance of the well-being of the individual for society.

### **Multidisciplinary and creative competence**

Students draw on competences acquired in other subjects (e.g. health education) and develop as physically active individuals in a goal-oriented manner, understanding the importance of well-being for study and working life both now and in the future.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

### **Interaction competence**

Students understand the importance of their actions in creating a supportive atmosphere for all and learn to act with respect for others in different interaction situations.

### **Multidisciplinary and creative competence**

Students develop their creative competence and problem-solving skills by exploring new sports and forms of exercise.

### **Global and cultural competence**

New sports deepen students' cultural knowledge.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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 learn to understand the importance of community as part of well-being.

### **Interaction competence**

Students practise cooperation skills and learn to see the importance of their own contribution to achieving the goal.

### **Multidisciplinary and creative competence**

The study unit combines physical and musical skills.

### **Ethical and environmental competence**

Students exercise with consideration for others and respect for the environment.

### **Global and cultural competence**

Students understand the importance of common events as part of culture.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 learn to recognise their strengths and resources as physically active individuals. The aim is to find forms of physical activity that are relaxing, enjoyable and fitness-enhancing for each student.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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:

<b>Module of the advanced syllabus</b>	<b>Module of the basic syllabus</b>
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 guided in a goal-oriented way, so that students adopt practices that support learning mathematics. The instruction supports students' ability to tolerate uncertainty and builds confidence in their own abilities, helping them learn to assess their resources and plan their use of time.

##### Assessment

###### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

Students are guided to understand that mathematics can be used to conceptualise and solve practical problems.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Well-being competence

The instruction supports students' ability to tolerate uncertainty and builds confidence in their own abilities, helping them learn to assess their resources and plan their use of time.

#### Multidisciplinary and creative competence

Students are encouraged to look at problems in a new way and put things together. The multidisciplinary approach motivates learning and inspires curiosity and the search for meaning.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

Students are guided to understand that mathematics can be used to conceptualise and solve global phenomena.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Multidisciplinary and creative competence

Students are encouraged to look at problems in a new way and put things together. The multidisciplinary approach motivates learning and inspires curiosity and the search for meaning.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Multidisciplinary and creative competence

The instruction encourages students to look at problems in new ways, to combine things and to apply mathematical methods in different subjects.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

Mathematics helps to conceptualise, model and solve global problems. The instruction helps students to understand the concept of uncertainty and reinforce the means and confidence to manage it. Students learn to assess the reliability of mathematically presented information and its areas of application.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

Students are guided to take a developmental and innovative approach to their own careers and to managing their finances and adopt an entrepreneurial attitude. The instruction supports students' entrepreneurial spirit and activities and teaches them the importance of completing their work.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students are encouraged to discuss, find and present their own solutions and articulate their thinking. A culture of work is created that values personal and others' skills, allows for excellence but also for failure. The aim is collaboration, exploring and learning together.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Multidisciplinary and creative competence

During the studies, students are introduced to different ways of acquiring and presenting information in the digital era, and their mastery of the multiliteracy skills relevant to mathematics (verbal, numerical, symbolic, pictorial) is deepened in a goal-oriented way.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Ethical and environmental competence

Students learn to use expectation and threshold values to understand the long-term impact of various choices.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Mathematics as a subject trains students to experiment boldly and to tolerate uncertainty. Students are encouraged to work hard and persevere.

##### Assessment

###### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

Mathematics is a tool for science to solve global problems. The study unit highlights that the language of mathematics is a universal language. The study unit also explores the history and development of mathematics.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students are guided to understand that mathematics can be used to conceptualise and solve global problems.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Global and cultural competence

Mathematics can be used to conceptualise and solve global problems. The instruction helps students to understand the concept of uncertainty and reinforce the means and confidence to manage it. Students learn to assess the reliability of mathematically presented information and its areas of application.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Societal competence

In this study unit, students learn basic concepts of economics and explore the links between everyday life and mathematics. Students are guided to take a developmental and innovative approach to their own careers and to managing their finances and adopt an entrepreneurial attitude. The instruction supports students' entrepreneurial spirit and activities and teaches them the importance of completing their work.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Societal competence

Students are guided to take a developmental and innovative approach to their own careers and to managing their finances and adopt an entrepreneurial attitude. The instruction supports students' entrepreneurial spirit and activities and teaches them the importance of completing their work.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Multidisciplinary and creative competence**

Students are encouraged to look at problems in a new way and put things together. The multidisciplinary approach motivates learning and inspires curiosity and the search for meaning.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

### Global and cultural competence

Mathematics helps to conceptualise, model and solve global problems. The instruction helps students to understand the concept of uncertainty and reinforce the means and confidence to manage it. Students learn to assess the reliability of mathematically presented information and its areas of application.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Interaction competence

An inspiring atmosphere is built to create a positive image of mathematics. Students are encouraged to discuss and articulate their thinking. A culture of work is created that values personal and others' skills, allows for excellence but also for failure. The aim is collaboration, exploring and learning together.

#### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

Students understand the meanings and significance of music in life and in society.

#### Interaction competence

Students develop their individual and ensemble music-making skills.

#### Well-being competence

Students explore and deepen their listening relationship and develop their use of voice. Students work to promote a safe acoustic environment.

#### Ethical and environmental competence

Students work to promote a safe acoustic environment.

#### Multidisciplinary and creative competence

Students have the confidence to use music as a means of expression and to generate musical ideas. Students learn to perceive the elements of music experientially.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students deepen their knowledge of their preferred means of musical expression.

#### Interaction competence

Students develop their ensemble music-making skills and artistic expression.

#### Global and cultural competence

Students analyse the cultural features and meanings of music.

#### Multidisciplinary and creative competence

Students develop their artistic expression and are bold in generating musical ideas.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

Students recognise their own starting points and the challenges and opportunities of intercultural reciprocity.

#### Global and cultural competence

Students understand the cultural links and intercultural connections of music and are curious about and experientially familiarise themselves with new musical genres and cultures. Students perceive themselves as part of the global musical world.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Well-being competence

Students take responsibility for the musical activities of the group.

#### Multidisciplinary and creative competence

Students develop their creative competence in a musical or cross-artistic process and perceive the relationship between music, other art forms and the media.

#### Societal competence

Students understand the relationship between music and other arts and media.

## Global and cultural competence

Students deepen their understanding of the ways of musical influence and interaction.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

Students' well-being competence is strengthened, especially when updating their personal study plan. Students are also introduced to the welfare services of the general upper secondary school, which are designed to support students' ability to cope.

### **Societal competence**

Societal competence is strengthened as students become familiar with working life and post-upper secondary study options.

### **Interaction competence**

Students' interaction competence is strengthened in all guidance situations (classroom guidance, individual guidance, small group guidance) and through communication and reflection in guidance assignments and exercises.

### **Multidisciplinary and creative competence**

Students' multidisciplinary and creative competence is enhanced when they seek information on different educational options. Students are guided to actively search for and critically examine information and encouraged to be curious in their search for new educational information.

### **Global and cultural competence**

Students' global and cultural competence is strengthened by exposure to international study and training options during and after general upper secondary school.

## Assessment

### Local specification

Successful completion of the study unit requires attendance and active participation as well as the completion and submission of learning assignments according to the requirements. Transversal competence is integrated into the themes and learning assignments of study unit.

Study units of study and careers guidance are assessed as completed (S).

## 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**

Study and careers guidance supports students' stress management and resilience, as well as the development of their life management skills.

### **Societal competence**

Students' societal competence is strengthened by learning about working life skills and entrepreneurship.

### **Interaction competence**

Students' interaction competence is strengthened in all guidance situations (classroom guidance, individual guidance, small group guidance) and through communication and reflection in guidance assignments and exercises.

### **Multidisciplinary and creative competence**

Students' multidisciplinary and creative competence increases when seeking information on different educational options. Study and careers guidance introduces students to educational options and working life.

### **Ethical and environmental competence**

Students' ethical and environmental competence is strengthened as they reflect on future working-life trends, their values and choices in relation to their own career planning.

### **Global and cultural competence**

Students' global and cultural competence is strengthened by exploring international study, training and work options after general upper secondary school.

## **Assessment**

Local specification

Successful completion of the study unit requires attendance and active participation as well as the completion and submission of learning assignments according to the requirements. Transversal competence is integrated into the themes and learning assignments of study unit.

Study units of study and careers guidance are assessed as completed (S).

## **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**

As part of the study unit, students explore a well-being phenomenon from a psychological, biological, social and cultural perspective. Well-being competence is also strengthened by examining, for example, how sleep affects learning. In the context of learning, well-being can be addressed, for example, through beliefs about ability and motivation.

##### **Multidisciplinary and creative competence**

Students understand the science of psychology and that psychological knowledge is based on research. This can be approached by strengthening multidisciplinary competence, for example by looking at the process of scientific research and examples drawn from qualitative and psychological studies. Multidisciplinary competence is also underpinned by an examination of scientific and everyday knowledge. Learning-related content such as learning strategies, metacognition and different learning cultures help to achieve the objectives of multidisciplinary and creative competence.

#### **Assessment**

##### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Multidisciplinary and creative competence**

Multidisciplinary competence is supported by, for example, the examination of early interactions and attachment relationships and the concept of temperament. Perspectives of multidisciplinary competence can be brought to bear, for example, by looking at the development of the nervous system from the perspective of mental functions over the course of a person's life. Emotional life, interaction and cognitive development are examined from several perspectives, and the topics are combined in a broader framework that considers the different developmental pathways from early childhood to adulthood.

#### **Societal competence**

Societal competence is supported, for example, in addressing the importance of parenting and the growing environment.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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*

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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**

#### **Ethical and environmental competence**

Designing an experimental study and evaluating the research plan involves taking ethical considerations into account, which supports ethical competence. An understanding of neurological individuality supports a sense of morality and the ability to consider others. Likewise, understanding the fragility of life – realising that a millimetre of bone and a thin layer of fluid protect the brain – helps to clarify students' sense of moral responsibility.

#### **Global and cultural competence**

Examination of, for example, internal models and the perception framework supports objectives of global and cultural competence. This also involves understanding the construction of prejudice and cognitive bias. In addition, perceptual psychological laws explain some cultural differences.

#### **Multidisciplinary and creative competence**

The handling, application and evaluation of the principles of experimental study support multidisciplinary and creative competence. Aspects of multidisciplinary and creative competence can be highlighted, for example, by looking at examples of neuropsychological rehabilitation. Multidisciplinary and creative competence is also promoted, for example, when dealing with the neural basis of cognitive functions and disorders related to attention, memory and language.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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

Well-being competence is supported by, for example, an understanding of resilience and emotion regulation, as well as the ability to cope with crises. The study unit examines, among other things, ways of maintaining mental health, achieving happiness and the components of psychological well-being. Examining the most common mental health disorders and their typical symptoms also contributes to the objectives of well-being competence.

## Interaction competence

The content related to the psychology of emotions supports the development of interaction competence in a wide range of contexts.

## Ethical and environmental competence

Examining examples from the social debate on mental health disorders and reflecting on the concept of mental health support students' societal competence. By examining resilience as part of the contents of the study unit, students can be encouraged to take justified risks and to tolerate uncertainty, frustration and failure. An understanding of grievances also motivates political action and remedies.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

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- *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**

#### **Global and cultural competence**

Global and cultural competence is reinforced by addressing issues such as the impact of culture and the social environment on human behaviour, including stereotypes, attributions, attitudes and prejudices. The exploration of the narrative of identity and personality also supports students' global and cultural competence.

#### **Multidisciplinary and creative competence**

Multidisciplinary competence can be strengthened, for example, when dealing with the interaction of genes and environment in intelligence. The goals of multidisciplinary and creative competence can be supported by examining individual differences in intelligence and creativity, for example through the basic knowledge of personality constancy and variability and behavioural genetics. Discussing the definitions of and factors associated with creativity deepens students' understanding of creativity. The module's content includes the study of individual differences, methods for assessing personality and intelligence, and examples of research using questionnaires, interviews and tests to strengthen students' multidisciplinary and creative competence.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Objective: Students enhance their knowledge and skills in promoting and maintaining their own and others' wellbeing.

The contents and objectives of the module support the multifaceted development of well-being competence.

### **Interaction competence**

Objective: Students are able to work constructively in a group. Students use and strengthen their interaction skills in different assignments and develop their language awareness.

The contents and objectives of the module support the development of interaction competence. For example, socio-emotional skills as part of mental well-being education, collaborative knowledge building in lessons and other pedagogical solutions support development.

### **Multidisciplinary and creative competence**

Objective: Students are guided to find ways of learning that suit them. Students seek to combine knowledge from different scientific disciplines, interpreting it critically while possibly creating new knowledge for themselves.

The content and objectives of the module and the nature of the subject support a multidisciplinary approach. Health consists of individual, community, environmental, societal and global conditions that interact with each other. Making these connections requires students to have a multidisciplinary and multi-level understanding, as well as a critical approach to the ever-changing and even contradictory health information. Pedagogical approaches and working methods, together with study well-being as a theme, support students in finding learning methods that suit them best.

### **Societal competence**

Objective: Students reflect on the importance of lifestyle choices for themselves and their environment.

The module focuses on lifestyle choices such as sleep, nutrition, physical activity, with the aim of understanding the importance of related choices for students' own health and the health of their environment. In addition, the contents of sexual health, mental health and study well-being support the concept of a sustainable future and thereby societal competence.

### **Ethical and environmental competence**

Objective: Students learn to ethically evaluate health-related choices and their consequences.

The module addresses the consequences of lifestyle and other health-related choices, the conflict between valuing health and health habits, and the importance of maintaining well-being resources for personal and collective benefit.

### **Global and cultural competence**

Objective: Students reflect on the importance of Finnish society and culture for the health of individuals and communities.

Health-cultural phenomena such as medicalisation, obsession with health, different health trends and cultural backgrounds, sexuality and its diversity support the development of global and cultural competence as teaching contents.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

Objective: Students strengthen their knowledge, skills and self-awareness to maintain their own and others' wellbeing.

The contents and objectives of the module support the multifaceted development of well-being competence. Content such as occupational well-being, substance abuse prevention, safety and violence prevention support the versatile development of well-being competence.

### **Interaction competence**

Objective: Students are able to work constructively in a group. Students use and strengthen their interaction skills in different assignments and develop their language awareness.

Community-based knowledge building and other pedagogical solutions in lessons support development.

### **Multidisciplinary and creative competence**

Objective: Students develop their skills in searching for and combining reliable information from different disciplines, interpreting it critically and producing new information.

The multidisciplinary nature of the subject and the content, including the basics of scientific research and the evaluation of the reliability of data and general health communication, develop multidisciplinary and creative competence.

### **Societal competence**

Objective: Students can present the factors that contribute to a safe environment and reflect on the impact of their own lifestyle choices.

The content, including sustainable development and health, environmental safety and security, violence prevention and well-being at work, and the pedagogical delivery enable students to understand the conditions for a safe, just and sustainable future and their own role in this.

### **Ethical and environmental competence**

Objective: Students are able to assess the impact of their own lifestyle and consumption habits on the health and well-being of the environment and acquire tools to support sustainable development.

Contents on sustainable development and the links between the physical and psychosocial environment and health support students' ability to make ethically sustainable choices in relation to other people and the environment.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

Objective: Students strengthen their knowledge, skills and self-awareness to maintain their own and others' wellbeing.

Familiarisation with communicable and non-communicable diseases, their risk factors and prevention, social and health services and patients' rights in healthcare supports the comprehensive development of well-being competence.

### **Interaction competence**

Objective: Students are able to work constructively in a group. Students use and strengthen their interaction skills in different assignments and develop their language awareness.

Community-based knowledge building and other pedagogical solutions in lessons support development.

### **Societal competence**

Objective: Students are able to identify individual and societal determinants of health and to understand their interrelationships and mechanisms of influence on health inequalities.

Exploring the factors affecting health inequalities between population groups and measures to reduce them supports societal competence.

### **Ethical and environmental competence**

Objective: Students can identify and analyse ethical conflicts related to health and illness. They know the rights of patients and the ethical principles of healthcare and can assess their realisation.

Familiarisation with aspects of ethical analysis, ethical principles in health care, patient rights and factors affecting health inequalities, and addressing ethical issues support the achievement of the objective.

### **Global and cultural competence**

Objective: Students are able to identify the determinants of health at the population and global levels, reflect on their impact on health and health inequalities, and present global health threats and their prevention.

Learning about the social, scientific and technological factors that have influenced the health of populations and the factors that contribute to health inequalities in Finland and globally develops global and cultural competence.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

<b>Language syllabus</b>	<b>and</b>	<b>Interaction skills</b> (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	<b>Text interpretation skills</b> (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)	<b>Text production skills</b> (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

The 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

#### Study units

#### 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*

Local specification

#### Transversal competences

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand the different features of cultures.

#### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand the different features of cultures.

#### Societal competence

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

### Local specification

### Transversal competences

#### **Ethical and environmental competence**

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

#### **Multidisciplinary and creative competence**

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

## Assessment

### Local specification

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Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Swedish in further studies and the world or 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*

Local specification

### Transversal competences

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Societal competence

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills

objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world in their activities.

#### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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*

Local specification

### Transversal competences

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

### Assessment

Local specification

In this study unit, the assessment of oral language skills is based on the evidence provided during the studies as well as on the grade obtained in the oral language test produced by the Finnish National Agency for Education or in the tests given in accordance with separate guidelines produced by the Finnish National Agency for Education.

## Study skills and interaction competence, 4 cr (RUA1-2)

### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUA1), Compulsory

- Swedish language and interaction competence, 3 cr (RUA2), 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).*

*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

*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*

- *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*

Local specification

## Transversal competences

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

## Global and cultural competence

Students learn about the differences and similarities between the different Nordic cultures and the Finnish-Swedish culture, and learn to understand the different cultural features.

## Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.18.2. Swedish, B1 syllabus (TKRUB1)

### The task of the subject

### Transversal competences

### Study units

### 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

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

### Global and cultural competence

Students learn about the differences and similarities between the different Nordic cultures and the Finnish-Swedish culture, and learn to understand the different cultural features.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

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## Transversal competences

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Societal competence

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being

## Assessment

### Local specification

In this study unit, the assessment of oral language skills is based on the evidence provided during the studies as well as on the grade obtained in the oral language test produced by the Finnish National Agency for Education or in the tests given in accordance with separate guidelines produced by the Finnish National Agency for Education.

## 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

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Study skills and Swedish in my daily life, 4 cr (RUB11-12)

### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (RUB11), Compulsory
- Swedish in my daily life, 3 cr (RUB12), 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.*

#### *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

#### *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*

#### *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**

#### **Interaction competence**

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **8.18.3. Swedish, B3 syllabus (TKRUB3)**

### **The task of the subject**

*. (Section 13(2) of the Government Decree on General Upper Secondary Education 810/2018.)*

### **Transversal competences**

#### **Study units**

#### **Basic level, beginner 1, 2 cr (RUB31)**

#### **Modules in the study unit**

- Basic level, beginner 1, 2 cr (RUB31), Optional

### **Objectives**

*Basic level, beginner 1*

*The objective of the module is that the students*

- *understand the relationship between Swedish and other languages they know or have studied previously, as well as make use of their personal language repertoire*
- *find ways of learning and studying Swedish that suit them*
- *understand the status of Swedish in Finland*
- *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**

#### **Global and cultural competence**

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

#### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### **Basic level, beginner 2, 2 cr (RUB32)**

#### **Modules in the study unit**

- Basic level, beginner 2, 2 cr (RUB32), 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*
- *everyday interactive situations*
- *different service use situations*

Local specification

### **Transversal competences**

#### **Interaction competence**

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### **Global and cultural competence**

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, beginner 3, 2 cr (RUB33)

### Modules in the study unit

- Basic level, beginner 3, 2 cr (RUB33), 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*

- *young people's lives and interpersonal relationships*
- *leisure time and hobbies*
- *school*

Local specification

### Transversal competences

#### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 1, 2 cr (RUB34)

### Modules in the study unit

- Basic level 1, 2 cr (RUB34), 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*

- *different Swedish speakers*
- *getting to know Finland in Swedish*
- *Finnish customs and traditions and comparison of cultural differences*

Local specification

### Transversal competences

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 2, 2 cr (RUB35)

### Modules in the study unit

- Basic level 2, 2 cr (RUB35), 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

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 3, 2 cr (RUB36)

### Modules in the study unit

- Basic level 3, 2 cr (RUB36), 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*

- *Nordic cultural phenomena*
- *media in Swedish*
- *topical themes*
- *creative activity based on the students' personal interests*

Local specification

### **Transversal competences**

#### **Global and cultural competence**

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

#### **Societal competence**

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### **Multidisciplinary and creative competence**

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### **Basic level 4, 2 cr (RUB37)**

#### **Modules in the study unit**

- Basic level 4, 2 cr (RUB37), 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*

- *general upper secondary studies, possible further studies and the world of work*
- *future plans*

Local specification

## Transversal competences

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 5, 2 cr (RUB38)

### Modules in the study unit

- Basic level 5, 2 cr (RUB38), 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 A2.2 (interaction skills, text interpretation skills) and A2.1 (text production skills).*

### Core contents

*Basic level 5*

- *topical themes*
- *media in Swedish*
- *source criticism*

Local specification

## Transversal competences

### Multidisciplinary and creative competence

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.19. Thematic studies (TO)

### The task of the subject

*The general upper secondary education syllabus may contain thematic studies that develop transversal competences. The objectives and contents of the thematic studies are determined in the local curriculum.*

### Transversal competences

#### Study units

### Well-being in everyday life through exercise, 2 cr (TO57)

#### Objectives

Local specification

- The goal is to motivate students to be physically active independently and increase their everyday activity.
- Students deepen their understanding of the components of comprehensive well-being and conceptualise what can be done to improve personal well-being.
- The study unit is targeted at students who need support in getting started with exercise and finding a lifestyle that supports well-being.

#### Core contents

Local specification

- Can be completed for 2 credits
- Conducting your own well-being analysis in a guided manner and based on that, creating your own well-being and exercise plan.
- . The exercise plan is executed partly through personal guidance and partly independently. and through written tasks.

Local specification

### Transversal competences

#### Well-being competence

#### Assessment

Local specification

Evaluated with a completion entry. Approved completion requires completing exercise sessions agreed upon with the instructor, independently implementing the personal exercise program, and completing written tasks.

## General upper secondary school Lukiopaja, 2 cr (TO100)

### Objectives

Local specification

- The students specify their own goals, strengthen their self-awareness and get their daily rhythm in order.
- The students strengthen their involvement and agency.

### Core contents

Local specification

- The students advance their studies according to their personal study plan.
- The students improve their well-being and interaction skills.

Local specification

### Transversal competences

#### Interaction competence

The students' interaction skills are improved when the students actively participate in the activities of the general upper secondary school workshop.

#### Well-being competence

The students can improve competence related to well-being skills by regularly attending the Lukiopaja lessons and taking care of their day-to-day rhythm.

### Assessment

Local specification

The students can improve competence related to well-being skills by regularly attending the Lukiopaja lessons and taking care of their day-to-day rhythm.

### Local description of study unit

Vantaa's Lukiopaja general upper secondary school workshop is aimed at students who need easily accessible and short-term support to advance their studies. The students advance their studies according to their personal study plan. Lukiopaja students take general upper secondary school studies independently, either at their own general upper secondary school or at a distance learning general upper secondary school. Lukiopaja students have the opportunity to specify their own goals, bolster their self-awareness, and get their daily routine in order. In addition, the aim is to strengthen each student's participation and agency. Participating in Lukiopaja education requires students to be motivated to advance their general upper secondary school studies. The students participate in the activities regularly and the goal is for the students to quickly get back into normal general upper secondary school studies. The Lukiopaja teacher provides students a completion records if they have regularly participated in the educational activities.

## TEPPO working life skills, 1 cr (TO110)

### Objectives

Local specification

- The students identify secondary education opportunities
- The students' perception of their own further studies becomes clearer

### Core contents

Local specification

- Learning about general upper secondary education

Local specification

### Transversal competences

#### Societal competence

The introduction to general upper secondary education strengthens the students' understanding of educational opportunities.

#### Well-being competence

The students' self-awareness and confidence in the future are strengthened as they affirm their understanding of the options that suit them.

### Assessment

Local specification

The assessment of the study unit takes into account the students' working life experiences and certificates accumulated during comprehensive education, as well as active participation in the general upper secondary school orientation arranged during comprehensive education. The students have received verbal feedback and a written evaluation during the general upper secondary school orientation. The students reflect on the experiences and accumulated knowledge gained during comprehensive education in relation to the competence needed for general upper secondary school studies.

### Local description of study unit

The study unit bolsters the working life and study skills for transitioning to upper secondary studies, according to the students' needs. These capabilities can include studying skills needed for studies, job seeking skills or improving one's self-awareness.

## Study and working life preparedness 1, 1 cr (TO120)

### Objectives

Local specification

- Studying and strengthening working life skills
- Strengthening one's own conceptions about future possibilities
- For example, developing Finnish language proficiency in day-to-day life, gaining confidence and getting familiar with using the language at school and leisure.

## Core contents

### Local specification

- For example: S2 challenge passport, entrepreneurship camp, hygiene passport.
- The challenge passport is a method for S2 pupils and students to improve their Finnish language proficiency, inclusion and community spirit at school and in their free time. The students receive a passport that contains tasks related to different areas of Finnish language proficiency. In cooperation with the students, we select challenges of an appropriate level, encouraging them to achieve their goals and committing to them. There are easy and more difficult challenges, taking into account different levels of language proficiency.

### Local specification

## Transversal competences

### Societal competence

The studies strengthen the students' working life skills and the understanding of the diverse skills needed in working life. Deepening the skills for functioning in Finnish society and strengthening the sense of belonging to it.

### Well-being competence

The studies expand the students' self-awareness and understanding of their own strengths and interests. Moreover, strengthening one's study skills reduces the experience of study stress.

### Interaction competence

Interaction skills are practiced through assignments and in related feedback and debriefing discussions.

## Assessment

### Local specification

Studies are recorded with a completion entry when the number of demonstrations corresponds to the number of credits. As regards the challenge passport, the student's complete tasks and record in the passport the time it took to complete each task. A debriefing discussion is held with the teacher regarding each assignment. When assignments have been completed equal to one credit, a completion entry is granted. If a student completes assignments for 2 credits, they will also be provided with a completion entry for the study unit TO121.

### Local description of study unit

Studies are recorded with a completion entry when the number of demonstrations corresponds to the number of credits. As regards the challenge passport, the student's complete tasks and record in the passport the time it took to complete each task. A debriefing discussion is held with the teacher regarding each assignment. When assignments have been completed equal to one credit, a completion entry is granted. If a student completes assignments for 2 credits, they will also be provided with a completion entry for the study unit TO121.

## Study and working life preparedness 2, 1 cr (TO121)

### Objectives

### Local specification

- Studying and strengthening working life skills
- Strengthening one's own conceptions about future possibilities
- For example, developing Finnish language proficiency in day-to-day life, gaining confidence and getting familiar with using the language at school and leisure.

### **Core contents**

#### Local specification

- For example: S2 challenge passport, entrepreneurship camp, hygiene passport.
- The challenge passport is a method for S2 pupils and students to improve their Finnish language proficiency, inclusion and community spirit at school and in their free time. The students receive a passport that contains tasks related to different areas of Finnish language proficiency. In cooperation with the students, we select challenges of an appropriate level, encouraging them to achieve their goals and committing to them. There are easy and more difficult challenges, taking into account different levels of language proficiency.

#### Local specification

### **Transversal competences**

#### **Societal competence**

The studies strengthen the students' working life skills and the understanding of the diverse skills needed in working life. Deepening the skills for functioning in Finnish society and strengthening the sense of belonging to it.

#### **Well-being competence**

The studies expand the students' self-awareness and understanding of their own strengths and interests. Moreover, strengthening one's study skills reduces the experience of study stress.

#### **Interaction competence**

Interaction skills are practiced through assignments and in related feedback and debriefing discussions.

### **Assessment**

#### Local specification

Studies are recorded with a completion entry when the number of demonstrations corresponds to the number of credits. As regards the challenge passport, the student's complete tasks and record in the passport the time it took to complete each task. A debriefing discussion is held with the teacher regarding each assignment. When assignments have been completed equal to one credit, a completion entry is granted. If a student completes assignments for 2 credits, 1 credit is recorded for the TO120 study unit and another credit is recorded for this study unit.

### **Local description of study unit**

The study unit is a continuation of the study unit TO120. The students strengthen their study and working life skills by completing, for example, a challenge pass that supports the S2 student's study language (tasks consist of reading, writing, listening and speaking), an entrepreneurship camp, a hygiene passport, or similar components. The goal is that by strengthening their study and working life skills, the students will improve their understanding of their own interests and future possibilities. Completing the study unit can consist of multiple separate components. The studies can also be completed at another educational institution.

## 8.20. 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***

<b>Language syllabus and</b>	<b>Interaction skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)</b>	<b>Text interpretation skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)</b>	<b>Text production skills (in brackets, the targeted proficiency levels at the final stage of primary and lower secondary education)</b>
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.

## 8.20.1. Foreign languages, English, A syllabus (VKENA1)

### The task of the subject

### Transversal competences

### Study units

## 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

### Global and cultural competence

In particular, the study unit implements global and cultural competence by introducing students to different types of art from different cultures and by studying vocabulary related to art.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The study unit strengthens students' societal competence. Through the study unit, students develop critical media literacy and learn to identify different linguistic and audiovisual means of influence. They learn to identify and use a variety of means of influence in interaction situations.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

The themes and working methods of the study unit strengthen students' multidisciplinary and creative competence. Themes include different scientific disciplines, technology, new innovations and visions for the future, which are addressed from a variety of perspectives. The study unit's assignments help students to learn about and practise using different ways of acquiring and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The themes and working methods of the study unit strengthen students' societal competence. The themes of studying, working life and the economy are addressed from a variety of perspectives. Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### Well-being competence

The Language Profile, which is part of the study unit, helps to increase students' self-awareness. Students develop their self-awareness and identity by identifying and strengthening their own skills.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

The themes and working methods of the study unit strengthen students' ethical and environmental competence. The themes of nature and the environment are addressed from a variety of perspectives and through the projects carried out as part of the study unit.

#### Multidisciplinary and creative competence

Multidisciplinary and creative competence is strengthened through assignments and projects completed as part of the study unit. Students learn about different ways of acquiring and presenting information and practice using them. In doing so, they strengthen their ability to assess the reliability of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

#### Interaction competence

Students test and develop their interaction skills in a variety of ways and gain the ability to work in different communication situations. Students' confidence in performing improves and they become more aware of their own potential in different communicative roles.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Study skills and building linguistic identity - English as a global language, 4 cr (ENA1-2)

### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (ENA1), Compulsory
- English as a global language, 3 cr (ENA2), 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.*

*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

*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*

*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

The study unit implements the interaction competence component of transversal competence. Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments. Self-efficacy is enhanced through the Language Profile assignment in the study unit.

### Global and cultural competence

The study unit implements the global and cultural competence component of transversal competence. Study of the themes of the study unit strengthens global and cultural competence as students become familiar with the English language as a lingua franca and its variations in different countries.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.2. Spanish, A syllabus (EAA)

### Study units

#### Spanish in a global world, 4 cr (EAA1-2)

##### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory
- Language in a global world and interaction competence, 3 cr (VKA2), 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).*

*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**

### *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*

### *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**

### **Interaction competence**

The study unit implements the interaction competence component of transversal competence. Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments. Self-efficacy is enhanced through the Language Profile assignment in the study unit.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Language and culture as instruments for creative expression, 2 cr (EAA3)

### 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

#### Global and cultural competence

In particular, the study unit implements global and cultural competence by introducing students to different types of art from different cultures and by studying vocabulary related to art.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Language as an instrument for exerting influence, 2 cr (EAA4)

### 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**

#### **Societal competence**

The study unit strengthens students' societal competence. Through the study unit, students develop critical media literacy and learn to identify different linguistic and audiovisual means of influence. They learn to identify and use a variety of means of influence in interaction situations.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Sustainable future and science, 2 cr (EAA5)**

### **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

The themes and working methods of the study unit strengthen students' multidisciplinary and creative competence. Themes include different scientific disciplines, technology, new innovations and visions for the future, which are addressed from a variety of perspectives. The study unit's assignments help students to learn about and practise using different ways of acquiring and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Language in further studies and the world of work, 2 cr (EAA6)

### 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**

#### **Societal competence**

The themes and working methods of the study unit strengthen students' societal competence. The themes of studying, working life and the economy are addressed from a variety of perspectives. Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### **Well-being competence**

The Language Profile, which is part of the study unit, helps to increase students' self-awareness. Students develop their self-awareness and identity by identifying and strengthening their own skills.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **The environment and a sustainable way of living, 2 cr (EAA7)**

### **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*

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- 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**

The themes and working methods of the study unit strengthen students' ethical and environmental competence. The themes of nature and the environment are addressed from a variety of perspectives and through the projects carried out as part of the study unit.

#### **Multidisciplinary and creative competence**

Multidisciplinary and creative competence is strengthened through assignments and projects completed as part of the study unit. Students learn about different ways of acquiring and presenting information and practice using them. In doing so, they strengthen their ability to assess the reliability of information.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Speak and influence, 2 cr (EAA8)**

### **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**

#### **Interaction competence**

Students test and develop their interaction skills in a variety of ways and gain the ability to work in different communication situations. Students' confidence in performing improves and they become more aware of their own potential in different communicative roles.

#### **Well-being competence**

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **8.20.3. Spanish, B3 syllabus (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

##### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

#### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### 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

### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students learn to identify factors affecting their well-being and to promote their well-being.

### Assessment

#### Local specification

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Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Multidisciplinary and creative competence

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

#### Societal competence

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### Global and cultural competence

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

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different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Multidisciplinary and creative competence

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.4. French, A syllabus (RAA)

### Study units

#### French in a global world, 4 cr (RAA1-2)

#### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory
- Language in a global world and interaction competence, 3 cr (VKA2), 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).*

*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**

*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*

*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**

### **Interaction competence**

The study unit implements the interaction competence component of transversal competence. Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments. Self-efficacy is enhanced through the Language Profile assignment in the study unit.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills

objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

In particular, the study unit implements global and cultural competence by introducing students to different types of art from different cultures and by studying vocabulary related to art.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The study unit strengthens students' societal competence. Through the study unit, students develop critical media literacy and learn to identify different linguistic and audiovisual means of influence. They learn to identify and use a variety of means of influence in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

The themes and working methods of the study unit strengthen students' multidisciplinary and creative competence. Themes include different scientific disciplines, technology, new innovations and visions for the future, which are addressed from a variety of perspectives. The study unit's assignments help students to learn about and practise using different ways of acquiring and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Societal competence**

The themes and working methods of the study unit strengthen students' societal competence. The themes of studying, working life and the economy are addressed from a variety of perspectives. Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### **Well-being competence**

The Language Profile, which is part of the study unit, helps to increase students' self-awareness. Students develop their self-awareness and identity by identifying and strengthening their own skills.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

The themes and working methods of the study unit strengthen students' ethical and environmental competence. The themes of nature and the environment are addressed from a variety of perspectives and through the projects carried out as part of the study unit.

### **Multidisciplinary and creative competence**

Multidisciplinary and creative competence is strengthened through assignments and projects completed as part of the study unit. Students learn about different ways of acquiring and presenting information and practice using them. In doing so, they strengthen their ability to assess the reliability of information.

## **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

#### **Interaction competence**

Students test and develop their interaction skills in a variety of ways and gain the ability to work in different communication situations. Students' confidence in performing improves and they become more aware of their own potential in different communicative roles.

### **Assessment**

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **8.20.5. French, B2 syllabus (RAB2)**

### **The task of the subject**

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to encourage them in continuous language learning and also 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 also include encouraging the students to understand how learning a new language supports other learning.

## Study units

### Basic level, beginner 3, 2 cr (RAB21)

#### Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), 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

##### Multidisciplinary and creative competence

Students learn about many aspects of life through hobbies and school life, and practise sharing their interests.

##### Interaction competence

Students develop their interaction skills in a variety of ways, both as communicators and as receivers.

#### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 1, 2 cr (RAB22)

### Modules in the study unit

- Basic level 1, 2 cr (VKB22), 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 learn about the differences between Finnish and target language cultures and learn to speak about their own country and culture in the target language.

#### Interaction competence

Students learn to understand appropriate ways of communicating across cultures.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 2, 2 cr (RAB23)

### Modules in the study unit

- Basic level 2, 2 cr (VKB23), 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

In this study unit, students learn about well-being promotion and its different aspects in the target language.

### Interaction competence

The study unit develops students' skills in maintaining interaction and practising active listening. Students learn to express their feelings and opinions in the target language.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 3, 2 cr (RAB24)

### Modules in the study unit

- Basic level 3, 2 cr (VKB24), 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

The aim of the study unit is to introduce students to culturally and historically relevant topics in the language area. Students' understanding of the cultural richness of the language area is broadened.

### Multidisciplinary and creative competence

As part of the study unit, students produce their own work in the target language based on their own interests and are encouraged to use the target language when researching cultural topics of interest to them.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 4, 2 cr (RAB25)

### Modules in the study unit

- Basic level 4, 2 cr (VKB25), 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**

In this study unit, students are prepared for various situations related to further studies and working life and learn to understand the use of the target language in the context of working life.

#### **Interaction competence**

As part of the study unit, students practise various situations related to further studies and working life and how to act in them.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Basic level 5, 2 cr (RAB26)**

### **Modules in the study unit**

- Basic level 5, 2 cr (VKB26), 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**

#### **Ethical and environmental competence**

Students understand global issues from different perspectives through the texts they read.

## Multidisciplinary and creative competence

The study unit reinforces the strategies needed to interpret texts and the ability to critically examine sources. Students use creativity to produce language in the context of the interaction.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, intermediate 1, 2 cr (RAB27)

### Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

### Objectives

*Basic level, intermediate 1*

*The objective of the module is that the students*

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

### Core contents

*Basic level, intermediate 1*

- *different living environments*
- *sustainable way of living*

Local specification

### Transversal competences

#### Societal competence

In this study unit, students complete projects that, for example, strengthen their work-life skills and social awareness.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, intermediate 2, 2 cr (RAB28)

### Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

### Objectives

*Basic level, intermediate 2*

*The objective of the module is that the students*

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

### Core contents

*Basic level, intermediate 2*

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

### Transversal competences

#### Ethical and environmental competence

Students complete, for example, projects that strengthen their ethical awareness and prepare them for value-based activities.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.6. French, B3 syllabus (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

##### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

#### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 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

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, beginner 3, 2 cr (RAB33)

### 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

### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Interaction competence**

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### **Global and cultural competence**

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **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**

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 learn about the differences and similarities between different cultures and learn to understand cultural diversity.

#### Societal competence

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### Multidisciplinary and creative competence

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

## Assessment

Local specification

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Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Multidisciplinary and creative competence

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

#### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.7. German, A syllabus (SAA)

### Study units

#### German language in a global world, 4 cr (SAA1-2)

##### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory
- Language in a global world and interaction competence, 3 cr (VKA2), 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).

###### *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

###### *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

###### *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

### Interaction competence

The study unit implements the interaction competence component of transversal competence. Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments. Self-efficacy is enhanced through the Language Profile assignment in the study unit.

### Assessment

#### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Global and cultural competence

In particular, the study unit implements global and cultural competence by introducing students to different types of art from different cultures and by studying vocabulary related to art.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The study unit strengthens students' societal competence. Through the study unit, students develop critical media literacy and learn to identify different linguistic and audiovisual means of influence. They learn to identify and use a variety of means of influence in interaction situations.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

The themes and working methods of the study unit strengthen students' multidisciplinary and creative competence. Themes include different scientific disciplines, technology, new innovations and visions for the future, which are addressed from a variety of perspectives. The study unit's assignments help students to learn about and practise using different ways of acquiring and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Societal competence

The themes and working methods of the study unit strengthen students' societal competence. The themes of studying, working life and the economy are addressed from a variety of perspectives. Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### Well-being competence

The Language Profile, which is part of the study unit, helps to increase students' self-awareness. Students develop their self-awareness and identity by identifying and strengthening their own skills.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Ethical and environmental competence

The themes and working methods of the study unit strengthen students' ethical and environmental competence. The themes of nature and the environment are addressed from a variety of perspectives and through the projects carried out as part of the study unit.

#### Multidisciplinary and creative competence

Multidisciplinary and creative competence is strengthened through assignments and projects completed as part of the study unit. Students learn about different ways of acquiring and presenting information and practice using them. In doing so, they strengthen their ability to assess the reliability of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Interaction competence

Students test and develop their interaction skills in a variety of ways and gain the ability to work in different communication situations. Students' confidence in performing improves and they become more aware of their own potential in different communicative roles.

#### Well-being competence

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.8. German, B2 syllabus (SAB2)

### The task of the subject

The specific task of the syllabus is to encourage the students to expand their linguistic repertoire and to encourage them in continuous language learning and also 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 also include encouraging the students to understand how learning a new language supports other learning.

### Study units

#### Basic level, beginner 3, 2 cr (SAB21)

##### Modules in the study unit

- Basic level, beginner 3, 2 cr (VKB21), 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

##### Multidisciplinary and creative competence

Students learn about many aspects of life through hobbies and school life, and practise sharing their interests.

##### Interaction competence

Students develop their interaction skills in a variety of ways, both as communicators and as receivers.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 1, 2 cr (SAB22)

### Modules in the study unit

- Basic level 1, 2 cr (VKB22), 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 learn about the differences between Finnish and target language cultures and learn to speak about their own country and culture in the target language.

#### Interaction competence

Students learn to understand appropriate ways of communicating across cultures.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 2, 2 cr (SAB23)

### Modules in the study unit

- Basic level 2, 2 cr (VKB23), 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

In this study unit, students learn about well-being promotion and its different aspects in the target language.

#### Interaction competence

The study unit develops students' skills in maintaining interaction and practising active listening. Students learn to express their feelings and opinions in the target language.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 3, 2 cr (SAB24)

### Modules in the study unit

- Basic level 3, 2 cr (VKB24), 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

The aim of the study unit is to introduce students to culturally and historically relevant topics in the language area. Students' understanding of the cultural richness of the language area is broadened.

#### Multidisciplinary and creative competence

As part of the study unit, students produce their own work in the target language based on their own interests and are encouraged to use the target language when researching cultural topics of interest to them.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 4, 2 cr (SAB25)

### Modules in the study unit

- Basic level 4, 2 cr (VKB25), 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

In this study unit, students are prepared for various situations related to further studies and working life and learn to understand the use of the target language in the context of working life.

### Interaction competence

As part of the study unit, students practise various situations related to further studies and working life and how to act in them.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 5, 2 cr (SAB26)

### Modules in the study unit

- Basic level 5, 2 cr (VKB26), 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

### Ethical and environmental competence

Students understand global issues from different perspectives through the texts they read.

### Multidisciplinary and creative competence

The study unit reinforces the strategies needed to interpret texts and the ability to critically examine sources. Students use creativity to produce language in the context of the interaction.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, intermediate 1, 2 cr (SAB27)

### Modules in the study unit

- Basic level, intermediate 1, 2 cr (VKB27), Optional

### Objectives

#### Basic level, intermediate 1

The objective of the module is that the students

- are able to interact in accordance with the objectives of proficiency level A2.2.

## Core contents

### Basic level, intermediate 1

- different living environments
- sustainable way of living

### Local specification

## Transversal competences

### Societal competence

In this study unit, students complete projects that, for example, strengthen their work-life skills and social awareness.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, intermediate 2, 2 cr (SAB28)

### Modules in the study unit

- Basic level, intermediate 2, 2 cr (VKB28), Optional

### Objectives

*Basic level, intermediate 2*

*The objective of the module is that the students*

- *are able to interact in accordance with the objectives of proficiency level A2.2.*

### Core contents

*Basic level, intermediate 2*

- *international competence and cooperation*
- *familiarisation with different international systems for assessing language proficiency*
- *language proficiency requirements in, for example, further studies*

Local specification

## Transversal competences

### Ethical and environmental competence

Students complete, for example, projects that strengthen their ethical awareness and prepare them for value-based activities.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the

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different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### 8.20.9. German, B3 syllabus (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

### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

#### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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 learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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**

#### **Multidisciplinary and creative competence**

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

#### **Societal competence**

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

#### **Global and cultural competence**

Students learn about the differences and similarities between different cultures and learn to understand cultural diversity.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

### **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

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Multidisciplinary and creative competence

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.10. Russian, A syllabus (VEA)

### Study units

#### Russian in a global world, 4 cr (VEA1-2)

##### Modules in the study unit

- Study skills and building linguistic identity, 1 cr (VKA1), Compulsory
- Language in a global world and interaction competence, 3 cr (VKA2), 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).*

###### *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

###### *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*

*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**

#### **Interaction competence**

The study unit implements the interaction competence component of transversal competence. Interpersonal skills are practised by giving and receiving peer feedback. Cooperation skills are reinforced through group assignments. Self-efficacy is enhanced through the Language Profile assignment in the study unit.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Language and culture as instruments for creative expression, 2 cr (VEA3)**

### **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**

#### **Global and cultural competence**

In particular, the study unit implements global and cultural competence by introducing students to different types of art from different cultures and by studying vocabulary related to art.

### **Assessment**

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Language as an instrument for exerting influence, 2 cr (VEA4)**

### **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

### Societal competence

The study unit strengthens students' societal competence. Through the study unit, students develop critical media literacy and learn to identify different linguistic and audiovisual means of influence. They learn to identify and use a variety of means of influence in interaction situations.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Sustainable future and science, 2 cr (VEA5)

### 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

The themes and working methods of the study unit strengthen students' multidisciplinary and creative competence. Themes include different scientific disciplines, technology, new innovations and visions for the future, which are addressed from a variety of perspectives. The study unit's assignments help students to learn about and practise using different

ways of acquiring and presenting information. In doing so, they strengthen their ability to assess the reliability of information.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Language in further studies and the world of work, 2 cr (VEA6)

### 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

#### Societal competence

The themes and working methods of the study unit strengthen students' societal competence. The themes of studying, working life and the economy are addressed from a variety of perspectives. Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

## Well-being competence

The Language Profile, which is part of the study unit, helps to increase students' self-awareness. Students develop their self-awareness and identity by identifying and strengthening their own skills.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## The environment and a sustainable way of living, 2 cr (VEA7)

### 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

The themes and working methods of the study unit strengthen students' ethical and environmental competence. The themes of nature and the environment are addressed from a variety of perspectives and through the projects carried out as part of the study unit.

## Multidisciplinary and creative competence

Multidisciplinary and creative competence is strengthened through assignments and projects completed as part of the study unit. Students learn about different ways of acquiring and presenting information and practice using them. In doing so, they strengthen their ability to assess the reliability of information.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Speak and influence, 2 cr (VEA8)

### 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

Through various speech and communication exercises, students build their identity by recognising their strengths and areas for development and by deepening their competence based on increasing self-awareness.

## Interaction competence

Students test and develop their interaction skills in a variety of ways and gain the ability to work in different communication situations. Students' confidence in performing improves and they become more aware of their own potential in different communicative roles.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.20.11. Russian, B3 syllabus (VEB)

### 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 (VEB31)

#### 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

### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, beginner 2, 2 cr (VEB32)

### 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

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level, beginner 3, 2 cr (VEB33)

### 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

### Well-being competence

Students learn to identify factors affecting their well-being and to promote their well-being.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 1, 2 cr (VEB34)

### 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

#### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

#### Global and cultural competence

Students learn about the cultural characteristics of a new language area and compare them with their own language and culture and with the languages they have previously studied.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 2, 2 cr (VEB35)

### 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

Students learn to identify factors affecting their well-being and to promote their well-being.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 3, 2 cr (VEB36)

### 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 learn about the differences and similarities between different cultures and learn to understand cultural diversity.

### **Societal competence**

Students learn to understand the structures of working life and the surrounding society, and look ahead to life after general upper secondary school.

### **Multidisciplinary and creative competence**

Students are introduced to different arts and media and encouraged to experiment with their own creativity.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## **Basic level 4, 2 cr (VEB37)**

### **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

### Interaction competence

Students' motivation and courage to interact in different languages are supported. Students learn to assess the appropriateness and social acceptability of their behaviour in interaction situations.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## Basic level 5, 2 cr (VEB38)

### 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

### Multidisciplinary and creative competence

Students learn about the Earth as a habitat and to a sustainable lifestyle from different perspectives and creatively combine different disciplinary perspectives into a coherent whole.

### Ethical and environmental competence

Students understand the importance of responsible living and are able to take into account the well-being of nature and the surrounding world.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 8.21. 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**.*

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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**

### **Societal competence**

The study unit is a core subject in societal competence. The study unit develops students' ability to critically examine and evaluate current phenomena. The study unit strengthens students' democratic skills, encourages them to participate in social activities and to contribute to a just and sustainable future. Social studies instruction helps students to understand how societies change as a result of human activity, and how they can make a difference in today's and tomorrow's societies.

### **Interaction competence**

The study unit aims to develop students' social skills and ability to cooperate and learn together. This is done naturally through learning about social participation. Instruction focuses on a variety of ways of producing and publishing information, as well as developing skills in fact-based argumentation and, as a result, constructive communication. Students are encouraged to take an active part in society to promote the common good.

## **Assessment**

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills

objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Ethical and environmental competence

Students learn about economic activity from a broad perspective of the Finnish and global economy. The topics covered range from managing personal finances to entrepreneurship and business, and even global economic phenomena. Economic globalisation in its various forms and effects, both in general and in Finland, are also highlighted in the studies. Students learn about the opportunities and limits of economic growth and acquire the skills to behave ethically and sustainably in the economy.

### Multidisciplinary and creative competence

Students develop the multiliteracy vital for the digital age by learning to select, critically interpret and apply research-based economic information. At the same time, they learn to assess the reliability and applications of data presented statistically and mathematically. The study unit emphasises statistical literacy.

### Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

### Global and cultural competence

Students examine interdependencies and globalisation from the perspectives of human rights, democracy, politics, security and economics: the origins, benefits and drawbacks of globalisation, the impact on security at the individual, societal and global levels. A comprehensive understanding of European identity helps students to understand cultural diversity and to appreciate different perspectives.

### Well-being competence

Students develop their well-being competence by strengthening their life and community skills and deepening their legal, economic and social understanding. Students strengthen their identity construction and learn about the diversity of identities as part of European identity. Students understand the connection between Finnish identity, European identity and global citizenship.

## Assessment

Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.

## 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

In legal knowledge studies, students explore legislation relevant to citizens and examine the most common legal acts in which citizens are involved. The studies develop students' well-being competence as their legal knowledge and skills increase. A deeper understanding of the law strengthens students' life management skills for the future.

#### Interaction competence

In legal knowledge studies, students practise the production of information using up-to-date legislation as a source in legal cases. Students' interaction skills are built through learning and discovering things together. One of the skills practised in legal knowledge studies is fact-based argumentation, which contributes to the development of students' communication skills.

## Assessment

### Local specification

Assessment of the study unit is varied, transparent, continuous and responsive to the needs of different learners. Assessment is based on the achievement of the content and skills objectives and on the work completed as part of the study unit. Assessment takes into account the different forms of evidence of competence, the assignments, students' goal-oriented, active and collaborative work and self-assessment.

The transversal competence objectives specific to study units are assessed as part of the work and content mastery in relation to the study unit objectives.

The study unit is assessed with a numerical grade.



9 §

## Suomenkielisen esiopetuksen toimipaikat lukuvuonna 2026-2027 / MM

VD/6154/12.00.01.01/2025

MM/T-LÅ/SR

Vantaalla kasvatuksen ja oppimisen lautakunta vastaa varhaiskasvatuksen ja esiopetuksen järjestämisestä ja kehittämisestä. Vantaan kaupungin hallintosäännön 9 luvun 5 §:n 2 momentin 5 kohdan mukaan kasvatuksen ja oppimisen lautakunta tehtäväalueellaan päättää esiopetuksen järjestämispaikoista. Hallintosäännön 4 luvun 11 §:n mukaan varhaiskasvatuksen palvelualue vastaa suomenkielisen esiopetuksen järjestämisestä.

Esiopetusta voidaan antaa kunnallisissa päiväkodeissa ja koulujen tiloissa sekä yksityisissä päiväkodeissa, kun yksityinen päiväkotitoimi täyttää perusopetuslain ja -asetuksen sekä kunnan esiopetukselle asettamat vaatimukset (kasvatuksen ja oppimisen lautakunta 16.9.2025 § 14). Vantaalla suomenkielisen esiopetuksen toimipaikoissa voidaan antaa myös englanninkielistä, laajamittaista englanninkielistä ja englannin kielirikasteista esiopetusta sekä ruotsin kielikylypesiopetusta (Vantaan esiopetuksen opetussuunnitelma 2025).

Perusopetusasetuksen 23 a §:n mukaan opetuksen järjestäjän tulee etukäteen ilmoittaa esiopetuksen järjestämispaikoista, opetuksen alkamis- ja päättymisajankohdista sekä siitä, miten sen järjestämään tai hankkimaan esiopetukseen haetaan. Kasvatuksen ja oppimisen lautakunnan päätöksen (16.9.2025 § 14) mukaan esiopetuksen toimipaikoista päätetään kasvatuksen ja oppimisen lautakunnassa lukuvuodeksi kerrallaan ennen esiopetukseen ilmoittautumisen käynnistymistä. Kun esiopetukseen ilmoittautuneiden lasten määrä on ilmoittautumisajan päätyttyä tiedossa, lautakunta vahvistaa seuraavan lukuvuoden esiopetuksen toimipaikat. Lukuvuodeksi 2026–2027 esiopetukseen ilmoitaudutaan 7.1–30.1.2026 VaSa-palvelussa tai paperilomakkeella.

Lukuvuodelle 2026–2027 esiopetuksen toimipaikoiksi esitetään 99 esiopetuspaikkaa, joista kunnallisia on 83 ja yksityisiä 16. Esiopetuksen palveluverkon suunnittelussa on huomioitu edellytykset tarkoituksenmukaisten ryhmien muodostamiselle sekä puitteet sujuvalle esi- ja alkuopetuksen toiminnalliselle yhteistyölle. Tavoitteena on ollut sijoittaa esiopetus mahdollisimman lähelle kouluja, jotta esi- ja alkuopetuksen nivelvaiheyhteistyölle olisi riittävät edellytykset.

Esitetyistä toimipaikoista 16 tarjoaa englannin kielirikasteista esiopetusta, yksi englanninkielistä esiopetusta, yksi laajamittaista englanninkielistä esiopetusta ja kolme ruotsin kielikylypesiopetusta. Montessoripedagogiikkaan painottuvaa toimintaa järjestetään kolmessa paikassa, ja yhden toimipaikan toiminnassa on liikuntapainotus. Esiopetuksen toimipaikkoja, joissa tarjotaan varhaiskasvatusta iltaisin tai ympärivuorokautisesti, on kuusi.

### Kasvatuksen ja oppimisen lautakunta 10.11.2025 § 9

#### Varhaiskasvatuksen johtajan esitys:

Päätetään hyväksyä liitteenä olevat kunnalliset ja yksityiset toimipaikat suomenkielisen esiopetuksen toimipaikoiksi lukuvuodeksi 2026–2027.

#### Käsittely:

Kuultiin varhaiskasvatuksen johtajan selostus.



**Päätös:**

Hyväksyttiin esitys.

**Liitteet:**

- Suomenkielisen esiopetuksen toimipaikat oppilaaksiottoalueittain 2026–2027

Täytäntöönpano: Varhaiskasvatuksen palvelualue  
- ote ko. esiopetuksen toimipaikat

Muutoksenhakuohje: Oikaisuvaatimus kasvatuksen ja oppimisen lautakunnalle

**Lisätiedot:**

varhaiskasvatuksen asiantuntija Tiina-Liisa Åkerfelt, puh. 040 586 4893, (etunimi.sukunimi[at]vantaa.fi)

**Suomenkielisen esiopetuksen toimipaikat oppilaaksiottoalueittain 2026–2027**

Yhteensä 99 järjestämisspaikkaa, joista 83 kunnallisia ja 16 yksityisiä

<b>Esiopetuksen toimipaikka</b>	<b>Mahdollinen painotus</b>	<b>Kunnallinen / Yksityinen</b>
<b><u>Myyrmäen oppilaaksiottoalue</u></b>		
1 EO Uomarinteen päiväkotitila	ruotsin kielikylyp	Kunnallinen
2 Hämeenkyllän päiväkoti		Kunnallinen
3 Jokiuoman päiväkoti		Kunnallinen
4 Kaivokselan päiväkoti	englannin kielirikasteinen	Kunnallinen
5 Karhunkierroksen päiväkoti		Kunnallinen
6 Kelokuusen päiväkoti		Kunnallinen
7 Kilterin päiväkoti	ympäri vuorokautinen varhaiskasvatus	Kunnallinen
8 Kimaran päiväkoti	englannin kielirikasteinen	Kunnallinen
9 Kivimäen päiväkoti	englannin kielirikasteinen	Kunnallinen
10 Kukinpolun päiväkoti		Kunnallinen
11 Louhelan päiväkoti		Kunnallinen
12 Martinlaakson päiväkoti		Kunnallinen
13 Patotien päiväkoti		Kunnallinen
14 Pähkinänsärkijän päiväkoti		Kunnallinen
15 Pähkinärinteen päiväkoti		Kunnallinen
16 Simpukan päiväkoti		Kunnallinen
17 Solkikujan päiväkoti		Kunnallinen
18 Vantaanlaakson päiväkoti		Kunnallinen
19 Vapaalan päiväkoti, Rajatorpan koulun esiopetustila		Kunnallinen
20 Vaskivuoren päiväkoti		Kunnallinen
21 Piike Pikkukarhu		Yksityinen
22 Touhula Kaivokselä		Yksityinen

**Kivistö-Aviapoliuksen oppilaaksiottoalue**

1 Aurinkokiven päiväkoti		Kunnallinen
2 Husaaritien päiväkoti	englannin kielirikasteinen	Kunnallinen
3 Illenpuiston päiväkoti		Kunnallinen
4 Isonmännyn päiväkoti	englannin kielirikasteinen	Kunnallinen
5 Kanniston päiväkoti	englannin kielirikasteinen	Kunnallinen
6 Kartanonkosken päiväkoti		Kunnallinen
7 Keimolanmäen päiväkoti	englannin kielirikasteinen	Kunnallinen
8 Lipunkantajan päiväkoti		Kunnallinen
9 Lystilän päiväkoti	iltavarhaiskasvatus	Kunnallinen
10 Pakkalanrinteen päiväkoti		Kunnallinen
11 Peltovuoren päiväkoti	englannin kielirikasteinen	Kunnallinen
12 Päiväkoti Y.E.S.	englanninkielinen	Kunnallinen
13 Seutulan päiväkoti		Kunnallinen
14 Tammiston päiväkoti		Kunnallinen
15 Tammistonrannan päiväkoti		Kunnallinen
16 Ylästön päiväkoti	englannin kielirikasteinen	Kunnallinen
17 Piike Hohto		Yksityinen
18 Touhula LoistoVekara		Yksityinen
19 Touhula Veromies		Yksityinen

**Tikkurila-Hakunilan oppilaaksiottoalue**

1 Hevoshaan päiväkoti		Kunnallinen
2 Hiekkaharjun päiväkoti	englannin kielirikasteinen	Kunnallinen
3 Iloan päiväkoti, esiopetus		Kunnallinen
4 Itä-Hakkilan päiväkoti		Kunnallinen
5 Jokiniemen päiväkoti		Kunnallinen
6 Kimokujan päiväkoti		Kunnallinen
7 Kuusikkotien päiväkoti		Kunnallinen
8 Kuusikon päiväkoti	montessori, myös ryhmä ilman painotusta	Kunnallinen
9 Kämmekäpuiston päiväkoti	englannin kielirikasteinen	Kunnallinen
10 Latupuiston päiväkoti		Kunnallinen
11 Lauhatien päiväkoti	ruotsin kielikylyp, myös ryhmä ilman painotusta	Kunnallinen
12 Leinelän päiväkoti		Kunnallinen
13 Länsimäen päiväkoti		Kunnallinen
14 Malmiiniityn päiväkoti		Kunnallinen
15 Nissaksen päiväkoti		Kunnallinen
16 Pallastunturin päiväkoti		Kunnallinen
17 Peltolan päiväkoti		Kunnallinen
18 Rajakylän päiväkoti		Kunnallinen
19 Ravurin päiväkoti		Kunnallinen
20 Ristipuron päiväkoti		Kunnallinen
21 Satulakujan päiväkoti		Kunnallinen
22 Simonkallion päiväkoti	englannin kielirikasteinen	Kunnallinen
23 Sinirikon päiväkoti	ympäri vuorokautinen varhaiskasvatus	Kunnallinen
24 Suitsikujan päiväkoti		Kunnallinen
25 Tiedonjyvän päiväkoti		Kunnallinen
26 Tikkurilan päiväkoti	englannin kielirikasteinen, iltavarhaiskasvatus	Kunnallinen
27 Urheilupuiston päiväkoti	liikuntapainotus	Kunnallinen
28 Vaaranpuiston päiväkoti		Kunnallinen

29	Vartiokujan päiväkot		Kunnallinen
30	Veturin päiväkot		Kunnallinen
31	Fazerin päiväkot		Yksityinen
32	Folkhälsan Lyckoslanten	englannin kielirikasteinen	Yksityinen
33	Montessoripäiväkot Montsa	ruotsin kielikylypy montessori	Yksityinen
34	Montessoripäiväkot Rantakaisla	montessori, englannin kielirikasteinen	Yksityinen
35	Pilke Playschool Pohjantähti	laajamittainen englanninkielinen	Yksityinen
36	Pilke Tähtisumu		Yksityinen
37	Touhula Hiekkaharju		Yksityinen
38	Touhula Ilola		Yksityinen

Korso-Koivukylän oppilaaksiottoalue

1	Ankkalammen päiväkot	iltavarhaiskasvatus	Kunnallinen
2	Hansin päiväkot	ympäri vuorokautinen varhaiskasvatus	Kunnallinen
3	Ilvespuiston päiväkot	englannin kielirikasteinen	Kunnallinen
4	Koivukylän päiväkot		Kunnallinen
5	Koskimyllyn päiväkot		Kunnallinen
6	Maauninpolun päiväkot		Kunnallinen
7	Metsolanmäen päiväkot		Kunnallinen
8	Nikinmäen päiväkot		Kunnallinen
9	Näätäpuiston päiväkot		Kunnallinen
10	Pesäpuun päiväkot		Kunnallinen
11	Päiväkummun päiväkot		Kunnallinen
12	Rautpihan päiväkot		Kunnallinen
13	Seljapolun päiväkot		Kunnallinen
14	Tähdenlennon päiväkot		Kunnallinen
15	Ulrikan päiväkot		Kunnallinen
16	Vallinojan päiväkot		Kunnallinen
17	Valtikan päiväkot		Kunnallinen
18	Pilke Illusia		Yksityinen
19	Pilke Oivallus		Yksityinen
20	Touhula Aarrekallio		Yksityinen



## Muutoksenhakuohje 1/ Oikaisuvaatimus

Jos olet tyytymätön tähän päätöksen, voit vaatia siihen oikaisua **Vantaan kasvatuksen ja oppimisen lautakunnalta**.

Oikaisuvaatimuksen voit tehdä:

lainmukaisuusperusteella, eli jos

- päätös on syntynyt virheellisessä järjestyksessä
- päätöksen tehnyt toimielin on ylittänyt toimivaltansa
- päätös on muuten lainvastainen

ja/tai

tarkoituksenmukaisuusperusteella, eli päätöksen sisältöön liittyvillä perusteilla.

Voit tehdä oikaisuvaatimuksen, jos olet kunnan jäsen. Asianosaisena voit tehdä oikaisuvaatimuksen kunnan jäsenyydestä riippumatta, jos päätös kohdistuu sinuun tai se vaikuttaa välittömästi oikeuksiisi, velvollisuuksiisi tai etuihisi.

### Oikaisuvaatimuksen toimittaminen

Toimita oikaisuvaatimus **14 päivän kuluessa** päätöksen tiedoksisaannista. Tiedoksisaantipäivää ei lueta oikaisuvaatimusaikaan. Oikaisuvaatimus on tehtävä viimeistään määräajan viimeisenä päivänä. Myöhässä tullutta oikaisuvaatimusta ei tutkita.

Kunnan jäsenen katsotaan saaneen tiedon päätöksestä seitsemän päivän kuluttua siitä, kun pöytäkirja on nähtävänä Vantaan kaupungin internet-sivulla.

Asianosaisen katsotaan saaneen tiedon päätöksestä, jollei muuta näytetä

- seitsemän päivän kuluttua kirjeen lähettämisestä
- kolmen päivän kuluttua sähköisen viestin lähettämisestä tai
- saantitodistuksen osoittamana aikana/erilliseen tiedoksiantotodistukseen merkittynä aikana.

Voit toimittaa oikaisuvaatimuksen sähköpostilla tai sähköisen Oma Vantaa -asiointipalvelun kautta, postittamalla tai henkilökohtaisesti Tikkurilan Vantaa-Infoon sen aukioloaikana. Jos viimeinen palautuspäivä osuu viikonlopulle tai pyhäpäiväksi, voit toimittaa oikaisuvaatimuksen vielä seuraavana arkipäivänä.

Tee oikaisuvaatimus kirjallisena ja kerro siinä mitä muutoksia haluat päätökseen ja millä perusteella. Jos sinulla on vaatimustasi tukevia asiakirjoja, liitä ne oikaisuvaatimukseen mukaan. Lopuksi ilmoita yhteystietosi ja kotikuntasi ja allekirjoita oikaisuvaatimus. Sähköistä asiakirjaa ei tarvitse allekirjoittaa, mutta siitä on käytävä ilmi lähettäjän tiedot. Jos käytät laillista edustajaa, oikaisuvaatimuksessa tulee olla myös edustajan vastaavat tiedot.

Oikaisuvaatimus toimitetaan aina omalla vastuulla.

### Vantaan opetuslautakunnan yhteystiedot:

Postiosoite: Vantaan kaupungin kirjaamo, PL 1100, 01030 Vantaa kaupunki

Käyntiosoite: Kirjaamon asiakaspalvelu/Tikkurilan Vantaa-Info, Dixi (2. krs.), Ratatie 11, 01300 Vantaa  
(Aukioloajat: ma–ke 8.45–16.30, to 12.00–17.00 ja pe 7.45–15.30. Tarkista kesäajan ja arkipyhän aukiolo soittamalla tai osoitteesta <https://www.vantaa.fi/vantaa-info>)

Puhelin: (09) 83911 (vaihe)

Sähköpostiosoite: [kirjaamo@vantaa.fi](mailto:kirjaamo@vantaa.fi)

Asiointipalvelun osoite: <https://asiointi.vantaa.fi/web/oikaisuvaatimus>



## Muutoksenhakuohje 2/ Kunnallisvalitus oikaisuvaatimuksesta annettuun päätökseen

Jos olet tyytymätön tähän päätökseen, voit hakea siihen muutosta **Helsingin hallinto-oikeudelta**.

Valituksen voit tehdä lainmukaisuusperusteella, eli jos

- päätös on syntynyt virheellisessä järjestyksessä
- päätöksen tehnyt toimielin on ylittänyt toimivaltansa ja/tai
- päätös on muuten lainvastainen.

Voit tehdä valituksen, jos olet tehnyt päätöksestä aiemmin oikaisuvaatimuksen. Kunnan jäsenenä voit tehdä valituksen, jos päätös on muuttunut oikaisuvaatimuksen takia.

### Valituksen toimittaminen

Toimita valitus **30 päivän** kuluessa päätöksen tiedoksisaannista. Tiedoksisaantipäivää ei lueta valitusaikaan. Valitus on tehtävä viimeistään määräajan viimeisenä päivänä ennen viraston aukioloajan päättymistä. Myöhässä tullutta valitusta ei tutkita.

Kunnan jäsenen katsotaan saaneen tiedon päätöksestä seitsemän päivän kuluttua siitä, kun pöytäkirja on nähtävänä Vantaan kaupungin internet-sivulla.

Asianosaisen katsotaan saaneen tiedon päätöksestä, jollei muuta näytetä:

- seitsemän päivän kuluttua kirjeen lähettämisestä,
- kolmen päivän kuluttua sähköisen viestin lähettämisestä tai
- saantitodistuksen osoittamana aikana/erilliseen tiedoksiantotodistukseen merkittynä aikana

Voit toimittaa valituksen henkilökohtaisesti, postittamalla tai sähköisesti. Jos viimeinen palautuspäivä osuu viikonlopulle tai pyhäpäiväksi, voit toimittaa valituksen vielä seuraavana arkipäivänä virka-aikana.

Tee valitus kirjallisena ja kerro siinä mitä muutoksia haluat päätökseen ja millä perusteella. Liitä mukaan valituksen kohteena oleva päätös ja vaatimusta tukevat asiakirjat (ellet ole niitä aiemmin toimittanut oikaisuvaatimuksen yhteydessä). Ilmoita valituksessa kotikuntasi ja yhteystietosi ja allekirjoita se. Jos sinulla on laillinen edustaja, valituksessa tulee olla sinun nimen ja kotikunnan lisäksi myös tämän nimi, kotikunta, yhteystiedot ja allekirjoitus. Sähköistä asiakirjaa ei tarvitse allekirjoittaa, mutta siitä on käytävä ilmi lähettäjän tiedot.

Valitus toimitetaan aina omalla vastuulla.

Vahingonkorvausasiassa hallinto-oikeus voi tutkia ainoastaan, onko päätös tehty muodollisesti oikein. Vahingonkorvauksen perustetta tai määrää koskevan riita-asian käsittelee sen sijaan toimivaltainen yleinen tuomioistuin (käräjäoikeus).

Muutoksenhakijalta peritään oikeudenkäyntimaksua hallinto-oikeudessa **310** euroa. Lisätietoja valituksen maksullisuudesta saa Helsingin hallinto-oikeudesta. Maksua ei peritä silloin, kun hallinto-oikeus muuttaa valituksenalaisen päätöksen valittajan eduksi.

### Helsingin hallinto-oikeuden yhteystiedot:

Käynti- ja postiosoite: Radanrakentajantie 5, 00520 Helsinki

Puhelin: 029 56 42000, faksi: 029 56 42079

Sähköpostiosoite: [helsinki.hao@oikeus.fi](mailto:helsinki.hao@oikeus.fi)

Asiointipalvelun osoite: <https://asiointi2.oikeus.fi/hallintotuomioistuimet>

Virka-aika: klo 8.00 - 16.15





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## **Muutoksenhakuohje 7/ Oikaisuvaatimus-/ valituskielto**

**3.1. Tähän päätökseen, joka koskee vain valmistelua tai täytäntöönpanoa, ei saa hakea muutosta.**  
(Kuntalaki 136 §)

**3.2. Tähän päätökseen, joka koskee hankinta-oikaisua, ei saa hakea muutosta.**  
(Hankintalaki 135 §)



## **Muutoksenhakuohje 4/ Hankintaoikaisu ja markkinaoikeusvalitus hankinta-asiassavalitusosoitus**

Julkista hankintaa koskevaan päätökseen tai muuhun hankintamenettelyssä tehtyyn ratkaisuun voidaan julkisista hankinnoista ja käyttöoikeussopimuksista annetun lain (1397/2016, jäljempänä hankintalaki) mukaan hakea muutosta vaatimalla hankintayksiköltä oikaisua (jäljempänä hankintaoikaisu). Asia voidaan myös saattaa valituksella markkinaoikeuden käsiteltäväksi.

Hankintaa koskevasta asiasta voi tehdä hankintayksikölle oikaisuvaatimuksen tai markkinaoikeudelle toimitettavan valituksen se, jota asia koskee (jäljempänä asianosainen). Asianosainen on se, jonka oikeuteen, velvollisuuteen tai etuun päätös välittömästi vaikuttaa.

### **I Hankintaoikaisuohje**

#### **Hankintaoikaisuvaatimuksen kohde**

Hankintayksikön päätökseen tai muuhun hankintamenettelyssä tehtyyn ratkaisuun tyytymätön voi vaatia hankintalain 132–135 §:n mukaan hankintaoikaisua. Hankintaoikaisua voi vaatia hankintayksiköltä kirjallisesti tarjouskilpailuun osallistunut tarjoaja tai osallistumishakemuksen tehnyt ehdokas tai muu taho, jota asia koskee.

#### **Hankintaoikaisuvaatimuksen tekemiselle säädetty aika**

Asianosaisen on vaadittava hankintaoikaisua 14 päivän kuluessa siitä, kun asianosainen on saanut tiedon hankintayksikön päätöksestä valitusosoituksineen tai muusta hankintamenettelyssä tehdystä ratkaisusta. Vaatimus on esitettävä määräajan viimeisenä päivänä ennen virka-ajan päättymistä.

Tiedoksisaantipäivää ei lueta oikaisuvaatimusaikaan. Jos määräajan viimeinen päivä on pyhäpäivä, itsenäisyyspäivä, vapunpäivä, joului- tai juhannusaatto tai arkilauantai, voi oikaisuvaatimuksen tehdä ennen viraston aukioloajan päättymistä ensimmäisenä arkipäivänä sen jälkeen.

#### **Sähköinen tiedoksianto**

Mikäli hankintapäätös on annettu tiedoksi sähköisesti, asianosaisen katsotaan saaneen tiedon hankintapäätöksestä oheisasiakirjoineen sinä päivänä, jolloin sähköinen viesti on vastaanottajan käytettävissä tämän vastaanottolaitteessa siten, että viestiä voidaan käsitellä. Asianosainen on saanut tiedon päätöksestä lähettämispäivänä, jollei asianosainen esitä luotettavaa selvitystä tietoliikenneyhteyksien toimimattomuudesta tai vastaavasta muusta seikasta, jonka johdosta sähköinen viesti on saapunut asianosaiselle myöhemmin.

#### **Tiedoksianto kirjeitse**

Mikäli hankintapäätös on annettu tiedoksi hallintolain (434/2003) 59 §:n mukaisesti postitse kirjeellä, katsotaan asianosaisen saaneen asiasta tiedon seitsemäntenä päivänä sen lähettämisestä, jollei asianosainen näytä saaneen tiedon myöhemmin.

#### **Tiedoksianto saantitodistuksella**

Mikäli hankintapäätös on annettu todisteellisesti tiedoksi hallintolain (434/2003) 60 §:n mukaisesti, asianosaisen katsotaan saaneen päätöksestä tiedon saantitodistuksen osoittamana aikana tai erilliseen tiedoksisaantitodistukseen merkittynä aikana.



## Hankintaoikaisua koskevan vaatimuksen sisältö

Hankintaoikaisuvaatimuksesta on käytävä ilmi vaatimukset perusteineen. Vaatimuksesta on käytävä ilmi oikaisua vaativan nimi sekä tarvittavat yhteystiedot asian hoitamiseksi.

Vaatimukseen on liitettävä asiakirjat, joihin vaatimuksen tekijä vetoaa, mikäli ne eivät jo ole hankintayksikön hallussa.

## Toimitusosoite

Hankintaoikaisu toimitetaan osoitteeseen:

Vantaan kaupungin kirjaamo  
Kaupunginhallitus  
PL 1100, 01030 Vantaan kaupunki  
Sähköpostiosoite: kirjaamo@vantaa.fi  
Puhelin (kirjaamo): 09-839 22184, fax: 09-8392 4163

Virka-aika: ma - pe 8.15 - 16.00

Hankintaoikaisun vireilletulo ja käsittely eivät vaikuta siihen määräaikaan, jonka kuluessa asianosainen voi hankintalain nojalla hakea muutosta valittamalla markkinaoikeuteen.

## II Valitusosoitus markkinaoikeuteen

### Muutoksenhaun kohde ja rajoitukset

Tarjoaja, osallistumishakemuksen tehnyt ehdokas tai muu taho, jota asia koskee, voi saattaa asian markkinaoikeuden käsiteltäväksi tekemällä valituksen.

Valituksella markkinaoikeuden käsiteltäväksi voidaan saattaa hankintayksikön päätös tai hankintayksikön muu hankintamenettelyssä tehty ratkaisu, jolla on vaikutusta ehdokkaan tai tarjoajan asemaan.

Markkinaoikeuden käsiteltäväksi valituksella ei voida saattaa hankintayksikön sellaista päätöstä tai muuta ratkaisua, joka koskee:

- 1) yksinomaan hankintamenettelyn valmistelua;
- 2) sitä, että hankintasopimusta ei jaeta osiin 75 §:n nojalla; tai
- 3) sitä, että 93 §:ssä tarkoitettun kokonaistaloudellisen edullisuuden perusteena käytetään yksinomaan halvinta hintaa tai kustannuksia.

### Puitejärjestelyyn perustuva hankinta

Puitejärjestelyyn perustuvaan hankintaan ei saa hakea muutosta valittamalla, jollei markkinaoikeus myönnä asiassa käsittelylupaa hankintalain 146 §:n mukaisesti. Lupa on myönnettävä, jos asian käsittely on lain soveltamisen kannalta muissa samanlaisissa asioissa tärkeää, tai siihen on painava, hankintayksikön menettelyyn liittyvä syy.

### Dynaamiseen hankintajärjestelmään hyväksymistä koskeva ratkaisu

Dynaamiseen hankintajärjestelmään hyväksymistä koskevaan hankintayksikön ratkaisuun ei saa hakea muutosta valittamalla, jollei markkinaoikeus myönnä asiassa käsittelylupaa hankintalain 146 §:n mukaisesti. Lupa on



myönnettävä, jos asian käsittely on lain soveltamisen kannalta muissa samanlaisissa asioissa tärkeää tai siihen on painava, hankintayksikön menettelyyn liittyvä syy.

## Sähköinen tiedoksianto

Mikäli hankintapäätös on annettu tiedoksi sähköisesti, asianosaisen katsotaan saaneen tiedon hankintapäätöksestä oheisasiakirjoineen sinä päivänä, jolloin sähköinen viesti on vastaanottajan käytettävissä tämän vastaanottolaitteessa siten, että viestiä voidaan käsitellä. Asianosainen on saanut tiedon päätöksestä lähettämispäivänä, jollei asianosainen esitä luotettavaa selvitystä tietoliikenneyhteyksien toimimattomuudesta tai vastaavasta muusta seikasta, jonka johdosta sähköinen viesti on saapunut asianosaiselle myöhemmin.

## Tiedoksianto kirjeitse

Mikäli hankintapäätös on annettu tiedoksi postitse kirjeellä, asianosaisen katsotaan saaneen asiasta tiedon seitsemäntenä päivänä sen lähettämisestä, jollei asianosainen näytä saaneen tiedon myöhemmin.

## Tiedoksianto saantitodistuksella

Mikäli hankintapäätös on annettu todisteellisesti tiedoksi, asianosaisen katsotaan saaneen päätöksestä tiedon saantitodistuksen osoittamana aikana tai erilliseen tiedoksisaantitodistukseen merkittynä aikana.

## Muutoksenhaku aika

Valitus on tehtävä kirjallisesti 14 päivän kuluessa siitä, kun asianosainen on saanut tiedon hankintaa koskevasta päätöksestä valitusosoituksineen. Tiedoksisaantipäivää ei lasketa mukaan valitusaikaan. Valituksen tulee olla perillä valitusajan viimeisenä päivänä ennen markkinaoikeuden virka-ajan päättymistä.

## Muutoksenhaku aika suorahankinnassa

Mikäli hankintayksikkö on toimittanut julkaistavaksi hankintalain 131 §:ssä tarkoitetun suorahankintaa koskevan ilmoituksen Euroopan unionin virallisessa lehdessä, valitus on tehtävä 14 päivän kuluessa ilmoituksen julkaisemisesta.

Mikäli hankintayksikkö on julkaissut suorahankinnasta jälki-ilmoituksen, mutta ei suorahankintaa koskevaa ilmoitusta, suorahankintaa koskeva valitus on tehtävä 30 päivän kuluessa siitä, kun suorahankinnasta on julkaistu jälki-ilmoitus Euroopan unionin virallisessa lehdessä.

Mikäli hankintayksikkö ei ole julkaissut suorahankinnasta ilmoitusta tai jälki-ilmoitusta, suorahankintaa koskeva valitus on tehtävä kuuden kuukauden kuluessa siitä, kun hankintasopimus on tehty.

## Sopimusmuutosta koskeva ilmoitus

Mikäli hankintayksikkö on toimittanut julkaistavaksi hankintalain 58 §:n 1 momentin 9 kohdassa tarkoitetun sopimusmuutosta koskevan ilmoituksen Euroopan unionin virallisessa lehdessä, on valitus tehtävä 14 päivän kuluessa ilmoituksen julkaisemisesta.

## Poikkeukset säännönmukaisesta valitusajasta

Valitus on tehtävä 30 päivän kuluessa päätöksen tiedoksisaannista, jos hankintayksikkö on tehnyt hankintapäätöksen jälkeen hankinta- tai käyttöoikeussopimuksen 130 §:n 1 tai 3 kohdan nojalla noudattamatta odotusaikaa. Odotusaikaa ei tarvitse noudattaa, jos sopimus koskee puitejärjestelyn perusteella tehtävää hankintaa tai sopimus koskee dynaamisen hankintajärjestelmän sisällä tehtävää hankintaa.



Valitus on tehtävä kuuden kuukauden kuluessa hankintapäätöksen tekemisestä siinä tapauksessa, että ehdokas tai tarjoaja on saanut tiedon hankintapäätöksestä valitusosoituksineen ja hankintapäätös tai valitusosoitus on ollut olennaisesti puutteellinen.

## **Valituksen sisältö**

Valituksessa on ilmoitettava hankinta-asia, jota valitus koskee, sekä valittajan vaatimukset ja niiden perusteet. Puitejärjestelyyn perustuvan hankinnan ja dynaamiseen hankintajärjestelmään hyväksymistä koskevan ratkaisun osalta valituskirjelmässä on esitettävä, minkä vuoksi käsittelylupa tulisi myöntää.

Valituksessa on ilmoitettava valittajan nimi ja kotikunta. Jos valittajan puhevaltaa käyttää hänen laillinen edustajansa tai asiamiehensä tai jos valituksen laatija on joku muu henkilö, valituksessa on ilmoitettava myös tämän nimi ja kotikunta. Lisäksi on ilmoitettava postiosoite ja puhelinnumero, joihin asiaa koskevat ilmoitukset valittajalle voidaan toimittaa. Valittajan, laillisen edustajan tai asiamiehen on allekirjoitettava valituskirjelmä.

Valitukseen on liitettävä alkuperäisenä tai jäljennöksenä päätös, johon haetaan muutosta, sekä todistus siitä, minä päivänä päätös on annettu tiedoksi tai muu selvitys valitusajan alkamisen ajankohdasta. Valitukseen on liitettävä asiakirjat, joihin valittaja vetoaa vaatimuksensa tueksi. Asiamiehen on liitettävä valituskirjelmään valtakirja, kuten hallintolainkäyttölain 21 §:ssä säädetään.

## **Valituksen toimittaminen**

Valitus on toimitettava markkinaoikeudelle. Valituksen voi toimittaa markkinaoikeuden kansliaan henkilökohtaisesti, asiamiestä käyttäen, lähetin välityksellä, postitse, telekopiona, asiointipalvelussa tai sähköpostin avulla kuten sähköisestä asioinnista viranomaistoiminnassa annetussa laissa (13/2003) säädetään. Jos vireillepanon viimeinen päivä on pyhäpäivä, itsenäisyyspäivä, vapunpäivä, joului- tai juhannusaatto tai arkilauantai, voi asiakirjat toimittaa markkinaoikeudelle ensimmäisenä arkipäivänä sen jälkeen.

## **Valitusperusteeseen perustuva muutoksenhakukielto**

Hankintalain 163 §:n mukaan markkinaoikeuden toimivaltaan kuuluvaan asiaan ei saa hakea muutosta kuntalain eikä hallintolainkäyttölain nojalla.

## **Muutoksenhausta ilmoittaminen hankintayksikölle**

Hankintalain 148 §:n nojalla hankinta-asiaan muutosta hakevan on kirjallisesti ilmoitettava hankintayksikölle asian saattamisesta markkinaoikeuden käsiteltäväksi. Ilmoitus on toimitettava hankintayksikölle viimeistään silloin, kun hankintaa koskeva valitus toimitetaan markkinaoikeuteen. Ilmoitus on toimitettava hankintayksikön kohdassa I mainittuun osoitteeseen.

## **Oikeudenkäyntimaksu**

Muutoksenhakijalta peritään käsittelystä markkinaoikeudessa oikeudenkäyntimaksua 2050 euroa alle miljoonan euron hankinnassa. Jos hankinnan arvo on vähintään 1 miljoonaa euroa, käsittelymaksu on 4100 euroa. Mikäli hankinnan arvo on vähintään 10 miljoonaa euroa, käsittelymaksu on 6140 euroa.

Yksityishenkilön oikeudenkäyntimaksu markkinaoikeudessa on 510 euroa.



## **Markkinaoikeuden osoite ja muut yhteystiedot**

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