

REGULATION 33/011/2003



FINNISH NATIONAL
BOARD OF EDUCATION

**NATIONAL
CORE CURRICULUM
FOR UPPER
SECONDARY SCHOOLS
2003**

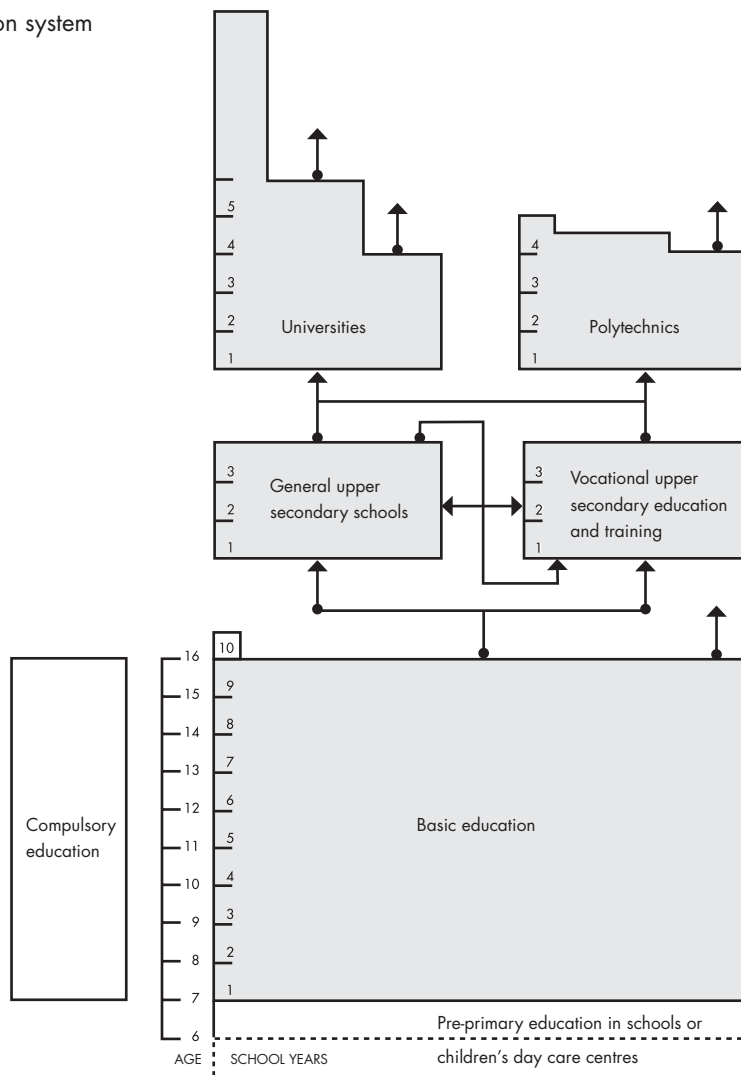
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**NATIONAL CORE CURRICULUM
FOR UPPER SECONDARY
SCHOOLS 2003**

National Core Curriculum for General
Upper Secondary Education Intended for
Young People

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Finnish education system



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For the attention of
providers of general upper secondary education
and upper secondary schools

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Repeals Regulation	Reg. 2/011/1994, including subsequent amendments and additions

NATIONAL CORE CURRICULUM FOR GENERAL UPPER SECONDARY EDUCATION
INTENDED FOR YOUNG PEOPLE 2003

The Managing Board of the Finnish National Board of Education adopted the following National Core Curriculum for General Upper Secondary Education Intended for Young People 2003 on 15th August 2003 to be observed as of 1st August 2005. Curricula according to this National Core Curriculum for General Upper Secondary Education shall be put in place gradually from 1st August 2005 in parallel with the new distribution of lesson hours (Government Decree 955/2002).

The education provider shall draw up and approve an upper secondary school curriculum for education in compliance with the provisions of this National Core Curriculum. The curriculum shall specify and complement the objectives and core contents set out in the National Core Curriculum.

The education provider may neither fail to comply with nor deviate from the National Core Curriculum.

Director General Kirsi Lindroos

Director of the
General Education Division Aslak Lindström

COPIES

Ministry of Education
State Provincial Offices
Matriculation Examination Board
Association of Finnish Local and Regional Authorities
Finnish Principals' Association
Trade Union of Education, OAJ
Union of Finnish Upper Secondary School Students
Finnish Association of Educational and Cultural Specialists, Opsia
Finnish Book Publishers' Association

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1 Curriculum

1.1 ELABORATION OF THE CURRICULUM

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

- the General Upper Secondary Schools Act (629/1998) and Decree (810/1998);
- the Government Decree on the General National Objectives and Distribution of lesson hours in General Upper Secondary Education (955/2002);
- the Regulation of the Finnish National Board of Education on the National Core Curriculum for General Upper Secondary Education (33/011/2003);
- the local curriculum approved by the education provider;
- the annual plan in accordance with Section 3 of the Upper Secondary Schools Decree (810/1998).

Local curricula will be drawn up in accordance with the National Core Curriculum for General Upper Secondary Schools detailed in this document. Each curriculum will determine the teaching and educational work of the upper secondary school(s) concerned. Based on the curriculum, each upper secondary school will draw up an annual plan for the practical organisation of education for every school year. Each student will draw up his or her own individual study plan on the basis of the upper secondary school curriculum and the annual plan.

The curriculum must be drawn up in such a way as to take account of the upper secondary school's operating environment, local value choices and competence strengths as well as special resources. The local or regional environment, linguistic conditions, history and the economic and cultural life surrounding the upper secondary school will add local colour to the curriculum. Practical co-operation with experts in different fields will increase the depth and authenticity of studies. The curriculum will also be drawn up in such a way as to update the provisions of the National Core Curriculum.

Prior to its introduction, the education provider will approve the curriculum separately for Finnish-, Swedish- and Sami-language education and, where necessary, for education provided in any other language. The education provider may approve the curriculum for an individual municipality or upper secondary school. It may contain regional, municipal and school-specific sections.

Students must be guaranteed an opportunity to complete the studies included in the general upper secondary school syllabus within three years through flexible arrangements for progression of studies and provision of special support as required. The curriculum must be drawn up so as to provide students with an opportunity to make individual choices, also taking advantage of instruction offered by other education providers.

Education providers may decide how to draw up their curricula on the basis of the National Core Curriculum. Each upper secondary school curriculum will be drawn up in co-operation with interest groups with a view to ensuring the high standard of general upper secondary education, its relevance to society and commitment from the community as a whole to the jointly determined objectives and procedures. The curriculum must be drawn up so as to pursue solutions which will develop the upper secondary school's operational culture, encourage the flexible and efficient use of resources and diversify interaction both within the upper secondary school and in terms of the society around it.

The curriculum document must be made accessible to all members of the school community and to the parents or guardians of students.

1.2 CONTENTS OF THE CURRICULUM

Each upper secondary school curriculum document will contain the following sections:

- mission statement and value priorities;
- main characteristics of the operational culture, the study environment and working methods;
- counselling and guidance plan;
- integration and cross-curricular themes;
- distribution of lesson hours;
- language programme;
- objectives and core contents by subject and course;
- principles of independent study;
- information strategy;
- co-operation with students' parents or guardians;
- co-operation with vocational institutions and other upper secondary schools;
- co-operation with other educational institutions and bodies;
- education for students in need of special support;
- education for language and cultural groups;
- student welfare services;
- assessment of students' learning;
- continuous development and evaluation of operations.

The curriculum must include descriptions of all courses. The objectives and core contents of applied courses must also be determined within the curriculum. In cases where the upper secondary school provides foreign-language education, distance learning or an opportunity to complete general upper secondary school diplomas in art and physical education, this must be specified within the curriculum.

2

Role and basic values
of general upper
secondary education

2.1 ROLE OF GENERAL UPPER SECONDARY EDUCATION

General upper secondary education continues the teaching and educational tasks of basic education. The role of general upper secondary education is to provide extensive all-round learning. It must provide sufficient capabilities for further study based on the general upper secondary school syllabus. The skills and knowledge obtained at upper secondary school will be indicated on the general upper secondary school certificate, matriculation examination certificate, general upper secondary school diplomas and other equivalent documentation.

General upper secondary education must provide students with capabilities to meet the challenges presented by society and their environment and the ability to assess matters from different points of view. Students must be guided to act as responsible and dutiful citizens in society and future working life. Upper secondary school instruction must support the development of students' self-knowledge and their positive growth towards adulthood and encourage students towards lifelong learning and continuous self-development.

2.2 BASIC VALUES

The basic values of upper secondary school instruction are built on Finnish cultural history, which is part of Nordic and European cultural heritage. At upper secondary school, students should learn how to treasure, assess and renew their cultural heritage. Students will be educated in tolerance and international co-operation.

Upper secondary school instruction is based on respect for life and human rights. The educational ideal of the upper secondary school comprises the pursuit of truth, humaneness and justice. General upper secondary education must promote open democracy, equality and well-being. Students are seen to be the constructors of their own learning, competence and views of the world. Instruction must take into account the fact that human beings observe and analyse reality using all their senses.

Educational work will place emphasis on co-operation, encouraging interaction and honesty. The aim is for students to know their rights and responsibilities and to grow to assume adult responsibility for their own choices and actions. During their upper secondary school years, students must be provided with experiences of how to shape the future through joint decisions and efforts.

Upper secondary school instruction must encourage students to recognise conflicts between stated values and reality and to ponder critically the disadvantages and opportunities of Finnish society and international development. During their upper secondary school years, students must become able to form a structured understanding of basic civil rights in Finland, the Nordic countries and the European Union, their meaning in practical terms and ways to uphold and promote them. Upper secondary school must highlight the principles of sustainable development and provide capabilities to face the challenges posed by the changing world.

The basic values of upper secondary school are consolidated by the cross-curricular themes set out in Section 5.2, which are value-based positions on current challenges in education and schooling.

Each curriculum will make the basic values more concrete in terms of those issues that are essential to each specific upper secondary school. The basic values must be conveyed to the upper secondary school's operational culture, to the objectives and contents of instruction in all subjects and to the organisation of schoolwork.

3 Implementation of education

3.1 CONCEPTION OF LEARNING

The National Core Curriculum is based on a conception of learning which states that learning is a result of a student's active and focused actions aimed to process and interpret received information in interaction with other students, teachers and the environment and on the basis of his or her existing knowledge structures.

Education must take account of the fact that although the general principles of learning are the same for everyone, what is learnt is based on each individual's previous knowledge and the strategies that he or she employs. Learning is bound to the activity, situation and culture in which it takes place. A particular skill or piece of knowledge learnt in one situation is not automatically translated for use in other situations.

3.2 STUDY ENVIRONMENTS AND METHODS

The conception of learning that emphasises students' own active knowledge construction process calls for upper secondary schools to create study environments which will enable students to set their own objectives and learn to work independently and collaboratively in different groups and networks. They must be given opportunities to test and find working methods suitable for their own learning style. They must be guided to become conscious of, assess and, where necessary, correct their own working methods. Education must also take into account the fact that the abilities of students for independent study vary and that they need teachers to act as supervisors of their studies in different ways. Due to students' individuality and heterogeneity, the forms of teaching and learning must be diversified.

Students must be provided with tools to acquire and produce information and to assess the reliability of information by guiding them to apply the ways of acquiring and producing skills and knowledge that are characteristic of each particular branch of skills and knowledge. Students will be guided to use the information and communications technologies and services provided by libraries.

Study situations must be planned so as to enable students to also apply what they have learnt in other situations.

Some studies may be provided in the form of distance learning, as independent study or in a foreign language. These will be determined within the curriculum.

3.3 OPERATIONAL CULTURE

The operational culture of an upper secondary school is a practical interpretation of the school's teaching and educational tasks. The operational culture embraces all the upper secondary school's written and unwritten rules, operational and behavioural models, as well as the values, principles and criteria which form the basis of the quality of schoolwork. The operational culture manifests itself on individual, group and community levels.

At upper secondary school, the aim is to use the curriculum as the basis to create an operational culture that highlights the responsibility of the members of the community as a whole and is open to co-operation and interaction with society and to changes occurring in the world. Students must be provided with opportunities to participate in the development of their own working community through means such as student union activities.

The curriculum will determine the desirable operational culture. The aim is to build all the practices of an upper secondary school so as to consistently support the achievement of the objectives set for its teaching and educational work. The cross-curricular themes must also find concrete expression in the upper secondary school's operational culture. The evaluation of correspondence between the desired and achieved operational culture is a fundamental prerequisite for the continuous development of the upper secondary school. The operational culture must be described within the curriculum in general terms.

3.4 STRUCTURE OF STUDIES

According to the Government Decree on the General National Objectives and Distribution of lesson hours in General Upper Secondary Education (955/2002), upper secondary school studies consist of compulsory, specialisation and applied courses. Specialisation courses are elective courses relating to compulsory courses in the same subject and students must include at least ten such courses as part of their study plan. The key objectives and core contents for compulsory and nationally determined specialisation courses in different subjects are specified in Chapter 5.

In addition to the minimum number of specialisation courses determined in the Government Decree mentioned above, each upper secondary school may provide school-specific specialisation courses to be specified within the upper secondary school's curriculum. Applied courses are integrative courses including elements from various subjects, methodological courses, vocational studies organised by the same or another education provider or other studies suitable for the upper secondary school's role. Applied courses may also include courses taken as part of the general upper secondary school diplomas completed in art and physical education. The general upper secondary school diplomas will be completed in accordance with instructions from the Finnish National Board of Education. All applied courses must be determined within the upper secondary school's curriculum.

The order of completion of the courses will be detailed within the upper secondary school's curriculum.

4

Guidance and support for students

4.1 CO-OPERATION BETWEEN HOME AND SCHOOL

Students' parents or guardians must be provided with sufficient opportunities to familiarise themselves with the work of the upper secondary school. Co-operation with parents will support the prerequisites for study as well as the health, safety and well-being of students. Co-operation between home and school must be organised so as to provide students with support in questions concerning both studies and well-being and in any possible problem situations. The educational institution must be proactive in initiating co-operation. The premises for co-operation are due consideration for the independence and personal responsibility of young people who are approaching adulthood and students who have come of age, as well as care for students in need of support.

The section of the curriculum concerning co-operation between home and school will be specifically drawn up in co-operation with the authorities responsible for the implementation of municipal social and health care services.

4.2 PROVISION OF COUNSELLING AND GUIDANCE

Within upper secondary school operations, counselling and guidance form an integrated whole, which aims to support students at different stages of their upper secondary school studies and to develop their capabilities to make choices and find solutions concerning education, training and future career. Educational guidance at upper secondary school will be provided in the form of courses and in individual and small group sessions. The role of counselling and guidance is to promote educational, ethnic and gender equality and students' well-being and to prevent social exclusion.

All members of the upper secondary school's educational and counselling staff are obliged to participate in school guidance activities. The student counsellor is mainly responsible for practical organisation of educational and vocational guidance and for planning and implementation of counselling and guidance as a whole. The task of each teacher is to give guidance in studies in the subject that he or she teaches and to help students to develop their learning-to-learn skills and capabilities for learning. Every student must be guided to formulate his or her individual study plan and to monitor its implementation. Students must be provided with educational guidance in support of studies and choices, so as to enable them to plan the content and structure of their upper secondary school studies in accordance with their own resources.

Information on upper secondary school studies and applications procedures for such studies must be provided for pupils about to finish basic education, their parents, pupil counsellors and teachers. At the beginning of their upper secondary school studies, students must be informed about the school's activities as well as about the guidelines and procedures applied to upper secondary school studies.

Students' sense of community must be developed and maintained over the whole period of upper secondary school studies. Their studies and well-being must be monitored and supported in co-operation with their parents. Students' individual study plans must be revised on a regular basis and the progress of their studies must be monitored.

The curriculum document must include a description of the tasks and the division of work between those involved in counselling and guidance, which will function as one of

the tools for developing teaching work within the whole school. Students must be provided with information on how to receive support from people participating in counselling and guidance activities and on the tasks of these people within the counselling and guidance function as a whole. The curriculum is to demonstrate the arrangements made for co-operation regarding educational guidance with other educational institutions. Similarly, it must determine the framework for collaboration with different experts and parties operating outside the school. In addition, co-operation with parents and guardians is to be described within the curriculum.

4.3 STUDENT WELFARE SERVICES

Student welfare services involve care for the physical, mental and social well-being of students. The aim is to create a safe and healthy study and working environment and to prevent social exclusion. Student welfare services focus on promotion of well-being within the study environment and on early identification of and intervention in learning difficulties and other problems. Students' inclusion in the promotion of well-being in their own working community must be supported. All those working in the study community will share responsibility for student welfare.

Student welfare services may be co-ordinated and developed by a multidisciplinary student welfare team.

The section of the curriculum covering student welfare services and co-operation between home and school will be drawn up in co-operation with the authorities responsible for the implementation of municipal social and health care services.

The curriculum must determine

- the principles of co-operation between home and school, co-operation with parents, considering underage students and those of age enrolled at the educational institution;
- support, counselling and guidance offered to students with physical, mental and social difficulties relating to studies, development or general circumstances;
- co-operation between different branches of administration and local support networks to guarantee services needed by students and to refer students to the necessary services;
- the educational institution's plan determining action to promote health and safety within the study community and procedures for problematic situations, accidents and crises, such as bullying, violence, mental health issues, smoking and substance abuse, different types of accidents and cases of death.

The aim is to support individuals and to maintain the functional ability of the community in situations threatening physical and mental safety and well-being.

4.4 SPECIAL SUPPORT FOR STUDIES

The purpose of special support is to help and support students so as to guarantee them equal opportunities to complete their upper secondary school studies. Special support is needed by students who have temporarily fallen behind with their studies or whose study may have been affected by illness, impairment or disability. In addition, students in need

of psychological or social support fall within the scope of special support. Students may also have special needs due to problems relating to mental health, social maladjustment or general circumstances.

According to Section 13 of the General Upper Secondary Schools Act (629/1998, as amended by Act 478/2003), the studies of students in need of special support may be provided partly in a different way from the provisions of the General Upper Secondary Schools Act and Decree and the upper secondary school's curriculum. If a student is exempt from studying a particular subject, he or she will be required to choose other studies instead, so as to fulfil the statutory minimum number of courses.

The learning situations and tests referred to in Section 13 of the General Upper Secondary Schools Act must be organised so as to take students' individual needs into account. Students may be provided with a plan that indicates how individual measures may be implemented.

If a student's linguistic development disorder is not discovered until the upper secondary school stage, planning and implementation of support measures must start immediately.

The curriculum will determine how instruction and support services for special needs students are organised.

4.5 EDUCATION FOR LANGUAGE AND CULTURAL GROUPS

Overview

In this document, language and cultural groups mean Sami, Romany, Finnish Sign Language and foreign-language students. The curriculum will determine the language of instruction and mother tongue instruction in accordance with Chapter 5 of the National Core Curriculum.

According to Section 6(1) of the General Upper Secondary Schools Act, in addition to Finnish and Swedish, the language of instruction in general upper secondary education may also be the Sami language, the Romany language or Finnish Sign Language. Where this is implemented, the curriculum must indicate the subjects, scopes and ways in which the above-mentioned languages are to be used for instruction or study. Sami-speaking students may be taught a particular subject or some courses in the Sami language or they may be provided with Sami-language teaching materials, or it may be possible to speak the Sami language in class whilst teaching materials are provided in Finnish. Finnish Sign Language may be used both as an auxiliary language and as the primary language of instruction. The same paragraph also states that if an upper secondary school wishes to provide instruction in a language other than those mentioned above, i.e. in the second national language (Swedish/Finnish) or in a foreign language, this must also be determined within the curriculum, whilst ensuring that such part-time instruction provided in some other language will not compromise learning.

According to Section 8 of the General Upper Secondary Schools Act, mother tongue instruction will be provided in accordance with the student's language of instruction, which may be Finnish, Swedish or the Sami language. Where the primary language of instruction is the Sami language, the same will also be taught as the 'mother tongue and literature' subject. The Sami language may also be taught as the 'mother tongue and literature' subject, even if

the school does not generally provide instruction in the Sami language. Those studying the Sami language as the mother tongue will either be provided with Finnish language instruction according to a separate syllabus intended for Sami-speaking students or according to the 'mother tongue and literature' syllabus for Finnish-speaking students. This National Core Curriculum also includes a separate Finnish language syllabus for sign language students. According to Section 8(2) of the General Upper Secondary Schools Act, Finnish Sign Language, the Romany language or some other language spoken by students as their mother tongue may also be taught as the mother tongue.

Foreign-language students may either study the 'mother tongue and literature' subject according to the 'Finnish/Swedish as a second language' syllabus or according to the 'Finnish/Swedish as the mother tongue' syllabus.

The education provider will decide, within the limits of the provisions mentioned above, the scope in which foreign-language students are to be provided with native-language instruction, mother tongue instruction in their native language and 'Finnish/Swedish as a second language' instruction, how it is to be organised and when it is appropriate to implement in co-operation between several educational institutions.

Special characteristics of different language and cultural groups

SAMI STUDENTS

Education for Sami students must take into account the fact that the Sami people are an indigenous people with their own language and culture. The relationship of the Sami people with nature, traditional livelihoods and the Sami community form the core of the Sami language and culture, which must be promoted through general upper secondary education. Upper secondary school instruction will pay special attention to the different linguistic abilities of students completing basic education. Those who have been provided with Sami-language instruction in basic education will continue to receive it at upper secondary school, wherever possible.

Education must promote students' original identity and provide them with opportunities to consolidate their own language and develop their general linguistic abilities. General upper secondary education must promote students' knowledge of their own culture, history and the Sami community within the Nordic countries and their awareness of the Sami as a people and as one of the indigenous peoples of the world. The objective of study is for Sami students to become increasingly aware of their own roots, cultural heritage, different Sami languages, cultural areas and Sami groups. The upper secondary school must provide students with conditions for the development of a healthy self esteem, so as to enable them to preserve their Sami identity.

Sami-language education may be provided in the North, Inari and Skolt Sami languages. The key objectives of instruction for Sami-speaking students are to support their growth towards active bilingualism and multiculturalism and to provide capabilities for further Sami-language study within higher education. All subjects taught in Sami-language education will support the development of students' native language skills.

Instruction and study must promote students' identification with their national cultural heritage and the affinity between Sami people living in different countries. Instruction will comply with national objectives and educational contents - however, in such a way as to take

the special characteristics of Sami culture and the status of the Sami language into account. Instruction will place special emphasis on Sami history and knowledge of modern Sami society, traditional livelihoods as well as music, narrative and craft traditions.

The resources that may be used in instruction and study include the local community, extended families, the Sami-language media and active contacts with other Sami areas. As a learning environment, the upper secondary school must contribute to upholding instruction provided in the Sami language.

ROMANY STUDENTS

Education for Romany students must take account of the status of Finland's Romany population as an ethnic and cultural minority. Romany language instruction at upper secondary school must reinforce Romany students' identity and provide them with opportunities to use their own language and express themselves, taking account of the skills and knowledge that they have obtained at home, in their community and in basic education and their desire to express their identity. Romany language instruction is to be provided in co-operation with other educational institutions, as far as possible, and it must promote Romany students' knowledge of their own history and language and their awareness of Romanies living in Finland and other countries. Studies will make use of the local community, extended families and the Romany-language media.

SIGN LANGUAGE STUDENTS

A sign language student is a deaf, hard of hearing or hearing individual whose native language is Finnish Sign Language or Swedish Sign Language. Such people have learnt sign language as their first language and it is the language that they master best or use most in everyday life.

Instruction and studies for sign language students will comply with the general educational and learning objectives of the upper secondary school, applying these to sign language culture and communication. The language of instruction may be Finnish Sign Language or Swedish Sign Language. This will be complemented with Finnish or Swedish as the language used for reading and writing.

The objective is to reinforce students' sign language identity and to teach them to appreciate their own language and culture as equal to the majority language and culture. Students should be capable of becoming conscious of their own linguistic and cultural rights in different situations and to be able to make use of sign language interpreting and social services.

Another objective is for students to become aware of the world of sounds and hearing people's culture and procedures that differ from sign language culture and procedures and to learn these so as to become able to function flexibly within the sphere of two or more cultures.

As both Finnish and Swedish Sign Languages are minority languages, special attention must be focused on creating the richest possible sign language learning environment in education. There is no generally applicable writing system for sign language, which places special emphasis on personal verbal interaction. Instruction will make use of the opportunities brought about by information and communication technologies for sign language communication and acquisition of information.

IMMIGRANT AND OTHER FOREIGN-LANGUAGE STUDENTS

Instruction and studies for immigrant and other foreign-language students will comply with the National Core Curriculum and the local upper secondary school curriculum, with due consideration given to the backgrounds and previous knowledge of students, such as their Finnish/Swedish language skills, native languages and cultures, duration of residence in Finland and previous schooling. Instruction and study will support students' growth into active and balanced members of both the Finnish linguistic and cultural community and their own linguistic and cultural community.

Instead of mother tongue and literature instruction determined according to the school's language of instruction, immigrant and other foreign-language students may be taught Finnish or Swedish as a second language, provided that their Finnish or Swedish language skills are not assessed as being on a par with those of native speakers in all areas of language proficiency. Where possible, immigrant and other foreign-language students may also be provided with instruction in their respective native languages in co-operation with other educational institutions. The Recommendation of the Finnish National Board of Education setting out the objectives and core contents of such instruction is appended to this document (Appendix 4).

In addition to instruction in the Finnish or Swedish language and in their own native languages, immigrant and other foreign-language students must also be provided with other types of necessary support, so as to enable them to succeed in their upper secondary school studies in keeping with their abilities. Immigrant and other foreign language students are to be informed of their study opportunities, support arrangements and rights in the matriculation examination at the very start of their upper secondary school studies.

5

Learning objectives and core contents of education

5.1 GENERAL OBJECTIVES OF EDUCATION

Education and other activities at upper secondary school must be organised in accordance with the general national objectives defined in Government Decree 955/2002, so as to enable students to acquire extensive all-round learning and form a structured world view. Students must be provided with relevant information produced by different branches of science and the arts concerning nature, human beings, society and cultures.

The need and desire of students for lifelong learning must be reinforced. Their study, information acquisition, management and problem-solving skills and initiative are to be developed. Attention must be given to versatile ICT skills. In terms of study skills, emphasis must be placed on the ability to co-operate with other people in different groups and networks. Skills and abilities to be promoted as being necessary for co-operation comprise self-expression skills, including the second (non-native) national language and foreign languages, the ability to take other people into account and the ability to revise one's beliefs and actions as required. Co-operation, interaction and communication skills must be developed by means of different forms of collaborative learning.

Students' awareness of the effects of people's actions on the state of the world must be developed. Upper secondary schools must develop students' ability to recognise and deal with ethical issues concerning individuals and communities. Students are to be provided with opportunities to assess different options, make choices and become aware of the direct and indirect consequences of their choices. Upper secondary schools must endeavour to ensure that students develop the will and ability to function responsibly in a democratic society, with due consideration for their own well-being and for that of others.

Education must strengthen students' self-esteem and help them recognise their personal uniqueness. Students are to be encouraged to express their own observations, interpretations and aesthetic views in different ways. Upper secondary school instruction must stimulate students to engage in artistic activities, participate in artistic and cultural life and adopt lifestyles that promote health and well-being.

Upper secondary school instruction must provide students with abilities to plan their own future, further and higher education and future career. Students will become familiar with working and economic life and entrepreneurship. The aim is that, upon completion of general upper secondary education, students will be capable of facing the challenges presented by the changing world in a flexible manner, be familiar with means of influence and possess the will and courage to take action. They must be provided with the prerequisites for diverse and full life in different roles of being human.

5.2 CROSS-CURRICULAR THEMES

Cross-curricular themes are educational challenges with social significance. At the same time, they are current statements on values. In practical terms, cross-curricular themes are policies that structure the upper secondary school's operational culture and priority areas that cross subject boundaries and integrate education. They deal with issues concerning the way of life as a whole.

The objectives uniting all cross-curricular themes are for students to be able to

- observe and analyse contemporary phenomena and operating environments;
- express justified ideas of a desirable future;
- assess their own lifestyle and prevailing trends from a future perspective; and
- make choices and take action for the future that they consider as being desirable.

The cross-curricular themes common to all upper secondary schools are:

- active citizenship and entrepreneurship;
- safety and well-being;
- sustainable development;
- cultural identity and knowledge of cultures;
- technology and society;
- communication and media competence.

In addition to these cross-curricular themes, education providers may also accept other cross-curricular themes for their own curricula.

The cross-curricular themes will be taken into account in instruction in all subjects as appropriate for each particular subject, as well as in the upper secondary school's operational culture. The main points of the cross-curricular themes are included in the subject-specific sections of the National Core Curriculum. The cross-curricular themes will be complemented, updated and established within the local curricula.

Active citizenship and entrepreneurship

The objective of the cross-curricular 'active citizenship and entrepreneurship' theme is to educate students to become contributing, responsible and critical citizens. This means participation in and influence on different areas of society from political, economic and social activities to cultural life. The levels of participation are local, national, European and global.

The objectives are for students to

- consolidate their knowledge of human rights and the operating principles of democratic society;
- be able to form their own justified opinions and discuss these with respect for other people's opinions;
- be familiar with various participation systems in society and their procedures;
- be ready to participate in the creation of common good for their local community, municipality of residence, society and living environment as individuals and in groups and to influence decision-making in society;
- adopt proactiveness and enterprise as their own operating methods;
- be familiar with the different forms, opportunities and operating principles of entrepreneurship;
- understand the significance of work to individuals and society;
- be familiar with the means of influence available to consumers and know how to exercise these.

The main focus in the implementation of the cross-curricular theme must be on practical exercises and on the creation of personal experiences of participation and influence. In addition to the school's own active efforts, such a study environment may be developed in co-operation with other bodies operating in society, different organisations and business enterprises.

Safety and well-being

An upper secondary school community must create prerequisites for experiencing inclusion, reciprocal support and justice. These are important sources of joy in life, mental health and maintenance of mental and physical resources. The purpose of the cross-curricular 'safety and well-being' theme is for students to understand the basic prerequisites for their own well-being and that of their community. This cross-curricular theme will encourage students to act for safety and well-being in their family and local community and as members of society. It will establish everyday skills to uphold safety and well-being, which are needed by everyone in all phases of life and particularly in life crises.

The objectives are for students to

- be able to express their emotions and views in interactive situations so as to develop community dynamics and also to deal with disappointments, contradictory experiences and conflicts in a non-violent manner;
- find courage to assume personal responsibility for the well-being and sense of community of the members of their study community and accept support from the community themselves;
- be able to judge the communal and social operating methods or structural factors that promote or may jeopardise safety and well-being;
- act so as to have a positive influence on the safety and well-being of their study community;
- recognise serious problems and, upon uncovering such problems, know how to seek help and use welfare services or take some other appropriate action even in exceptional circumstances;
- be able to face changes and insecurity and lay the foundations for new opportunities.

The perception of safety and well-being is usually physical, mental and social at the same time. An integral part of this involves the question of realisation of justice. The perception is individual, but its basis is in the community.

Sustainable development

The aim of sustainable development is to guarantee present and future generations opportunities for a good life. Human beings must learn how to adapt to the conditions of nature and the limits set by global sustainability. Upper secondary schools must encourage students to pursue a sustainable lifestyle and to take action for sustainable development.

The objectives are for students to

- be familiar with the key factors of the ecological, economic, social and cultural dimensions of sustainable development and understand that it is only the simultaneous fulfilment of all these dimensions that leads to sustainable development;
- know how to measure, assess and analyse changes occurring in both the natural environment and the cultural and social environments;
- reflect on what constitutes a sustainable lifestyle, an environmentally friendly and eco-efficient production and community, a community and society reinforcing its social capital and a culture caring for its natural heritage in a transgenerational fashion;

- be able and willing to act for sustainable development in their own everyday life and as upper secondary school students, consumers and active citizens;
- be able to co-operate for a better future on local, national and international levels.

Students should learn to examine the challenges to sustainable development from several points of view: exploring the effects of human activity on the environment and changes that have occurred in the way human beings adapt their environments during cultural evolution; analysing global environmental hazards and their causes as well as means to correct the course of development; exploring problems relating to population growth, poverty and hunger; assessing the cycles of substances and energy in the environment and production systems and learning how to save energy and raw materials; pondering on the characteristics of economic growth that would not be based on an increase in consumption of energy and raw materials and on the bearing of economic stability on environmental protection and people's well-being; studying business enterprises and technologies that fulfil the principles of sustainable development and learning how to exercise the means of influence available to consumers; determining the ways in which human activities can be adjusted to their environments with respect for cultural heritage and without endangering natural diversity; rehearsing the practices of sustainable lifestyles and determining their structural prerequisites. Examples of successful practices will be incorporated into instruction and the upper secondary school's everyday life.

In order to be encouraged to become active in promoting sustainable development, students need experiences showing that their own ethical, practical, economic, social and occupational choices make a difference. The promotion of sustainable development must create an overview of the magnitude of change needed and of the fact that the required results will only be achieved through broad-based co-operation. In addition to instruction, sustainable lifestyles will be encouraged by the upper secondary school's environmental programme or sustainable development programme and environmentally aware operational culture.

Cultural identity and knowledge of cultures

General upper secondary education must provide students with opportunities to build their cultural identity by means of their native language, analysis of the past, religion, artistic and natural experiences and other aspects that are meaningful to them. Students should become aware of the shared Nordic, European and universal human values and the manifestations of such values or of the lack thereof in their everyday life, in Finnish society and in the world as a whole. Upper secondary schools must provide students with plenty of opportunities to understand the development of our cultural heritage and their own potential roles as upholders and reformers of cultural heritage.

Upper secondary schools must reinforce students' positive cultural identity and knowledge of cultures, which form the basis of attaining the ability for intercultural activities and of succeeding in international co-operation.

The objectives are for students to

- be familiar with different interpretations of the concept of culture and be able to describe the special characteristics of different cultures;
- be familiar with immaterial and material cultural heritage;

- be aware of their own cultural identity, be clear about the cultural group to which they wish to belong and know how to act as interpreters of their own culture;
- appreciate cultural diversity as part of the richness of life and as a source of creativity and be able to reflect on the alternatives of cultural development in the future;
- be able to communicate diversely with people from different cultural backgrounds, even in foreign languages;
- endeavour to contribute actively to the construction of a multicultural society based on mutual respect.

In terms of developing operational culture, special attention will be given to the upper secondary school as a cultural environment, to good manners and to the school's own traditions, festivities and other occasions. Students must be encouraged to engage in intercultural interaction and international co-operation.

Technology and society

The development of technology is based on people's need to improve the quality of their lives and to ease their lives at work and in their leisure time. Technology is based on knowledge of the laws of nature. Technology involves the skills and knowledge required to plan, prepare and use technological products, processes and systems. Instruction will emphasise the interactive process of the development of technology and society.

The objectives are for students to

- be able to make use of knowledge produced by the natural sciences and other disciplines when reflecting on opportunities to develop technology;
- understand and be able to assess the relationship of people with modern technologies and know how to assess the effects of technology on lifestyles, society and the state of the natural environment;
- be able to assess the ethical, economic, welfare and equality aspects steering the development of technologies and take a justified stance on alternative technological solutions;
- understand interactions between technology and the economy and be able to assess the effects of different technological solutions on the content of work and employment opportunities;
- learn entrepreneurship and familiarise themselves with local working life.

The cross-curricular theme must guide students to reflect on the development of technologies in relation to changes in society from historical, current and future perspectives. Students will be guided to understand, use and master technology. They are to learn innovation and problem-solving skills as part of technological development work. They must learn to explore the value premises and resulting effects of technologies. The dependence of modern man on technology must be examined and considered in terms of questions concerning individuals, working life and leisure time. Special attention will be given to required and redundant technologies from the perspective of basic human needs. Students will be encouraged to take a stance on technological development efforts and to participate in relevant decision-making processes as individuals and members of civil society.

Issues relating to the cross-curricular theme will be illustrated in concrete terms by studying technologies used in different fields. These include areas such as health and well-being, information and communication, design and music, environmental protection, energy production, transport, as well as agriculture and forestry.

Communication and media competence

General upper secondary education must provide students with instruction and modes of operation that will enable them to consolidate their understanding of the key role and significance of the media in our culture. Upper secondary schools must reinforce the active relationship of students with the media, their interaction skills and their co-operation with the local/regional media. Students will be guided to understand the effects of the media and the role of the media as an entertainer and provider of sensations, conveyor of information and opinion former, provider of behavioural models and sense of community, and as a shaper of world views and self-image. Students will observe and critically analyse the relationship between the world as described by the media and reality. Students will learn to protect their privacy, safety and data security when moving about in media environments.

The objectives are for students to

- acquire sufficient skills to interpret and receive messages: they will learn media criticism in terms of their choices and interpretations of media texts, as well as social skills and knowledge needed by consumers;
- know how to deal with ethical and aesthetic issues: they will learn to assume responsibility in terms of media content production and use and their own media behaviour;
- acquire improved interaction, communication and influencing skills;
- be capable of producing media texts and diversify their expressive skills when producing contents for media texts and communicating these;
- become accustomed to using the media as a learning tool and environment, learn how to use the media in study-related interactive situations and for the acquisition and communication of information;
- be familiar with economic and social factors influencing the operations of the media;
- obtain information on the media and communications sector, media production and copyrights.

At upper secondary school, media competence comprises learning both skills and knowledge. The media will be both a target and a study tool. Media education means developing verbal, visual, auditory, technical and social skills as well as study skills. This requires co-operation between different subjects and with different media of communication as well as learning in authentic operating environments. Different upper secondary school subjects must define and build their relationship with the media and its communication activities, technologies, contents and materials as well as media culture emerging around the media. Media competence will place emphasis on multimedia and visual aspects.

5.3.1 MOTHER TONGUE AND LITERATURE, FINNISH AS THE MOTHER TONGUE

Instruction in mother tongue and literature is guided by the perception of the native language as a concept system used by individuals to structure the world and construct social reality. Along with their mother tongue, people absorb the culture of their community and build their own identity. This enables social interaction and the continuity and development of culture.

Mother tongue and literature is a key practical, theoretical, cultural and art subject in general upper secondary education, providing components for linguistic and cultural all-round learning. The subject derives its contents from linguistics, literature, communication sciences and cultural studies. Knowledge of language, literature and communication and skills in reading, writing and oral communication will be learnt in different communication and interactive situations.

Instruction in mother tongue and literature will guide students to appreciate their own culture and language. The subject will guide students towards greater understanding of multiculturalism and multilingualism and towards linguistic and cultural tolerance.

The aim of instruction in literature at upper secondary school is that students will understand literature and analyse and interpret texts from different points of view. Literature provides components for intellectual growth, formation of cultural identity and diversification of students' own powers of expression.

Instruction in mother tongue and literature aims to provide suitable communication and interaction skills to create sufficient conditions for further study, inclusion in working life and active citizenship. Social interaction and learning are based on diversified communication competence and sound literacy skills as well as on the ability to use language as required in each specific situation. The mother tongue and literature subject will steer students towards active acquisition of information and critical processing and interpretation of such information.

Instruction aims at internal integration of the subject, as different areas of knowledge and skills are interconnected functionally. The common denominator is language and the perception of the human being as a communicator who acts purposefully, expresses oneself and interprets and produces meanings.

Objectives of instruction

The objectives of instruction in mother tongue and literature are for students to

- consolidate their knowledge of language, literature and communication and be able to make use of the relevant concepts;
- consolidate and diversify their communication and interaction skills, so as to be capable of intentional and appropriate interaction;
- learn to use language in an increasingly appropriate manner in both speech and writing;
- learn to understand and analyse the relationship between text and context;
- consolidate their textual skills, so as to be able to analyse, interpret, assess, utilise and produce different types of texts with greater awareness of their functions and contexts;
- learn to assess textual expression, such as rhetorical devices and argumentation, and to apply their knowledge to receiving and producing texts;
- consolidate their knowledge of literature, thus developing their thinking, expanding their all-round learning in literature, their imagination and artistic insight and vision and constructing their world view;

- command the norms of written language and understand the necessity of a shared standard written language;
- be able to select and critically assess different sources of information and the reliability, usefulness and intentions of information and know how to make use of information and communications technologies to study the subject;
- enjoy culture and appreciate its diversity.

Assessment

Assessment of mother tongue and literature courses must focus diversely on different areas of the subject. The basis for assessment is that students are aware of the objectives and contents of the courses, thus allowing them to monitor their own progress. Course grades will be influenced by written and oral contributions and active participation. Setting personal objectives and receiving feedback both from other students and from the teacher will be important in terms of the development of students' oral communication and writing skills. Instruction must develop students' self-assessment skills in order to enable them to build a positive, yet realistic image of themselves as speakers, readers and writers.

COMPULSORY COURSES

The courses will be implemented so as to achieve internal integration within the subject: reading, writing, oral communication, language, literature and the media will be linked to the objectives and contents of each course, in order for skills and knowledge to be learnt in continuous interaction. All courses will consolidate the command of written language, develop literacy and communication skills and provide plenty of literary and other texts to read from each particular course's point of view.

1. Language, texts and interaction (Ä11)

Students will gain a deeper understanding of language, texts and interpretation of these and they will develop their ability to read texts. They will know how to analyse their communication environment and identify their own skills as speakers, listeners, writers, readers and media users, so as to specify their image as communicators.

OBJECTIVES

The objectives of the course are for students to

- consolidate their conception of text;
- learn to examine various types of texts with greater awareness of factors steering their interpretation of the texts;
- understand a text as being a semantic unit and be able to examine its features in terms of the function, communication situation and medium;
- learn to observe their use of language, reading habits and communication with greater awareness;
- become accustomed to revising the linguistic form of texts that they have produced;

- consolidate their knowledge of group communication: they will develop and learn to assess their own participation methods in terms of group interaction and atmosphere and teamwork or effectiveness of conversations.

CORE CONTENTS

- basic factors steering the interpretation and production of texts, such as function, recipient, genre and text type;
- effects of the communication situation and medium on text;
- consolidation of the conception of text, such as written and spoken texts, media texts, electronic and graphic texts, factual and literary texts, public and private texts;
- observation of and practice in language and content in different types of texts: intelligibility, clarity and coherence;
- summarising and commenting on texts;
- assessment of one's own communication skills, knowledge, attitudes and motivation from the perspective of upper secondary school studies;
- interaction skills in groups.

2. Structures and meanings of texts (Å12)

Students will gain practice in analysing the language, structures and meanings used in texts and will learn to perceive the connection of a text with context and other texts. Students will consolidate their knowledge of genres and develop as producers of different types of texts.

OBJECTIVES

The objectives of the course are for students to

- be able to assess the content, points of view, style and form of texts and learn to analyse texts as being units made up of temporal, causal, contrasting and other semantic relationships, learn concepts needed to analyse texts and also be capable of applying these when producing their own texts;
- become accustomed to working on their texts based on their own assessment and on that of other people;
- learn to plan and create written and spoken factual texts and be capable of conveying their message to listeners or readers according to their intentions;
- learn information acquisition strategies, use printed and electronic sources of information and find useful and reliable information for use in their essays or oral presentations.

CORE CONTENTS

- textual devices, such as clause types and structures, choice of words, figurative language; sequencing, references, connections; focalisation, definition of the topic and choice of a point of view;
- structuring an informative oral contribution, its focalisation, illustrative presentation and assessment;
- writing as a process: acquisition and critical selection of appropriate material, referring to and exploiting the material in one's own text and polishing the text and its linguistic form, in terms of its structure and coherence in particular.

3. Devices and interpretation of literature (ÄI3)

Students will gain a deeper understanding of literature, the artistic role of language and its cultural significance.

OBJECTIVES

The objectives of the course are for students to

- learn to understand the figurative nature and interpretive diversity of language;
- consolidate their knowledge of literary genres and their distinctive characteristics;
- develop in the analysis of fictional texts, using different approaches to reading and interpretation and the necessary concepts of literature studies;
- learn to justify their interpretation of texts both orally and in writing;
- gain practice in using the linguistic devices studied on the course appropriately in their own expression.

CORE CONTENTS

- analysis and interpretation of literature by making use of concepts and approaches that are justified in terms of interpretation;
- prose as a literary genre: devices of narrative techniques, such as narrator, point of view, subject, person, time period, milieu, theme, motif;
- lyric poetry as a literary genre: concepts such as a poem's speaker, verse, stanza, rhythm, metre, repetition, imagery;
- drama as a literary genre;
- analysis of short stories, poems and drama;
- use of literary devices in one's own texts.

4. Texts and influence (ÄI4)

Students will learn to examine texts and their language from the perspective of exercising influence in particular. They will familiarise themselves with argumentation and will consolidate their knowledge relating to this. They will learn to analyse and produce argumentative texts.

OBJECTIVES

The objectives of the course are for students to

- consolidate their media literacy, which will enable them to analyse and interpret various media texts, their backgrounds and functions and to critically assess information communicated by the media and its effects on individuals and society;
- be able to justify their views diversely both as writers and as speakers and to assess aspirations to influence and the reliability of text;
- be able to examine the effects of literature on society;
- learn to examine and assess texts and the values that these convey even from ethical viewpoints.

CORE CONTENTS

- direct and indirect influence, such as persuasion, steering, manipulation; advertising, propaganda; irony, satire, parody;

- genres of texts aiming to influence, graphic and electronic texts: opinions, columns, humorous columns, reviews, editorials, commentaries, advertisements;
- argumentation methods and rhetorical devices;
- taking a stance in conversations, debates and oral contributions;
- literature consciously aiming to influence and other contentious texts;
- ideology in texts, source criticism and media criticism;
- responsibility of a communicator; media choices and netiquette.

5. Text, style and context (ÄI5)

Students will learn to examine texts and their styles, so as to be able to take the significance of context into account in interpretation and text production.

OBJECTIVES

The objectives of the course are for students to

- learn to examine both fictional and factual texts in their cultural context and in relation to other texts;
- learn to analyse elements of style and their effects on the text as a whole;
- be capable of carrying through an independent writing process from choice of a subject and point of view, collection and organisation of material through editing the text and polishing the style to drawing up their own reflective text;
- develop their own manner of expression and literary style.

CORE CONTENTS

- literary and other texts representing different periods and styles, from the perspective of cultural context in particular;
- examination of texts as manifestations of the conception of humanity, world view, set of values and ideology in the context of both their own time and the present day;
- effects of different elements of style on text, such as choice of words, tone, figurative language, rhythm and syntax;
- a reflective text on a topic related to the contents of the subject and drawn up from a point of view chosen by the student;
- polishing and improving one's own style.

6. Language, literature and identity (ÄI6)

Students will form an overview of the significance of the Finnish language and Finnish literature and culture to individuals and society.

OBJECTIVES

The objectives of the course are for students to

- know different phases of the development of the Finnish language and understand the effects of European linguistic and cultural contacts on the formation of and continuous change in Finnish culture;

- appreciate the multiculturalism and multilingualism of Finland today and understand the significance of the mother tongue to everyone;
- be familiar with key works and themes from Finnish literature, being able to assess their significance from the perspective of their own culture in terms of construction of cultural and individual identity.

CORE CONTENTS

- text in oral and written tradition: from folklore to literature, from written culture to modern communication;
- formation of and changes in the Finnish language in an international environment; principles of language steering from the viewpoint of a student's use of language;
- significance of language and literature in the construction of a national identity;
- Finnish literature in its temporal and cultural contexts, key literary works and themes;
- written and oral contributions on topics related to the themes of the course.

SPECIALISATION COURSES

7. Advanced oral communication skills (ÄI7)

Students will consolidate and diversify their skills and knowledge related to oral communication and will learn to assess the significance of oral communication in human relations, studies and working life.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of the nature of interaction, its distinctive characteristics and oral culture;
- develop their courage to speak and their confidence in expression as well as their presentation and group communication skills;
- recognise and be able to analyse factors influencing the reliability of both the speaker and the message.

CORE CONTENTS

- elements and distinctive characteristics of interactive situations;
- verbal and non-verbal communication;
- distinctive characteristics and procedures of public speaking, negotiations, meetings and various discussions;
- practising presentation and group communication skills in different interactive situations;
- cultural characteristics of oral communication and Finnish oral culture.

8. Advanced textual skills (Ä18)

Students will consolidate and diversify their skills to analyse and produce texts.

OBJECTIVES

The objectives of the course are for students to

- reinforce their skills to read different texts analytically and critically;
- strengthen their skills to write text that is consistent and coherent in terms of its content, structure and style.

CORE CONTENTS

The following themes will be revised and consolidated:

- text types and genres;
- textual analysis and relevant concepts;
- composition of text: brainstorming, planning, choosing a point of view, organisation, editing, polishing the style, choosing a title and finalising the layout;
- maintaining correct usage of standard language.

9. Writing and modern culture (Ä19)

Students will familiarise themselves with cultural and social debates, current issues in the media and modern literature. They will consolidate their critical and cultural literacy, develop their thinking skills and enhance the maturity of their written expression so as to meet the standards required at upper secondary school completion level.

OBJECTIVES

The objectives of the course are for students to

- be capable of dealing with topical themes involving language, literature and communication in conversation and in writing;
- learn to assess and evaluate current texts on ethical and aesthetic grounds and to perceive their significance as part of social debates;
- find modern literary texts that are of interest to themselves and participate in discussions on these;
- show maturity in their choice of a point of view for their own text, treatment of the subject, independence of thought and originality of expression.

CORE CONTENTS

- modern literature and related phenomena;
- oral and written contributions of current interest on topics dealing with language and culture;
- examination of current issues, expressive devices and effects of media texts;
- participation in the community of readers and writers.

5.3.2 MOTHER TONGUE AND LITERATURE, SWEDISH AS THE MOTHER TONGUE

The mother tongue is the foundation for learning, through which people structure their reality and communicate with other people. The mother tongue reinforces individual and cultural identity and develops thinking, creativity and ethical awareness.

Mother tongue and literature is a life skills subject and a key practical, theoretical and cultural subject. The subject is based on broad conception of text, which also includes other media texts and various images in addition to written and spoken language. The subject mainly derives its contents from linguistics, literature, communication sciences and cultural studies. By means of reading, writing and oral communication, students will absorb new concepts and learn to perceive interrelationships, think logically, reflect, as well as examine, interpret and assess information critically. Through literature and illustrated media, students will also learn new things about other cultures, in addition to Western cultural traditions. In addition, literature instruction will also promote the development of personality. Learning and social interaction are based on diverse communication competence. Mother tongue and literature instruction aims to integrate different areas of skills and knowledge in functional terms. This will also involve co-operation with other subjects.

The command of one's mother tongue both orally and in writing is a prerequisite for learning and active participation in society. It is therefore important that schools create diverse opportunities to develop language both in the mother tongue and literature subject and in other upper secondary school subjects.

Objectives of instruction

The objectives of instruction in mother tongue and literature are for students to

- consolidate their knowledge of language, literature and communication;
- realise the connection between language, literature and learning and know how to make use of the relevant concepts when reading, writing, speaking and listening;
- make use of literature and illustrated media as sources of enjoyment and knowledge and reflect on these;
- develop their imagination and desire to learn by absorbing literature in its different forms, from different periods and cultures;
- consolidate their knowledge in accordance with a broad conception of text and know how to analyse and interpret different types of texts;
- learn to understand the relationship between text and context with the aid of their literary and communication skills and familiarise themselves with democratic, humanistic and ethical values by means of various texts and media, while also becoming aware of destructive forces that require counter-reaction;
- consolidate both their written and oral communication skills;
- consolidate and specify their use of language, in order to diversify their language and to achieve their communicative goals;
- adapt their language to different situations, both in private and in public;
- become increasingly confident in their command of the rules of written and spoken language and understand the significance of language planning and the maintenance of correct usage of standard language by individuals and society;

- become aware of idioms and rhetorical devices used in text and be capable of analysing and assessing their argumentation and of making use of language as a means of influence;
- know how to use information and communications technologies appropriately in their own studies and also seek information from different sources and edit, reflect on and assess the information that they have acquired;
- participate in different forms of culture, be capable of enjoying culture, making use of its opportunities and creating it themselves and also understand other cultures and people living in different conditions.

Assessment

Assessment of mother tongue and literature courses must focus on all aspects of the subject. Course grades will incorporate written and oral contributions and the degree of active participation. Feedback both from the teacher and from the whole group will be important in terms of the development of students' oral communication and writing skills. Students must also be provided with opportunities for self-assessment, which may support their positive and realistic image of themselves as speakers, readers or writers. The basis for self-assessment is that students receive information on the objectives and contents of the courses, thus allowing them to monitor their own progress.

COMPULSORY COURSES

The courses are constructed with a view to integrating different areas of the subject and creating functional modules. All courses will consolidate students' knowledge of language and literature, develop their oral and written communication skills and provide plenty of fictional and factual texts to read. Upon completion of all compulsory courses, students will have developed in-depth awareness of language and enhanced language skills. Students will also have received extensive knowledge of literary traditions and different literary genres in appropriate contexts and consolidated their skills of analysing and producing different genres and of reflecting on the content of such texts and their functions in society.

1. A world of texts (MO1)

The course will introduce mother tongue and literature as a subject which places language, communication, literary and factual texts into a theoretical frame of reference.

OBJECTIVES

The objectives of the course are for students to

- understand the meaning of a broad conception of text;
- consolidate their awareness of different genres;
- be aware of different ways of reading, analysing, interpreting and producing texts;
- learn to choose the style of language as required in each specific situation;
- learn to interpret narrative texts;
- learn the principles of placing their own contributions in relation to texts written by other people;
- participate constructively in group discussions.

CORE CONTENTS

- differences between spoken and written language and different levels of style;
- different genres and their functions in society;
- reflection on one's own reading;
- introduction to the history of literary genres with focus on short stories and other forms of short prose;
- different ways of analysing literary texts;
- basics of material-based writing;
- basics of group communication.

2. Narrative literature and media texts (MO2)

The course will focus on drawing up different texts as a means of intentional communication.

OBJECTIVES

The objectives of the course are for students to

- learn to make use of the main principles of rhetoric;
- produce different types of media texts;
- learn to edit and analyse relatively lengthy narrative texts;
- plan, make and assess an oral presentation.

CORE CONTENTS

- main principles of rhetoric in support of analysing oral and written texts;
- newspaper texts and other media texts;
- image and film analysis;
- source criticism;
- analysis of language structures;
- the novel as a literary genre;
- examining the differences between fact and fiction on the basis of the documentary novel and popular culture;
- literary reviews.

3. Texts, culture and identity (MO3)

The course will deal with linguistic and cultural identity from the perspective of Swedish-speaking Finns. The course will also discuss Finland-Swedish literature in relation to the surrounding world.

OBJECTIVES

The objectives of the course are for students to

- learn to express their thoughts, emotions and opinions concerning their own identity both orally and in writing;
- understand the concept of cultural diversity;
- be capable of discussing issues concerning Swedish-speaking Finns on the basis of various printed and digital sources;

- be capable of discussing and analysing texts written by Swedish-speaking Finnish authors from different periods;
- be familiar with typical characteristics of the Swedish language used in Finland;
- learn to improve on their texts and analyse the form of language through the theory of standard language being discussed.

CORE CONTENTS

- the origins and current state of the Swedish language in Finland;
- bilingualism, dialects, slang and other sociolinguistic phenomena;
- the concept of language planning and the maintenance of correct usage of standard language both from the perspective of society and in terms of students' own contributions;
- analysis of textual, clause and word structures;
- Swedish-language literature in Finland and its history;
- prepared discussions, such as panel debates relating to the course contents.

4. Nordic texts (MO4)

The course will deal with the history of Nordic languages and Nordic literature, Nordic texts, texts written in Nordic languages and Nordic culture. Instruction in literature will focus on dramatic literature.

OBJECTIVES

The objectives of the course are for students to

- recognise different Nordic languages in both spoken and written forms;
- possess basic strategies to make oneself understood in the Nordic countries;
- be capable of reading and thematisation of media texts written in Nordic languages, mainly Danish and Norwegian;
- command the key terminology of dramatic literature;
- learn to discuss dramatic literature both through written texts and on the basis of performances;
- be familiar with the principles of recitation.

CORE CONTENTS

- the common background of Nordic languages;
- similarities and differences between Nordic languages;
- discourse strategies to facilitate Nordic interaction;
- production of one's own texts concerning the Nordic countries on the basis of themes dealt with on the course;
- literary works produced in the Nordic countries;
- analysis of plays and theatre visits;
- reading, dramatisation and analysis of texts.

5. Modern texts (MO5)

The course will deal with literary analysis and present the basic concepts of poetry, image and film analysis. The primary focus will be on modern literature.

OBJECTIVES

The objectives of the course are for students to

- be familiar with different stylistic devices and be able to comment on imagery used in texts and lyric texts in particular;
- learn to interpret, analyse and outline texts and place these in cultural context;
- understand the value and role of literature during different periods and literary trends during the history of modern literature.

CORE CONTENTS

- analysis of lyric poetry: style, structure, interpretation;
- production of reflective and analytical texts;
- literature and literary 'isms' in the 20th and 21st centuries;
- literary discussions in front of an audience.

6. The power of text (MO6)

The course will deal with the exercise of power through language.

OBJECTIVES

The objectives of the course are for students to

- learn to analyse the argumentation of a text both orally and in writing and to critically assess media texts and other types of texts;
- produce both written and spoken texts with effective argumentation;
- develop their ability to analyse literary text from a reader's point of view;
- learn to discuss how authors use language, style and content in their writing as means of influence;
- be able to and confident enough to express and justify their opinions in debate situations;
- increase their awareness of the effects of the torrent of images and texts on society and individuals.

CORE CONTENTS

- analysis of argumentation;
- analysis of media texts and of different trends in their content, language, style and wording;
- analysis of advertisements;
- source criticism;
- differences between male and female language;
- older and more recent tendentious literature;
- theory and practice of how to arrange an oral debate.

SPECIALISATION COURSES

7. Oral communication (MO7)

The course will provide students with an opportunity to consolidate their skills in and knowledge of oral communication and with an insight into the significance of oral communication in all forms of social interaction.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of interaction and oral communication;
- develop their confidence of expression and their presentation, listening and conversational skills;
- be familiar with and be able to analyse factors influencing the credibility of both the speaker and the message.

CORE CONTENTS

- typical characteristics of communication situations;
- verbal and non-verbal communication;
- behavioural models for negotiation situations, meetings and different discussions;
- culturally bound special characteristics of oral communication, particularly in terms of the Swedish language in Finland.

8. Advanced writing and textual skills (MO8)

The course will consolidate and develop students' skills to analyse, interpret, reflect on and produce different types of texts.

OBJECTIVES

The objectives of the course are for students to

- consolidate their analytical and critical reading skills;
- construct a text that is coherent and logical in terms of its content, structure and style.

CORE CONTENTS

The following themes will be revised and consolidated:

- genres;
- textual analysis and relevant concepts;
- composition of text: brainstorming, planning, choosing a point of view, organisation, editing, choosing a title and finalising the layout;
- the structure of language and linguistic correctness.

9. Literature as a source of enjoyment and knowledge (MO9)

The course will offer students the opportunity to develop their knowledge, imagination and desire to learn through absorption of various forms of literature.

OBJECTIVES

The objectives of the course are for students to

- develop their creative thinking skills through reading;
- compare the ways used within different periods and cultures to treat themes and motifs and place them in relation to their own time and general circumstances;
- understand that literature illuminates the eternal questions of human life;
- develop their skills to use different perspectives of the study of literature in their study of texts.

CORE CONTENTS

- thematic reading of literature from different periods and/or cultures;
- intertextuality;
- an analytical approach to literature in writing;
- structuring and adaptation of literature through dramatisation and creative writing.

5.3.3 MOTHER TONGUE AND LITERATURE, SAMI AS THE MOTHER TONGUE

All Sami languages spoken in Finland, i.e. Inari Sami, Skolt Sami and North Sami, may be taught as the mother tongue. Mother tongue and literature instruction will emphasise and consolidate the status of language as an essential and fundamental theoretical, communication and cultural subject, to which the Sami culture will provide its own special flavour. As a theoretical subject, instruction in language and literature will reinforce general education and provide a vision of the mother tongue as a whole integrating all different aspects. As a means of communication, the mother tongue will enhance communication skills in terms of oral, written and presentation skills. As a cultural subject, mother tongue and literature will reinforce individual identity and knowledge of the Sami culture, placing emphasis on its special characteristics and taking account of its societal, social and historical development.

Instruction in mother tongue and literature is guided by the perception of the native language as a concept system used by individuals to structure the world and construct social reality. Along with their mother tongue, students will absorb the culture of their community and build their own Sami identity. The mother tongue and literature subject will also enable interaction between Sami people living in different countries and the continuity and development of culture.

Mother tongue and literature is a key practical, theoretical, cultural and art subject in general upper secondary education. The subject derives its contents from linguistics, literature, communication sciences and cultural studies. Knowledge of language, literature and communication and skills in reading, writing and oral communication will be learnt in different communication and interactive situations.

Instruction in mother tongue and literature will guide students to appreciate their own language, culture and history. The subject will guide students towards greater understanding of multiculturalism and multilingualism and towards linguistic and cultural tolerance. Instruction must take account of students' multicultural backgrounds and bi- or multilingualism.

The aim of instruction in literature at upper secondary school is that students will understand literature and analyse and interpret texts from different points of view. By reading literature, students will obtain components for ethical growth, formation of a Sami cultural identity, linguistic and cultural all-round learning and diversification of their own powers of expression.

Instruction in mother tongue and literature with Sami as the mother tongue will increase students' awareness of their own language and culture. Instruction aims to provide suitable communication and interaction skills to create sufficient conditions for further study, inclusion in working life and active citizenship. Social interaction and learning are based on diversified communication competence and literacy skills as well as on the ability to use language as required in each specific situation. The mother tongue and literature subject will steer students towards active acquisition of information, its critical processing and interpretation and the use of various media. Instruction aims at internal integration of the subject, as far as possible, as different areas of knowledge and skills are interconnected functionally. The common denominator is language and the perception of the human being as a communicator actively seeking and producing meanings.

The Sami language must also be used to enrich those subjects that students are taught in the Finnish language. The close affinity between the Sami and Finnish languages provides opportunities for various comparisons to benefit students. The significance of the Sami language must be emphasised and it must be used to teach such cross-curricular themes that are related to Sami culture, the Sami people's history, nature, livelihoods, religion and arts. Language and literature instruction must emphasise the special status of Sami culture. Instruction must emphasise the status of traditional knowledge and oral tradition and know-how achieved through these, since written information is still relatively new.

Objectives of instruction

The objectives of instruction in mother tongue and literature are for students to

- reinforce their own cultural identity and increase their knowledge of the Sami culture;
- consolidate their knowledge of language, Sami-language literature, other Sami arts, culture and communication and be able to make use of the relevant concepts as readers and writers, speakers and listeners and also as users of the media;
- consolidate, specify and diversify their communication and interaction skills, so as to be capable of purposeful and appropriate interaction;
- learn to understand the meaning of a broad conception of text;
- consolidate their textual skills, so as to be able to analyse, interpret, assess and produce different types of texts with greater awareness of their functions and contexts;
- learn to critically assess textual expression, such as rhetorical devices and argumentation, and to apply their knowledge to receiving and producing texts;
- consolidate their knowledge of literature, thus developing their thinking, expanding their all-round learning in literature, their imagination and artistic insight and vision and constructing their world view;
- learn to use both the oral and written form of language in an increasingly appropriate manner and understand the difference between these;
- command the norms of written language and understand the necessity of a standard written language;
- be able to select and critically assess different sources of information and the reliability, usefulness and intentions of information and know how to make use of information and communications technologies to study the subject;
- be able to enjoy culture, appreciate the diversity of cultural provision and, where possible, develop as makers of culture in their own right;
- obtain capabilities to promote interaction between Sami people across national borders;
- obtain capabilities for further study in the Sami language;
- grow into active members of their cultural community.

Assessment

Assessment of mother tongue and literature courses must focus diversely on different areas of the subject. Course grades will be influenced by written and oral contributions and the degree of active participation. Personal feedback both from the peer group and from the teacher will be important in terms of the development of students' oral communication and writing skills. Instruction must develop students' self-assessment skills in order to enable them to build a positive, yet realistic image of themselves as speakers, readers and writers. The basis for self-assessment is that students are aware of the objectives and contents of the courses, thus allowing them to monitor their own progress. Final assessment will take into account the maturity achieved by each student as a reader and language user.

COMPULSORY COURSES

The courses will be implemented so as to achieve internal integration within the subject: reading, writing, oral communication, language, literature and the media will be linked to the objectives and contents of each course, in order for skills and knowledge to be learnt in continuous interaction. The contents of all courses include literature, oral communication and writing, knowledge of language and maintenance of correct usage of standard language. Students will be guided to preserve the purity of language.

1. Language, texts and interaction (ÄIS1)

Students will gain a deeper conception of text and develop their ability to read increasingly diverse texts. They will know how to analyse and assess their communication environment and their own skills as speakers, listeners, writers, readers and media users, so as to specify their image as communicators.

OBJECTIVES

The objectives of the course are for students to

- consolidate their conception of text;
- learn to observe their use of language, reading habits and communication with greater awareness;
- familiarise themselves with the roles and distinctive characteristics of written and spoken forms of language, become aware of language and learn to assess themselves as language users and, in support of their written expression, learn to process their own text with the aid of language guides;
- recognise factors steering the perception and interpretation of texts;
- understand a text as being a semantic unit and be able to examine its features in terms of the function, communication situation and medium;
- learn to identify key genres and text types;
- become accustomed to revising the linguistic form of texts that they have produced;
- learn to examine literary texts from a reader's point of view and to comment on these;
- reflect on bi- and multilingualism and multiculturalism and understand the significance of the mother tongue to everyone;
- consolidate their knowledge of group communication: they will develop and learn to assess their own participation methods in terms of group interaction and atmosphere and teamwork or effectiveness of conversations.

CORE CONTENTS

- assessment and analysis of one's own communication skills, knowledge, attitudes and motivation;
- different ways of classifying texts;
- written language, spoken language, main dialects of the Sami language, multilingualism and linguistic identity;
- features of language variation;
- media and on-line texts in the middle ground between spoken and written language;
- characteristic devices of speech and writing;

- effects of the function, situation and medium of communication on spoken and written language;
- basic factors steering textual interpretation, such as function, narrator, genre and text type;
- functions of communication and principles of interaction;
- interaction skills in groups;
- literary, media and real-life narratives;
- experimentation with different reader positions;
- describing and sharing one's own reading experiences;
- summarising and commenting on texts.

2. Structures and meanings of texts (ÄIS2)

Students will gain practice analysing the structures and meanings of factual texts in particular and will learn to make observations about the connection of a text with context and other texts. Students will consolidate their knowledge of genres in particular and develop as producers of different types of texts.

OBJECTIVES

The objectives of the course are for students to

- learn information acquisition strategies, use printed and electronic sources of information and find useful and reliable information for use in their essays or oral presentations;
- learn to analyse texts as being units made up of temporal, causal, contrasting and other semantic relationships, learn concepts needed to analyse texts and also be capable of applying these when producing their own texts;
- gain practice in working on their texts based on their own assessment and on that of other people;
- be able to assess choices relating to the content, point of view, style and form of texts;
- familiarise themselves with production and editing of oral presentations and written texts; learn to plan and create written and spoken factual texts and be capable of conveying their message to listeners or readers according to their intentions.

CORE CONTENTS

- acquisition of information;
- textual devices: clause types and structures, choice of words, choice of a point of view, designation, syntax;
- text as a structural whole: cohesion, connections and other references;
- writing as a process: acquisition and critical selection of appropriate material, referring to and exploiting the material in one's own text and polishing the text and its linguistic form, in terms of its structure and coherence in particular;
- analysis of and feedback on essays and oral presentations;
- construction of an informative oral contribution and presentation skills;
- analysis of a short story as a structural whole and as a literary genre;
- concepts related to analysis of literary texts: narration, narrator, point of view, subject, theme, motif;
- principles of correct usage of standard language in texts.

3. Literary texts (ÄIS3)

Students will gain a deeper understanding of the literary art, the artistic role of language and its cultural significance.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of literary genres and their distinctive characteristics;
- develop in the analysis of fictional texts, using different approaches to interpretation and the necessary concepts of literature studies, so as to be capable of also producing a written or oral interpretation of a text and to participate in discussions about literature;
- understand the nature of fiction and be able to analyse its ways of constructing its own world by means of language and also learn to compare fictional and other types of narration;
- become encouraged to write their own fictional texts;
- gain practice in skills to target the message and create contact;
- consolidate their command of expressive devices.

CORE CONTENTS

- analysis and interpretation of literary prose by making use of the necessary concepts;
- lyric poetry as a literary genre with relevant concepts;
- analysis of short stories and poems;
- one's own fictional expression, experimenting with different genres;
- figurative language;
- theatre and drama;
- linguistic and vocal illustration in a presentation;
- practising message targeting and contact creation skills.

4. Means of influence (ÄIS4)

Students will learn to examine texts and their language from the perspective of exercising influence in particular. They will familiarise themselves with ways of exercising influence and argumentation and will consolidate their knowledge relating to these. They will learn to analyse and produce different types of argumentative texts.

OBJECTIVES

The objectives of the course are for students to

- be able to justify their views diversely both as writers and as speakers and to critically assess other people's views;
- consolidate their media literacy and be capable of analysing and interpreting various media texts, their backgrounds and functions and of critically assessing information communicated by the media and its effects on individuals and society;
- be able to examine the effects of Sami literature on society;
- learn to examine and assess texts and the values that these convey, even from ethical viewpoints.

CORE CONTENTS

- direct and indirect influence;
- genres of texts aiming to influence, graphic and electronic texts;

- argumentation methods, rhetoric and means of exercising influence;
- the structure and language of argumentative texts;
- oral contributions, discussions, debates or negotiations aiming to influence;
- ideology in texts, source criticism and media criticism;
- responsibility of a communicator; media choices and netiquette.
- literature consciously aiming to influence and other contentious texts;
- significance of literature to the development of society.

5. Text, style and context (ÄIS5)

Students will learn to examine texts and their styles, so as to be able to take the significance of context into account in interpretation, reception and also in production of their own texts.

OBJECTIVES

The objectives of the course are for students to

- learn to examine both fictional and factual texts in their cultural context and thus to perceive the interactions of Sami literature, other types of communication and social phenomena in relation to other texts;
- learn to analyse elements of style and their effects on the text as a whole;
- be capable of carrying through an independent writing process from choice of the subject and point of view, collection and organisation of material through editing the text and polishing the style to drawing up their own reflective text;
- develop their own manner of expression and literary style.

CORE CONTENTS

- literary and other texts representing different periods and styles, from the perspective of cultural context in particular;
- familiarisation with classical texts from Sami literature;
- contextuality; factors such as the conception of humanity, world view and set of values as determinants of texts;
- intertextuality, i.e. relationships between texts and links to other texts;
- elements of style; effects of the choice of words, tone, figurative language, rhythm and sentence form;
- the writing process and utilisation of information and communications technologies at its different stages;
- the literary essay as a genre;
- polishing and improving one's own style.

6. Language, literature and identity (ÄIS6)

Students will form an overview of the significance of the Sami language and Sami literature and culture to individuals and to Sami society.

OBJECTIVES

The objectives of the course are for students to

- know different phases of the development of the Sami language and understand the effects of linguistic and cultural contacts;

- learn to accept the multiculturalism and multilingualism of Sami society and understand the significance of the mother tongue to everyone;
- gain practice in examining changes in language and communication, identify factors influencing these and become increasingly aware of the significance of their choices of language use and communication methods;
- be familiar with the key works and themes from Sami literature and be able to assess their significance from the perspective of their own culture in terms of construction of cultural and individual identity.

CORE CONTENTS

- formation of the Sami language and its current status;
- significance of language and literature to people;
- Sami literature in its temporal and cultural contexts, key literary works and themes;
- language as a heterogeneous and multicultural phenomenon;
- Sami people's multilingual identity;
- text in the oral and written tradition: from oral narrative tradition to written literature;
- the current status of the Sami language;
- an essay on a language-related topic;
- objectives and problems in language planning and the maintenance of correct usage of the standard Sami language;
- characteristics of Sami communication culture.

SPECIALISATION COURSES

7. Oral communication (ÄIS7)

Students will consolidate and diversify their skills and knowledge related to oral communication and will learn to assess the significance of oral communication in human relations, studies and working life.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of the nature of interaction, its distinctive characteristics and oral culture;
- develop their courage to speak and their confidence of expression as well as their presentation and group communication skills;
- recognise and be able to analyse factors influencing the reliability of both the speaker and the message.

CORE CONTENTS

- elements and distinctive characteristics of interactive situations;
- verbal and non-verbal communication;
- distinctive characteristics and procedures of public speaking, negotiations, meetings and various discussions;

- practising presentation and group communication skills in different interactive situations;
- examining the cultural characteristics of oral communication and oral culture.

8. Textual skills (ÄIS8)

Students will consolidate and diversify their skills in analysing and producing texts.

OBJECTIVES

The objectives of the course are for students to

- reinforce their skills in reading different texts analytically and critically;
- improve on their skills in writing text that is consistent and coherent in terms of its content, structure and style.

CORE CONTENTS

The following themes will be revised and consolidated:

- text types and genres;
- textual analysis and relevant concepts;
- composition of text: brainstorming, planning, choosing a point of view, organisation, editing, polishing the style, choosing a title and finalising the layout;
- norms of orthography.

9. Current texts (ÄIS9)

Students will familiarise themselves with cultural debates in Sami society, current issues in the media and modern literature. They will consolidate their critical and cultural literacy, develop their thinking skills and enhance the maturity of their written expression so as to meet the standards required at upper secondary school completion level.

OBJECTIVES

The objectives of the course are for students to

- be capable of dealing with topical themes involving language, literature and communication in conversation and in writing;
- learn to assess and evaluate current texts on ethical and aesthetic grounds and to perceive their significance as part of social debates;
- be capable of finding modern literature texts that are of interest to themselves and participate in discussions on these;
- show maturity in their choice of a point of view for their own text, treatment of the subject, independence of thought and originality of expression.

CORE CONTENTS

- modern literature and related phenomena;
- oral and written contributions on current linguistic and cultural topics;
- examination of current issues, expressive devices and the effects of media texts;
- participation in the community of readers and writers, using modern technologies.

5.3.4 MOTHER TONGUE AND LITERATURE, ROMANY AS THE MOTHER TONGUE

Instruction in the Romany language as the mother tongue must help to construct the linguistic and cultural identity of Romany students and promote the Romany population's international contacts and affinity.

Objectives of instruction

The objectives of instruction in Romany as the mother tongue are for students to

- expand and consolidate their Romany language skills based on studies started at comprehensive school or acquired elsewhere;
- achieve functional bilingualism, so as to expand the range of application of the Romany language from familiar everyday speech situations to the more public language domain;
- progress from the use of the spoken form of the language to the written form and gain practice in spoken and written factual style in particular;
- be capable of using the Romany language with more and more nuance, also when expressing their own emotions and thoughts;
- be familiar with the history, background, development and structure of the Romany language and understand factors influencing its development and future, while also wanting to contribute personally to the revival of the Romany language;
- consolidate their knowledge of Romany culture in terms of both abstract and material cultural heritage;
- understand the relationship between minority and majority languages and cultures and the laws at work between these;
- reinforce their linguistic and cultural identity and grow into active members of their cultural community;
- obtain keys to understanding Romany dialects spoken in different parts of the world, thus becoming capable of promoting international contacts between Romany people;
- obtain capabilities to continue their studies, including Romany language studies, abroad.

Assessment

Assessment of Romany as the mother tongue courses must focus diversely on the different areas of the subject. Course grades will be influenced by written and oral contributions, the degree of active participation and interest in Romany culture. Personal feedback both from other students and from the teacher will be important in terms of the development of students' oral communication and writing skills. Instruction must develop students' self-assessment skills in order to enable them to build a positive, yet realistic image of themselves as speakers, readers and writers of the Romany language.

COMPULSORY COURSES

The courses will be implemented so as to achieve internal integration within the subject: oral communication, reading, writing, language, literature and the media will be linked to the

objectives and contents of each course, in order for skills and knowledge to be learnt in continuous interaction. All courses will develop the command of oral communication and written language, provide texts to read and consolidate students' knowledge of Romany culture.

1. Strengthening the linguistic foundation (ÄIR1)

At the beginning of Romany language studies at upper secondary school, students' proficiency in the Romany language must be observed and analysed together with their previous knowledge and awareness of Romany culture.

OBJECTIVES

The objectives of the course are for students to

- expand their everyday vocabulary and the expressions that they have learnt with their family and friends and at comprehensive school;
- familiarise themselves with the phonetic structure of the Romany language and learn the genuine (normative) pronunciation of the language;
- practise the basic structures of the language, also paying attention to its old, original features;
- develop their Romany language skills both orally and in writing.

CORE CONTENTS

- everyday Romany language vocabulary and related culture, such as family life, extended families, home interiors, objects, clothing;
- the gender and government system of words;
- construction of cases on the basis of word stems (accusative case) and the use of these on their own and with prepositions;
- small-scale oral and written contributions;
- discussions.

2. Expanding language skills beyond family and friends (ÄIR2)

Students will expand their vocabulary and knowledge of Romany language structures, so as to become accustomed to using the Romany language in situations away from the home.

OBJECTIVES

The objectives of the course are for students to

- become accustomed to running errands in the Romany language in situations away from the home;
- expand their vocabulary and expressive devices;
- consolidate their skills and knowledge relating to the structure of the language;
- read texts dealing with the Romany language and culture.

CORE CONTENTS

- texts and speech situations relating to areas such as shopping, trading, work, interests and travel;
- numerals in the Romany language, numeral expressions (such as speaking about prices), calendar and other temporal expressions;

- study of the verbal system and verbal phrases;
- use of the accusative case in possessive structures;
- reading texts dealing with Romany mobility and livelihoods.

3. Oral and written Romany traditions (ÄIR3)

Students will consolidate their knowledge of the Romany language and oral and written cultural traditions.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of Romany people's oral traditions;
- acquaint themselves with literature originally written in or translated into the Romany language;
- reinforce their identity through narration and expression of emotions;
- consolidate their knowledge of vocabulary and expressive devices used in the language;
- expand their knowledge of the structure of the Romany language.

CORE CONTENTS

- Romany-language narratives, tales, fairy tales, songs and poems;
- analysis and interpretation of literature originally written in and translated into the Romany language, such as Bible texts;
- abstract vocabulary and figures of speech in the Romany language;
- adjectives;
- use of cases;
- syntax;
- narration and dramatisation in the Romany language.

4. History and distribution of the Romany language and culture (ÄIR4)

Students will consolidate their knowledge of Romany people's life and background.

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with texts dealing with the origins, distribution, linguistic groupings and dialects of Romany people both in their own language and in other languages;
- gain practice in maintaining international contacts with Romanies;
- consolidate their knowledge of vocabulary and acquaint themselves with the history and etymology of words;
- prepare written and oral presentations about topics related to the themes of the course;
- acquaint themselves with the revival and development of the Romany language.

CORE CONTENTS

- articles, presentations and studies relating to the themes of the course;
- objects, images, books and other such material dealing with Romany people's international gatherings and travels;

- keeping contacts by letter, electronic mail or using some other form of electronic communication;
- introduction to Romany dialects;
- formation and development of vocabulary (original words, borrowed and foreign words);
- an essay dealing with an area or person related to the Romany tradition;
- discussions about the development needs of the Romany language, language planning and the work of the Romany Language Board.

5. Romany literature and other arts (ÄIR5)

Students will acquaint themselves with Romany-language literature and other arts related to the Romany culture. The course may be integrated into art subjects or literature studies in some other language.

OBJECTIVES

The objectives of the course are for students to

- acquaint themselves with literature published in or dealing with Romany culture;
- learn to summarise, analyse and interpret literary texts, films and plays and also examine these from the perspective of the Romany language and culture;
- develop their skills to produce different types of Romany-language texts.

CORE CONTENTS

- analysis, interpretation and comparison of different texts from Finnish and world literature, including films and plays, produced in and dealing with the Romany language;
- introduction to domestic and foreign Romany arts;
- a reflective text on a topic related to the contents of the course and drawn up from a point of view chosen by the student;
- a Romany-language fictional assignment, such as a poem, a dialogue, a short play or a video film.

6. The Romany language and culture in modern society (ÄIR6)

The course will expand students' use of the Romany language to cover themes and situations in association and parish activities and other forms of social life.

OBJECTIVES

The objectives of the course are for students to

- develop their oral and written expression skills in the Romany language;
- develop their interaction skills;
- consolidate their knowledge of the structure of the Romany language;
- consolidate their knowledge of the current status of Romany languages and cultures.

CORE CONTENTS

- oral contributions, short speeches and reports concerning the themes of the course;
- examining different types of Romany-language texts, such as news, documents and websites of Romany organisations, and discussions about these;

- introduction to the language and terminology of official factual texts;
- complex structures of the Romany language, such as infinitive and participle constructions;
- in-depth familiarisation with the special characteristics of Romany traditions, such as Romany music, costumes and festival customs.

SPECIALISATION COURSES

7. Romany-language speaking skills and oral culture (ÄIR7)

Students will consolidate and diversify their skills and knowledge related to Romany-language speaking skills and Romany-language oral culture and will learn to assess the significance of oral communication in human relations, studies and working life.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of Romany people's oral culture and the nature and distinctive characteristics of Romany-language interaction;
- develop their courage to speak and their confidence of expression in the Romany language as well as their presentation and group communication skills;
- recognise and be able to analyse factors influencing the reliability of both the speaker and the message.

CORE CONTENTS

- elements and distinctive characteristics of Romany-language interactive situations;
- verbal and non-verbal communication from the point of view of Romany people;
- distinctive characteristics and procedures of public speaking, negotiations, meetings and various discussions from the perspective of Romany culture;
- Romany-language practices in presentation and group communication skills in different interactive situations;
- cultural characteristics of Romany people's oral communication and Romany people's oral culture.

8. Writing and textual skills (ÄIR8)

Students will consolidate and diversify their skills of analysing and producing different types of Romany-language texts.

OBJECTIVES

The objectives of the course are for students to

- reinforce their skills of reading different Romany-language texts analytically and critically;
- strengthen their skills of writing Romany-language text that is consistent and coherent in terms of its content, structure and style.

CORE CONTENTS

- analysis of Romany-language texts of different types and genres;
- composition of Romany-language text: brainstorming, planning, choosing a point of view, organisation, editing, polishing the style, choosing a title and finalising the layout;
- revival of the original structures and vocabulary of the Romany language;
- maintaining correct usage of the standard Romany language.

9. Current issues in the Romany language and culture (ÄIR9)

Students will consolidate their knowledge of Romany culture and will familiarise themselves with cultural debates in modern society, current issues in the media and modern literature from the point of view of Romany people. They will consolidate their critical and cultural literacy, develop their thinking skills and enhance the maturity of their written expression so as to meet the standards required at upper secondary school completion level.

OBJECTIVES

The objectives of the course are for students to

- deal with topical themes involving the Romany language, Romany literature, literature translated into the Romany language and dealing with Romanies and communication in conversation and in writing, using the Romany language;
- learn to assess and evaluate current Romany-language texts on ethical and aesthetic grounds and to perceive their significance to the Romany culture and as part of social debates;
- find literary texts in the Romany language and texts dealing with Romanies that are of interest to themselves and participate in discussions on these;
- show maturity in their choice of a point of view for their own text, treatment of the subject, independence of thought and originality of expression.

CORE CONTENTS

- Romany-language literature and literature translated into the Romany language;
- oral and written Romany-language contributions on current linguistic and cultural topics, in particular those concerning the Romany language and culture;
- examination of current issues, expressive devices and effects of media texts from the point of view of Romany people;
- participation in the community of readers and writers, using modern technologies.

5.3.5 MOTHER TONGUE AND LITERATURE, FINNISH SIGN LANGUAGE AS THE MOTHER TONGUE

The general upper secondary school syllabus in Finnish Sign Language as the mother tongue will comply with the structure, objectives and contents of the syllabus in mother tongue and literature, Finnish as the mother tongue, as applicable. The general objective of instruction in Finnish Sign Language as the mother tongue is to reinforce students' identity and self-image as sign language users and members of the sign language community in an environment using spoken language. The aim is to ensure students' good command of sign language, on which they can build their learning of Finnish and other spoken languages and diverse communication and study skills. An additional objective is the knowledge of sign language culture and traditions, which will form the foundation for the formation of identity, development of good self-esteem, creation of social contacts, expression of thoughts and emotions and for the development of thinking, metalinguistic and communication skills.

Objectives of instruction

The objectives are for students to

- know how to respond to other people's signing, ask questions and make conversation in Finnish Sign Language and to justify their own opinions;
- learn to use good and logically clear sign language expression with its nuances in different communication and co-operation situations;
- learn to share and describe their experiences in both a spontaneous and planned manner;
- learn to consider their interlocutors' linguistic needs and limitations and be able to select an appropriate form of presentation in each specific situation;
- be familiar with the concepts and essential contents of sign language;
- learn to distinguish between the main and secondary points, to analyse relationships between causes and effects and to draw conclusions from a sign language presentation that they have seen;
- be capable of creating and producing creative and artistic sign language presentations;
- learn to acquire information from different sources, using sign language communications technologies;
- learn to adopt a critical approach to information and to select, assess and interpret information from different points of view and to forward it in sign language;
- learn to compare the special characteristics of sign languages with spoken languages in general and to compare the features of sign language culture and Finnish Sign Language with Finnish culture and the Finnish language, consolidating their metalinguistic and metacultural skills;
- be familiar with the distinctive character of Finnish Sign Language in relation to other national sign languages;
- learn to co-operate with foreign-language deaf people and to use international sign with them;
- learn to use interpreting services and work alongside sign language interpreters;
- become aware of the significance of sign language and sign language culture to the development of their own identity and mental well-being.

The course codes are made up of the abbreviation ÄIV (mother tongue, sign language) and the course number.

CORE CONTENTS

The contents of Finnish Sign Language courses will comply with the core contents of Finnish as the mother tongue courses, as applicable, so as to emphasise the distinctive characteristics of sign language.

Communication

- diverse expression in different communication situations; participation in work in pairs, teams and groups;
- use of different sign language transcription methods and expression of the methods applied;
- analysis of the key features of the basic phonological and sign structures, syntactic, morphological and textual structures, sign formation, and sign language vocabulary of Finnish Sign Language and comparison of these with the corresponding structures of the Finnish language;
- practising the use of strategies to develop the understanding of sign language;
- choice of the textual level of sign language texts and literary analyses;
- practising performing in sign language together with other students and the teacher;
- application of the foundations of intercultural communication in various practical communication situations;
- production of analytical, reflective and reporting sign language presentations;
- practising and consolidating media literacy;
- use of sign language communication technologies;
- introduction to sign languages in other countries;
- familiarisation with the use of international sign;
- practising interpreted discussion and presentation situations.

Linguistic knowledge

- analysis of sign structures and concepts and phenomena relating to the grammatical processes of sign language;
- examining the sign formation and inflection processes and the sign language syntax;
- studying the meanings of established and productive signs and sign language idioms;
- studying stylistic differences in sign language vocabulary;
- acquisition and use of sign language dictionaries and information obtained from sources and learning platforms available from different communications media and networks;
- comparison of the vocabulary, structure and grammar of Finnish Sign Language with sign languages used in other countries;
- comparison of the structure of sign language with Finnish and other spoken languages.

Cultural awareness

- introduction to the special characteristics of and communication methods used by the deafblind;
- introduction to the special characteristics of groups of deaf people in other countries and with sign languages used by these groups;
- communication with Finnish-speaking people with and without an interpreter;
- examining the differences and similarities between sign language culture and the culture of people using spoken language by means of the basics of intercultural communication and the basic concepts of cultural studies.

Literature

- comparison and production of different sign language genres and styles;
- expansion and consolidation of sign language narrative and cultural traditions;
- consolidation of the examination of one's own social and cultural identity by means of literature in Finnish Sign Language and other national sign languages.

5.3.6 MOTHER TONGUE AND LITERATURE, FINNISH AS A SECOND LANGUAGE

Students whose native language is not Finnish, Swedish or Sami may be taught the mother tongue and literature subject according to the Finnish as a second language syllabus. The syllabus is based on the learning situation of second-language learners; they will learn Finnish in a Finnish-speaking environment and will gradually develop diverse Finnish language skills to accompany their own native language. The objectives and contents of the upper secondary school Finnish as a second language syllabus are based on command of the basics of the Finnish language acquired in basic education or elsewhere.

The key objective of instruction in Finnish as a second language is for students to achieve sufficient Finnish language skills to enable them to study all upper secondary school subjects to the full and to continue their studies and manage in working life in the Finnish language. Together with instruction in their own native language, instruction in Finnish as a second language will reinforce students' multicultural identity and build a foundation for functional bilingualism.

Objectives of instruction

The objectives of instruction in Finnish as a second language are for students to

- develop their skills in the Finnish language sufficiently to be capable of using it as a medium of thinking, learning, expression and influence and also for creation and maintenance of social contacts;
- be able to and confident enough to express themselves understandably in different everyday and study-related communication situations;
- command the basic structures of the Finnish language at different levels of language and become increasingly aware of the special characteristics of the Finnish language when compared with their own or other languages;
- be capable of making use of different types of texts and learn critical interpretation and assessment skills as required in an information society;
- improve their abilities to seek, choose, edit and communicate information from various sources;
- become accustomed to working with the aid of dictionaries and language guides;
- familiarise themselves with Finnish society, media, culture and literature (in co-operation with instruction in other subjects);
- perceive variations in language according to the speaker, situation and region and expand their knowledge of the basic differences and division of work between spoken and written language;
- learn to understand the process of learning a second language, be capable of observing their own language skills and of assessing their progress and want to develop their language skills both independently and together with other people;
- learn to reflect on their bi- or multilingualism, consolidating their understanding of the significance of language in identity.

Assessment

Level B2.2 (functional independent proficiency) of the Common European Framework of Reference for language learning, teaching and assessment describes the main features of 'good command' for students taking Finnish as a second language upon completion of upper secondary

school. The strongest areas of students' language proficiency profile are reading and listening comprehension, where good command means meeting the standards of level B2.2. In terms of writing, good command is equivalent to level B2.1 (first stage of independent proficiency).

Students will be assessed according to the Finnish as a second language syllabus, where they have chosen this syllabus, irrespective of whether they have been provided with separate instruction in Finnish as a second language or whether their upper secondary school has only been able to provide some of the Finnish as a second language courses. Courses completed according to the mother tongue and literature, Finnish as the mother tongue syllabus will be accredited in full in Finnish as a second language courses and the grades awarded for these will be transferred as grades for Finnish as a second language courses. Conversely, Finnish as a second language courses will only be considered as replacements for courses included in the mother tongue and literature, Finnish as the mother tongue syllabus in so far as their objectives and contents are equivalent. In the latter case, students will, as a general rule, be required to provide additional proof of learning in terms of compulsory courses and their grades will be reconsidered accordingly.

COMPULSORY COURSES

1. Mastering the basics (S21)

OBJECTIVES

The objectives of the course are for students to

- practise the standard-language manner of expression as required for upper secondary school studies both orally and in writing;
- become aware of the basic structures of the Finnish language and become confident in command of them;
- be capable of setting objectives for their studies in the Finnish language and become encouraged to use the Finnish language.

CORE CONTENTS

- charting the language proficiency of individual students;
- each student's background and experiences;
- living in the midst of two cultures and languages;
- study culture at upper secondary school, techniques of studying the Finnish language;
- interviews in pairs, brief oral contributions relating to everyday life and social situations;
- key phonetic and morphological features of the Finnish language;
- a material-based essay.

2. Putting language into use (S22)

OBJECTIVES

The objectives of the course are for students to

- gain practice in communicating according to each specific situation and become aware of their opportunities to act in interactive situations;
- learn to distinguish between different styles and tones in written and spoken language;

- learn to analyse and command the syntax of the language and understand different devices used for word formation.

CORE CONTENTS

- variations in speech and language use situations;
- different types of literary and factual texts;
- various transactions;
- oral and written reports of information acquired;
- basic syntactic structures of the language:
 - constructing a basic clause,
 - constituent parts of basic clauses, in particular the object,
 - types of clauses typical of the Finnish language;
- devices used for word formation.

3. Influencing through language (S23)

OBJECTIVES

The objectives of the course are for students to

- understand different types of oral and written factual texts, in particular opinion texts, and learn to identify the key ideas of texts and take a stance on these;
- become encouraged to form, express and justify their opinions;
- learn to recognise the ways in which they are being influenced;
- also examine literature as a shaper of opinions and world views;
- improve their command of the basic structures of the language, in particular the semantic functions and government relationships of cases.

CORE CONTENTS

- opinion articles and current affairs programmes;
- exercises in analysing and interpreting factual text;
- practising argumentation both orally and in writing;
- group discussion assignments;
- literature and the media as opinion leaders;
- examining nominal forms and non-finite clauses;
- degrees of comparison and considerations of word government.

4. Advanced textual skills (S24)

OBJECTIVES

The objectives of the course are for students to

- gain practice in analytical reading and writing skills and confidence to produce language in an individual manner;
- gain practice in identifying the main points and interpreting the key contents of different types of texts and become accustomed to writing on the basis of material.

CORE CONTENTS

- different media texts; their interpretation and utilisation;

- production of texts based on different materials;
- creative writing;
- summarising texts.

5. Getting to know Finnish culture (S25)

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with Finnish culture, in particular literature and other arts and media culture, and compare Finnish culture with other cultures familiar to them;
- make use of the media as a medium of culture and obtain artistic experiences and components for constructing their own identity.

CORE CONTENTS

- key literary genres;
- reading Finnish literature, such as short stories, short prose, poems, extracts from novels and at least one complete work;
- a study visit, such as an art exhibition or a theatre play;
- presentation of one particular author and his or her work.

6. Towards functional bilingualism (S26)

OBJECTIVES

The objectives of the course are for students to

- reinforce their language skills by means of demanding texts and assignments;
- consolidate their knowledge of the basic norms of standard written language and know how to apply these when producing their own texts;
- reinforce their idea of Finnishness through means such as Finnish literature.

CORE CONTENTS

- revision of the demanding structures of the language;
- consolidating one's command of standard written language, such as punctuation;
- expanding one's vocabulary in different subject areas;
- structural exercises, reading comprehension, textual interpretation, essays;
- a Finnish literary work.

SPECIALISATION COURSES

7. Spoken language in focus (S27)

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with the distinctive characteristics of spoken Finnish;
- learn to recognise colloquialisms in speech and writing and be capable of comparing colloquial and standard language.

CORE CONTENTS

- spoken Finnish grammar;
- special characteristics of spoken Finnish;
- standard spoken language, dialect, slang;
- special characteristics of spoken language;
- an independent project: planning of the work process, interview with a Finnish-speaking person, recording, transcription, modification of speech into standard language, oral presentation of the project in class, a written report.

8. Writing different texts (S28)

OBJECTIVES

The objectives of the course are for students to

- consolidate and diversify their written expression skills;
- become confident in their command of language structures and accustomed to the writing process.

CORE CONTENTS

- writing for different purposes according to students' needs: factual and transactional writing, such as applications, appeals or reports;
- material-based writing, such as commentaries, analyses or reviews;
- observation of the genre and language used in the reference text;
- creative writing in accordance with students' needs and interests;
- writing as a process; different phases of the process;
- examination and polishing of the outline, layout and linguistic form of the text;
- language structures in accordance with students' needs.

9. In the world of texts (S29)

OBJECTIVES

The objectives of the course are for students to

- consolidate their ability to read analytically and with insight;
- improve their knowledge of Finnish literature and, as far as possible, that of their own culture.

CORE CONTENTS

- reading different types of literary and factual texts;
- a free-choice literary work, such as a work that is important in terms of the construction of one's own cultural identity;
- presentation of an author or a literary work;
- discussing and writing about literature, sharing one's own reading experience;
- translation exercises.

5.3.7 MOTHER TONGUE AND LITERATURE, SWEDISH AS A SECOND LANGUAGE

Objectives of instruction

The objectives of instruction in Swedish as a second language at Finland's Swedish-language upper secondary schools are for students whose native language is not Finnish, Swedish or Sami to

- develop their skills in and knowledge of the Swedish language sufficiently to enable them to study in Swedish, make use of Swedish-language literature and information provided by the media and also to create and maintain social contacts in the Swedish language;
- learn to express themselves, be confident enough to discuss and debate in the Swedish language both at school and later in further studies and working life;
- become aware of the key differences between colloquial, even dialectal, Swedish and standard Swedish as spoken in Finland and learn to understand clear Swedish as spoken in Sweden on the television and radio;
- absorb the phonetic, morphological, clause and sentence structures of the Swedish language and learn to analyse language with help from dictionaries, grammar books, usage guides or through individual guidance in order to improve and develop their language proficiency;
- learn to read and make use of different types of texts as part of studies in different subjects, for writing essays and in various conversational situations relating to instruction;
- learn to read Swedish-language literature and listen to it by means of the theatre, film and other media, thus becoming more closely acquainted with the works of at least one noted Swedish or Swedish-speaking Finnish author;
- familiarise themselves with Finnish society, in particular with Swedish-language and bilingual culture in Finland;
- observe and assess the progress of their own skills and adopt a positive attitude towards languages and language learning;
- become increasingly aware of their own and their family's bi- or multilingualism and the significance of language to culture and identity.

Assessment

In order to obtain a grade equivalent to good command, foreign-language students are required to achieve level B2.2 (functional independent proficiency) of the Common European Framework of Reference for language learning, teaching and assessment in Swedish listening and reading comprehension and level B2.1 (first stage of independent proficiency) in speaking and writing. However, oral language skills may vary depending on each student's linguistic contacts outside school.

Where students have chosen the Swedish as a second language syllabus, they must also be assessed according to the requirements of that syllabus, irrespective of whether they have been provided with separate instruction in Swedish as a second language. Courses completed according to the Swedish as the mother tongue syllabus will be accredited in full in Swedish as a second language courses. Conversely, Swedish as a second language courses will only be considered as replacements for courses included in the Swedish as the mother

tongue syllabus in so far as their objectives and contents are equivalent. In the latter case, students will, as a general rule, be required to provide additional proof of learning in terms of compulsory courses and their grades will be reconsidered accordingly.

COMPULSORY COURSES

1. Mastering the basics (R21)

OBJECTIVES

The objectives of the course are for students to

- learn to use the standard-language manner of expression required for studies to a satisfactory standard both orally and in writing;
- become increasingly confident in and aware of the special characteristics of the Swedish language when compared with their own native language and any possible previous school languages;
- be confident enough to participate in both teaching and group discussions in class;
- learn to write and speak about their observations and experiences.

CORE CONTENTS

- charting the language proficiency of individual students;
- each student's background and experiences;
- living in the midst of two cultures and languages;
- study culture at upper secondary school, reading and study techniques;
- interviews and oral presentations on everyday things and situations;
- examining the most important special characteristics of the phonetic and syntactic structures of the Swedish language on the basis of students' speech and written contributions;
- discussions about social and cultural differences.

2. Text and dialogue (R22)

OBJECTIVES

The objectives of the course are for students to

- start reading more literary texts in Swedish;
- understand at least distinct Swedish as spoken in Sweden in the media;
- be capable of following discussions and debates even at a fast tempo;
- be familiar with different genres;
- know how to use the services provided by libraries and the Internet;
- understand different speaking styles and dialects to some extent.

CORE CONTENTS

- examples of different literary genres, including poetry, dramatic literature and films;
- the most renowned authors of world literature, preferably considering each student's linguistic and cultural background;

- dialogues and other situation-specific forms of speech;
- reading aloud and fluent reading;
- theatre.

3. Language around us (R23)

OBJECTIVES

The objectives of the course are for students to

- be capable of taking the requirements set by each specific situation into account in their own language use and become aware of their opportunities for verbal interaction;
- be capable of distinguishing between different registers and levels of formality in language in both speech and writing;
- command even relatively lengthy sentences and realise how vocabulary can be enriched and expanded.

CORE CONTENTS

- different language use situations;
- factual texts compared with literary texts;
- language in different service situations;
- literary portrayals of everyday life, preferably written by Swedish-speaking Finns;
- written and oral reporting;
- Swedish tenses and moods, relatively complex verb and prepositional phrases;
- adjectives and adverbs.

4. Swedish-speaking Finnish, Finnish and Nordic culture and identity (R24)

The course will focus on Swedish-speaking, Finnish-speaking and bilingual people's culture in Finland from the perspective of immigrants, taking account of students' previous studies, experiences and the contents of other subjects. With the aid of programmes and articles available via the mass media, the course will also deal with cultures and multilingualism in other Nordic countries.

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of local society, its history and culture through reading and interviews;
- form an overview of Finland, its Swedish-speaking areas and minorities as well as migration trends occurring in the Nordic countries through current affairs, the media, maps, guides and reference material;
- learn to find out about facts, reflect on the significance of language to identity and be capable of participating in social life and association activities.

CORE CONTENTS

- articles, brochures, websites and literature concerning local society;
- articles, programmes and facts about Finland and Finnish society as well as about other Nordic countries;

- reports from different parts of the country;
- Swedish-speaking authors in Finland and sampling of their works, in particular portrayals of life and interesting individuals from different times and in different parts of Finland;
- a literary work and its presentation in a particular form.

5. Writing and interpretation of texts (R25)

OBJECTIVES

The objectives of the course are for students to

- be able to analyse different types of texts and comment on and interpret their content;
- be able to seek and assess information and deal with different opinions;
- learn to organise and examine their own texts critically;
- pay attention to linguistic correctness, references, figures of speech and illustrative material;
- learn to analyse and assess art, poems and prose texts to some extent as a basis for compositions and reviews.

CORE CONTENTS

- special characteristics of and issues associated with linguistic correctness in the Swedish language on the basis of students' own contributions;
- introduction to the procedures of textual analysis and argumentation;
- visual arts, poems and literary extracts as a basis for writing compositions;
- quoting from and referring to texts, sources and statements;
- layout and editing of texts; printed matter and literature searches.

6. Language and influence (R26)

OBJECTIVES

The objectives of the course are for students to

- learn to read factual texts and follow public debates, in particular in the media, understand key contents of texts and clearly distinguish between facts and opinions;
- understand the social influence of the media, be able to take a stance on messages communicated by the media and be confident enough to voice their own opinions;
- understand the world, thoughts and opinions of protagonists in literary texts;
- become more confident in reading Swedish-language texts and also be able to read relatively lengthy sentences and passages as well as abstract texts and those requiring previous knowledge.

CORE CONTENTS

- current affairs programmes and their origins;
- analysis of factual texts and literary extracts;
- advertising and newspaper advertisements;
- critical selection, following and assessment of available programmes and texts;
- expression of one's own opinions and discussions about current affairs in pairs and small groups on the basis of opinion texts;

- more difficult clause and sentence structures; different types of subordinate clauses;
- numerals, pronouns, abbreviations and foreign words.

SPECIALISATION COURSES

7. Advanced textual competence (R27)

The course aims to improve students' correct use of language in their written contributions and to reinforce their skills to read, interpret, analyse and exploit various materials when writing essays.

OBJECTIVES

The objectives of the course are for students to

- consolidate their analytical and critical reading skills;
- learn to vary and develop their expression;
- learn to organise, revise and finalise their own texts;
- reflect on the content of a text through their own experiences and opinions and express their thoughts clearly.

CORE CONTENTS

- various texts from a wider range of subject matters than course 6;
- questions about the content of texts and abstracts;
- exercises in correct linguistic usage, such as substitution, paraphrasing and completion assignments;
- stylistic and variation exercises;
- written maturity tests and tests of different levels.

8. Oral communication (R28)

The primary objective of the course is to develop the Swedish oral communication skills of native foreign-language students, so as to make them more skilful and confident communicators.

OBJECTIVES

The objectives of the course are for students to

- be capable of participating in presentations, lectures and discussions in the Swedish language even when these are held in acoustically demanding conditions and when speech is fast or when the theme deals with relatively complex social and cultural issues;
- be confident enough to participate in discussions and debates in the Swedish language and express their points of view;
- be capable of preparing and giving brief presentations in the Swedish language;
- be confident enough to advocate the interests of their own language group and defend its language and culture in both formal and informal situations;
- become aware of interpreting services and of how and when to turn to an interpreter or a translator for help.

CORE CONTENTS

- presentations and discussions in class, via the media and electronic discussion forums or on study visits;
- note-taking and meeting techniques;
- comparison of Swedish- and Finnish-language meeting, speaking and discussion styles with those of other countries and cultures;
- various technical aids;
- requirement levels and contents of official language proficiency tests and diplomas.

9. Literature as a source of enjoyment and knowledge (R29)

The main objective of the course is the same as that of course 9 of the Swedish as the mother tongue syllabus, but it will be applied to match students' language proficiency, reading experiences and the literature of the cultural groups represented by their respective countries of origin. The course may be based on themes, which involves seeking and reading literature that deals with a certain theme and represents a certain genre. It may also be based on dramatisation of literature or on studying closely related arts, such as the visual arts, music, architecture and dance, which are built around a specific theme.

5.3.8 MOTHER TONGUE AND LITERATURE, FINNISH FOR SAMI-SPEAKING STUDENTS

At upper secondary schools operating within the Sami domicile area, the Sami language may be taught as the mother tongue, while other subjects may also be taught and studied entirely or partially in the Sami language. In such cases, students may choose to study Finnish according to the regular mother tongue and literature syllabus or this syllabus, which is specifically designed for Sami-speaking students. Together with Finnish-language instruction and studies in different subjects and also with instruction in the Sami language and Sami-language instruction in other subjects, the role of this syllabus is to ensure students' linguistic development into bilingual citizens capable of functioning in both the Sami and Finnish languages in multilingual and multicultural communities and of succeeding in further studies.

Objectives of instruction

The objectives of instruction are for students to

- achieve a sufficient level of bilingualism as is particularly required in Sami-speaking areas and a functional cultural identity;
- acquire sufficient skills in and knowledge of the Finnish language and communication as required in their studies and in society, so as to possess the linguistic capabilities to attend to their personal contacts and duties as citizens;
- obtain skills and confidence to express themselves clearly, using a wide range of nuances in the Finnish language both orally and in writing as required in different communication situations;
- expand their Finnish-language vocabulary and phraseology from everyday vocabulary to command of terminology used for different school subjects and to reading, interpretation and use of different types of texts;
- also become accustomed to following reports in the press and electronic communication in the Finnish language;
- familiarise themselves with Finnish literature and culture from the perspective of Sami language and culture and also use the Finnish language to acquaint themselves with world literature;
- obtain resources to compare similarities and differences between the Sami and Finnish languages as cognate languages and learn to understand connections between language and culture;
- learn to appreciate and understand the significance of both the Finnish and Sami languages in bilingual communities and to perceive their own opportunities as bilingual members to participate in and contribute to such communities.

Assessment

Assessment will take account of each student's Sami-language or bilingual background, especially in the event that other subjects were also taught and studied in basic education primarily in the Sami language or if this is still the case at upper secondary school. Achievement of the objectives of the Finnish for Sami-speaking students syllabus will not be assessed in compliance with the Language Proficiency Scale appended to the National Core Curric-

ulum. In addition to the different areas of language proficiency, assessment will take account of students' ability to use the Finnish language as a medium in their studies and for other communicative and cultural purposes outlined in the syllabus. This will also include students' capability of assessing their own language skills and development needs themselves.

COMPULSORY COURSES

1. Establishing basic skills (SUS1)

OBJECTIVES

The objectives of the course are for students to

- recognise structures and manners of expression typical of the Finnish language, in particular those that are different from the Sami language, and improve their command of these in Finnish-language interaction and written contributions;
- establish good command of basic vocabulary, especially for those subjects that they study either entirely or partially in Finnish at upper secondary school, and learn to seek information and make use of it in their studies;
- become accustomed to listening to standard spoken Finnish at school and in the media, observing their own use of language and perceiving interference and dialectal characteristics in their own and other people's speech and understand the significance of the situation and topic to the choice of the manner of expression and style of speaking;
- acquaint themselves initially with free-choice examples of literature originally written in and translated into Finnish and become interested in reading and using library services.

CORE CONTENTS

- structures and manners of expression typical of the Finnish language, which turn out to be difficult due to the Sami-speaking background or lack of practice, at least on phonetic and morphological levels both orally and in writing;
- examples of Finnish-language factual texts and concepts required in other school subjects and retrieval of information;
- recordings and radio and television programmes using standard spoken Finnish and comparison of these with one's own speech and speech used in one's own environment;
- literary extracts of interest to young people, library collections and use of library services.

2. Putting language into use (SUS2)

OBJECTIVES

The objectives of the course are for students to

- learn to express themselves more and more diversely and accurately for different purposes and to find their own manners of expression;
- learn to use what they have read, heard and seen as the basis for writing and other forms of expression;

- understand, be aware of and also, where necessary, know how to use demanding syntactic structures typical of the Finnish language, such as infinitives, participles and non-finite clauses alongside subordinate clauses;
- learn to observe parallel use of the Finnish and Sami languages in their community and in the Northern Finnish media and also become aware of their own role as readers, listeners and users of both languages.

CORE CONTENTS

- Finnish-language text extracts, letters, messages, announcements, advertisements, images and recordings relating to students' immediate surroundings, nature or topics currently dealt with as part of other subjects;
- different types of writing, speaking and discussion assignments based on the above-mentioned texts, images and observations;
- structures of nominal forms and non-finite clauses in the Finnish language and appropriate use of them alongside subordinate clauses;
- various language use situations, examples from programmes and role-plays;
- use of language for artistic purposes, such as poetry, theatre and music.

3. Textual skills (SUS3)

OBJECTIVES

The objectives of the course are for students to

- expand their vocabulary and command of meanings and manners of expression by reading various texts from different fields;
- learn to summarise, reflect on and assess situations, events and interpersonal relations and also to create their own stories, both descriptive and reflective, about current topics, nature and people;
- learn to plan, edit, add depth to and finalise their own texts;
- familiarise themselves with the principles of language planning and maintaining correct usage of standard language and learn to maintain and improve their own usage with the aid of dictionaries and guides or on the basis of feedback received.

CORE CONTENTS

- articles and literary texts dealing with different topics;
- described or narrated situations, current topics to form a basis for stories or reflection;
- principles of composing a text, making references and ensuring cohesion;
- key principles of language planning and maintaining correct usage of standard language and considerations of linguistic correctness based on students' contributions;
- acquisition and use of dictionaries, language guides and linguistic advice.

4. Influencing through language (SUS4)

OBJECTIVES

The objectives of the course are for students to

- manage better in service situations and public functions in Finnish society;
- learn argumentative writing and discussion techniques by means of opinion texts and interviews;
- acquaint themselves with the activities of the media, also from the perspectives of writers and reporters; learn factual communication and meeting techniques;
- become aware of the opportunities, obligations and limitations relating to telecommunications and text messaging, also from legal and ethical perspectives.

CORE CONTENTS

- formal language use compared with informal and fictional forms;
- public service situations in the immediate community and in other parts of Finland and the requirements of bilingualism imposed on these;
- informative and argumentative media texts both in newspapers and on radio and television;
- formats of different types of meetings on the basis of agendas and minutes;
- examples of good and bad telecommunications and text messaging practices.

5. Finnish language and literature (SUS5)

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with the main developments in Finnish language and literature, so as to form an idea of the relationship between the standard Finnish language and dialects, cognate languages and other European languages;
- perceive differences between and different purposes of dialects and standard language and become aware of influences coming from other languages;
- acquaint themselves with the most important stylistic trends in world literature and the classics of Finnish literature through excerpts and be able to analyse and make use of these in their writing and discussions to some extent.

CORE CONTENTS

- the most important features or periods in the development of Finnish language and literature;
- basic knowledge of the cognate languages of Finnish, Finnish dialects and the effects of other languages on the Finnish language;
- some stylistic trends of world literature and their reflection on Finnish literature and culture;
- a free-choice classic and its presentation in the form of a summary or a review.

6. Language, culture and identity (SUS6)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the long-term co-existence of the Finnish, Sami, Swedish and Norwegian languages, language disputes and language legislation in Northern Finland and Scandinavia and also learn to assume a positive attitude towards the requirements and opportunities of bi- and multilingualism;

- acquaint themselves with both Sami- and Finnish-language cultural phenomena and traditions and learn to explain and analyse these in Finnish;
- become aware of the connections between language, civilisation, the arts and identity and be able to reflect on aspects relating to bi- and multilingualism from the perspectives of both individuals and society;
- acquaint themselves with neighbouring languages and cultures and their interaction with the Finnish and Sami languages, in particular within the North Calotte area.

CORE CONTENTS

- linguistic and other phenomena occurring in text, speech, customs, culture and the arts, which provide an insight into the status and traditions, interaction and co-existence of the Finnish and Sami languages;
- phenomena of one's own culture that are interesting and relevant in terms of Finnish language and culture;
- Finnish language and culture in the arts, such as poetry, music, theatre and cinema;
- the relationship of built environments and tourism to nature and sustainable development;
- effects of migration trends and international co-operation on language and culture.

SPECIALISATION COURSES

7. Oral communication (SUS7)

In terms of objectives and contents, the course will be similar to the equivalent specialisation course in mother tongue and literature and, where necessary, it may be integrated into that course, taking the needs and backgrounds of Sami-speaking students into account.

OBJECTIVES

The objectives of the course are for students to

- become encouraged to express themselves and make arguments in Finnish even in demanding situations and about social issues, so as to be able to participate in current discussions both with their peers and with other people;
- be able to talk about or give short presentations about current issues in society or topics relating to their studies and interests;
- become aware of the requirements related to speaking and performing and be sufficiently confident and know how to express and justify their opinions persuasively in groups and in front of an audience.

CORE CONTENTS

- the art and skill of speaking and rules and manners related to performing;
- current issues and events in the immediate community or the media, which stimulate debate and opinions;
- themes relating to upper secondary school studies, such as general curricular themes or elective studies;
- events relating to students' interests or discussion topics concerning their studies and future.

8. The art and skill of writing (SUS8)

OBJECTIVES

The objectives of the course are for students to

- gain practice in text-centred argumentation and writing about current or literary themes, in particular from the perspective of Sami-speaking areas and Sami culture;
- become accustomed to analysing and polishing their presentation and observing their language both in terms of linguistic correctness and with regard to style and effectiveness;
- form an idea of the topics and representatives of modern Finnish literature and of current themes and events in theatre, poetry and other language-related forms of art and also become capable of analysing and interpreting these to some extent.

CORE CONTENTS

- opinion texts, images, individuals and events as the basis for writing;
- various devices of description, argumentation, stylisation and reference;
- aspects of grammar, style and linguistic correctness as required;
- extracts from modern literature, examples of short stories, poetry and radio and theatre plays.

9. Living in a diverse and multicultural world (SUS9)

OBJECTIVES

The objectives of the course are for students to

- become capable of reading even relatively complex texts relating to world politics, the economy, a particular branch of science or the environment and of interpreting statistical material and illustrations related to these;
- take an interest in other minority cultures, European multiculturalism and identity issues through the media, literature or events;
- be confident enough to take a stance on topical issues from their own frame of reference and verbalise their thoughts, sentiments and emotions about world events or perhaps even express these through art;
- have some knowledge of problems and tools relating to translation and interpreting and some personal experience of translation or interpreting from the Sami language to Finnish or vice versa.

CORE CONTENTS

- current articles, programmes and events relating to world events;
- texts, television programmes or studies about other minority peoples and cultures;
- minorities and minority cultures in politics, economic life and the arts;
- a relatively straightforward translation or interpreting assignment based on a current text, story, speech, announcement or event, using reference material, as an individual project or in pairs.

5.3.9 MOTHER TONGUE AND LITERATURE, FINNISH FOR SIGN LANGUAGE STUDENTS

The general objective of instruction is to support linguistic development of students in order for them to

- reach a high standard of bilingualism;
- be able to act as equal members in both Finnish-speaking and sign language communities.

The general objectives and core contents of instruction in the Finnish for sign language students subject are the same as those set for students studying Finnish as their mother tongue, taking account of each sign language student's degree of hearing defect, the significance of sign language as their first language and the phases of and disorders in development of both sign language and the Finnish language.

The objectives set for the Finnish language are based on the Finnish as the mother tongue syllabus. Texts and literature must be selected so as to also represent the sign language community, its history, culture and traditions.

The Finnish for sign language students syllabus must be drawn up on the basis of the Finnish as the mother tongue syllabus, with emphasis on each sign language student's individual needs.

Objectives of instruction

The objectives are for students to

- also learn to express themselves diversely in the Finnish language;
- learn to take in thoughts presented in the Finnish language, form their own opinions and justify these as required in different communication situations;
- be familiar with differences between the structures of the Finnish language and sign language;
- learn to produce clear Finnish language without mixing sign language structures into it;
- develop as active communicators in various communication situations with native Finnish speakers;
- plan and develop their written expression;
- be familiar with different groups of language users in the sign language community and take recipients into account in their own communications;
- learn to make use of different textual and network environments and interact with recipients;
- consolidate their knowledge of Finnish-language literature and be capable of drawing up literary analyses of works that they have read;
- develop their metalinguistic skills and expand and specify their general and conceptual vocabulary;
- be capable of explaining the similarities and differences between the structures and text types of the Finnish language and sign language;
- develop as versatile and original writers, who know how to use the linguistic and cultural knowledge that they have learnt in their writing;
- be familiar with the language situation in Finland, learn the basic facts of Finland's national languages and Finnish dialects and understand the significance of command of the Finnish language alongside sign language;

- learn to produce nuanced Finnish-language texts and presentations when describing their own culture, community and the lives and status of its members as well as its traditions and history, taking the culture and distinctive characteristics of the target audience into account;
- become capable of using their knowledge to understand and reflect on changes in the Finnish language in the midst of other languages and in multicultural linguistic communities.

The course codes will be made up of the abbreviation V2 and the course number.

CORE CONTENTS

- development and reinforcement of Finnish-language expression and interaction skills and the basic factors of communication;
- asking questions, narrating and reporting, expressing one's own opinion, running errands in Finnish and reinforcement and processing of reading and writing;
- substantial reading of various texts and explaining and writing about these as well as dramatisation and reviews;
- development of investigative, deductive, analytical and insightful reading;
- consolidation of metalinguistic and metacultural skills through comparison of languages and cultures and examination of and reflection on these;
- reinforcement of knowledge and use of the Finnish language, grammar and structures;
- assessment of one's own Finnish language proficiency and drawing conclusions about communication;
- comparison of the spoken and written forms of language;
- improving on syntax, writing texts and practising presentation skills and becoming accustomed to anticipating the requirements of a specific form of writing in terms of the method of reading and acquiring information and the text type;
- diverse utilisation of ICT equipment and environments;
- making contact with a speaking audience, phasing and illustration of presentations;
- exercises to produce different types of texts and taking the culture and perspective of the target audience into account in such texts.

5.4.1 SWEDISH

Instruction in the Swedish language will develop students' intercultural communication skills. It will provide them with skills and knowledge relating to the Swedish language and its use and will offer them opportunities to develop their knowledge, understanding and appreciation of Nordic society and culture. It will help students to consolidate their knowledge of bilingual Finland. Swedish language instruction will provide students with capabilities for independent study of the Swedish language by helping them to understand that achievement of communication skills requires perseverance and diversified practice in communication. As a subject, the Swedish language is a practical, theoretical and cultural subject.

Objectives of instruction

The objective is for students to achieve the levels of the Language Proficiency Scale (Appendix 2) in different syllabi as per the table below:

Syllabus	Listening	Speaking comprehension	Reading	Writing comprehension
Syllabus A ¹⁾	B2.1	B1.2	B2.1	B1.2
Syllabus B1 ²⁾	B1.2	B1.1	B1.2	B1.1

- 1) Syllabus A is the syllabus that pupils may start in grades 1–6 of basic education (primary level) either as a compulsory or as an elective subject. Syllabus B1 is the compulsory syllabus in the Swedish language, which pupils at Finnish-language comprehensive schools usually start in grade 7 of basic education (lower secondary level).
- 2) Symbols B2.1, B1.2, etc. are codes used for the different levels of the Language Proficiency Scale as set out in Appendix 2. These should not be confused with the codes for the two syllabi shown in the leftmost column.

In addition, the objectives are for students to

- know how to communicate in a manner characteristic of the Swedish language and its cultural area;
- be able to assess their language skills in relation to the objectives;
- be familiar with their own strengths and development needs as communicators and language learners;
- know how to develop their language skills through strategies that are appropriate to their development needs, study assignments and communication tasks.

Assessment

Assessment of the subject will take all areas of language proficiency into account in accordance with the priorities emphasised in the course descriptions.

Courses

The themes of the courses will be dealt with from the perspectives of students' own culture and Finland's Swedish-speaking as well as Nordic cultural areas, so as to provide students with opportunities to make comparisons. In addition, themes will be covered so as to take

account of the perspectives brought up in cross-curricular themes. Each course may also deal with other themes in accordance with students' interests, on the one hand, and so as to take account of the requirements of current interests, on the other.

Students must be provided with opportunities to listen, read, speak and write for different purposes on every course, even though the priorities emphasised will vary from course to course. All courses will pay attention to expansion of the knowledge of the structures and vocabulary and to the diversification and accuracy of their use in accordance with the objectives of the syllabus. Attention will also be paid to differences between mother-tongue and Swedish-language communication and to cultural factors explaining these differences. Opportunities for this will be provided by literary and other authentic material. In order to develop their cultural sensitivity, students must be made aware of the culturally bound nature of their own actions and evaluations.

Attention will be paid to students' study skills on each course. They will be guided to recognise their own strengths and development needs as communicators and language students. They will be guided to use strategies that are appropriate to their own development needs and to each specific study assignment and communication task.

Syllabus started in grades 1–6 of basic education (A)

COMPULSORY COURSES

1. Everyday living in the Nordic countries (RUA1)

The course links language instruction in general upper secondary education with basic education and will reinforce students' command of vocabulary and basic structures according to their needs. Themes and situations are related to everyday life and personal interaction and language will be colloquial and informal. The course will place emphasis on discussion, expression of opinions and key strategies of oral communication.

2. People around us (RUA2)

On this course, students will practise oral communication in different ways and they will reinforce and expand their command of structures. Themes include human relations, diversity and considerations relating to people's well-being. The course involves comparing life in the past and the present. The cross-curricular theme entitled 'safety and well-being' offers perspectives for dealing with the course topics. Students will practise writing by means of communicative assignments. Their command of oral communication strategies will be enhanced and attention will be paid to confidence of expression.

3. Finland – part of the Nordic countries and Europe (RUA3)

Themes include presentation of Finland and its Swedish-speaking population and their culture from different perspectives and a comparison of conditions here with those in other Nordic and European countries. The course will also deal with Finland as a multicultural

country and bilingualism in Finland. The cross-curricular theme to be particularly emphasised is 'cultural identity and knowledge of cultures'. Students will practise written production by writing texts suitable for different purposes.

4. Our living environment (RUA4)

The course will place emphasis on increasing comprehension skills through relatively demanding text material. The themes covered include nature, the environment, technology and communications. The cross-curricular themes 'sustainable development', 'communication and media competence' and 'technology and society' offer perspectives for dealing with the course topics. Students will practise various strategies for reading comprehension.

5. Study and work (RUA5)

The themes covered include work, livelihoods, studies and service situations in our society. The course involves practising oral and written communication typical of these. In addition, students will practise understanding and use of language as required in formal situations. The cross-curricular theme to be emphasised on the course is 'active citizenship and entrepreneurship'.

6. Culture and its makers (RUA6)

The course will deal with culture in a broad sense. The cross-curricular themes 'cultural identity and knowledge of cultures' and 'communication and media competence' offer perspectives for dealing with the course topics. Students will prepare a relatively extensive project on their chosen topic and make a presentation about it.

SPECIALISATION COURSES

Specialisation courses involve diverse development of language skills.

7. Globalisation and internationalisation (RUA7)

The themes covered include society, politics and active citizenship as well as global development trends, current affairs and topics related to different world views.

8. Science, economy and technology (RUA8)

The course will place emphasis on increasing students' comprehension skills by means of demanding language material from areas such as different branches of science, technological achievements and business life. Different cross-curricular themes offer perspectives for and approaches to dealing with the topics.

Syllabus started in grades 7–9 of basic education (B1)

COMPULSORY COURSES

1. School and leisure (RUB1)

The course links language instruction in general upper secondary education with basic education and will reinforce students' command of vocabulary and basic structures according to their needs. The themes covered include studies and young people's interests and language will be colloquial and informal. The course will place emphasis on discussions, expression of opinions and key strategies of oral communication.

2. Everyday living in the Nordic countries (RUB2)

The course continues the reinforcement of vocabulary and structures. It emphasises practising oral communication and writing by means of brief communicative assignments. The course continues to deal with young people's lives, studies, work, interests, services and leisure time. The cross-curricular themes 'safety and well-being' and 'communication and media competence' offer perspectives for dealing with the course topics. Students' command of oral communication strategies will be enhanced and attention will be paid to confidence of expression.

3. Finland, the Nordic countries and Europe (RUB3)

The themes covered include the homeland, Finland's Swedish-speaking population, comparison with other Nordic countries and Finland as a Nordic state within Europe. The cross-curricular theme entitled 'cultural identity and knowledge of cultures' offers opportunities to deal with the course topics. Students will practise their writing skills by writing texts suitable for different purposes. Students will practise various strategies for reading comprehension.

4. Living together and apart (RUB4)

The themes covered include the values of life, human relations, meetings between different genders and age groups in study and work and current phenomena in society. The cross-curricular theme to be emphasised on the course is 'safety and well-being'.

5. Our living environment (RUB5)

The themes covered include nature, changing living and working environments and the mass media. The cross-curricular themes 'sustainable development', 'technology and society' and 'communication and media competence' offer perspectives for dealing with the course topics. Students will practise strategies for reading comprehension and polish their written expression by writing texts suitable for different purposes.

SPECIALISATION COURSES

Specialisation courses involve diverse development of language skills.

6. Makers and visionaries of culture (RUB6)

The course will deal with culture in a broad sense. The cross-curricular themes 'cultural identity and knowledge of cultures' and 'communication and media competence' offer various perspectives on the course topics. Students will prepare a relatively extensive project on their chosen topic and make a presentation about it.

7. Globalisation and internationalisation (RUB7)

The themes covered include global phenomena and international influence. The course will deal with social issues, participation in decision-making processes and international influence and responsibility. The course will place emphasis on increasing students' comprehension skills by means of increasingly demanding language material.

Native level syllabus

The purpose of instruction in the native level Swedish syllabus is to provide bilingual students at Finnish-language upper secondary schools with an opportunity to improve and consolidate their Swedish language skills and capabilities and to make them aware of their bilingualism and cultural heritage. The native level Swedish syllabus will provide an opportunity to practise the required capabilities in order to demonstrate proficiency in the second national language beyond the standard of the A-level syllabus. The courses have been designed to cover the same themes as syllabus A Swedish courses, so as to enable schools to organise studies both as separate courses and as individual study. Native level studies will place particular emphasis on language use, linguistic knowledge, linguistic correctness and literature.

Objectives of instruction

The objectives are for students taking this syllabus to

- become aware of the structure and use of the Swedish language when compared with the Finnish language, so as to be able to vary and improve their language and to avoid interference between the two languages;
- consolidate and vary their vocabulary and develop their ability to read, interpret and make use of texts, not only covering themes in everyday life, but also those that may be considered to form part of all-round learning and that are related to their studies;
- develop their abilities to discuss, narrate and make arguments in Swedish according to each specific situation;
- develop their abilities to write good Swedish for different purposes, so as to be able to draw up various reports, summaries, essays and stories and, where necessary, translate both from and into the Swedish language;

- demonstrate good knowledge of Swedish-language culture and literature in the above-mentioned contexts;
- have read and be able to comment on Swedish-language literature and a variety of other texts.

The objectives are equivalent to level B2.2 of the Language Proficiency Scale (Appendix 2) in all areas of language proficiency.

Assessment

Those students who complete their upper secondary school studies in the Swedish language either entirely or partially in accordance with the native level Swedish syllabus will be given a specific note to this effect on their leaving certificate. Students will be considered to have followed that syllabus according to which they have completed the majority of courses. Certificates will also indicate details of the syllabus followed on each individual course.

COMPULSORY COURSES

1. Everyday living in the Nordic countries (RUÄO1)

The course will consolidate students' skills to express themselves in Swedish about everyday topics in different situations. In addition to everyday language, students will become acquainted with different registers of language, such as spoken language, slang and dialects, by examining language spoken in their environment and reading extracts from juvenile literature. They will also consolidate their command of basic grammatical structures and vocabulary. In addition, the course will emphasise practice of oral communication and use of everyday language through radio and television. The theme of the course will also provide students with an opportunity to acquaint themselves with life and language use situations in other Nordic countries using authentic material.

2. People around us (RUÄO2)

On this course, students will practise oral communication in different ways and they will reinforce and expand their command of vocabulary and structures. Themes include human relations, diversity and considerations relating to people's well-being. The course involves comparing life and lifestyles in Finland and other Nordic countries in the past and the present. The cross-curricular theme entitled 'safety and well-being' offers perspectives for dealing with the course topics. Students will practise writing by means of communicative assignments. Their command of oral communication strategies will be enhanced and attention will be paid to confidence of expression.

3. Finland – part of the Nordic countries and Europe (RUÄO3)

The themes covered include the homeland, our language and culture, in particular the status of the Swedish language and the Swedish-speaking population and comparison of our conditions with those in other Nordic and European countries. Another theme dealt with on the course is Finland as a bilingual and multicultural country. The cross-curricular theme to be particularly

emphasised is 'cultural identity and knowledge of cultures'. Due to its themes, reading comprehension will be emphasised on the course. Students will draw up reports about the course topics.

4. Our living environment (RUÄO4)

The course will place emphasis on increasing comprehension skills through relatively demanding text material. The themes covered include nature, the environment, technology and communications. The texts used will comprise both literary texts and accounts of travelling and nature. Students will write about their views on and experiences of nature. The cross-curricular themes 'sustainable development', 'communication and media competence' and 'technology and society' offer perspectives for dealing with the course topics.

5. Study and work (RUÄO5)

The themes covered include studies, work, livelihoods and service situations in society. Students will become acquainted with different study opportunities and some occupational fields by means of articles and interviews. The course involves practising language use situations and functions typical of working life both orally and in writing. The course also involves translation exercises.

6. Culture and its makers (RUÄO6)

On the final compulsory course, students will acquaint themselves with a Swedish-speaking Finnish or Swedish author or poet or with folklore and art. Every student will read at least one literary work and will also write a review of it. In addition, literature will be linked to visual arts, cinema and music, but students will also become separately acquainted with the works of one specific Swedish-speaking Finnish, Swedish or Nordic artist. The learning material and working methods will be chosen according to students' own interests and preferences. The course also includes a theatre or study visit.

SPECIALISATION COURSES

Specialisation courses involve diverse development of language skills.

7. Globalisation and internationalisation (RUÄO7)

The themes covered include society, politics and active citizenship as well as global development trends, current affairs and topics related to different world views. Students will keep up with the news by reading Swedish-language newspaper articles, listening to radio programmes or watching television programmes and they will analyse what they have read or heard. They will also share their own views about a particular course theme in Swedish both orally and in writing.

8. Science, economy and technology (RUÄO8)

The course will place emphasis on increasing students' comprehension skills by means of demanding language material from areas such as different branches of science, technological achievements and business life. Students will read popular scientific articles on the themes and draw up summaries of these. In addition, they will express their own views on the themes both orally and in writing.

5.4.2 FINNISH

The objective of Finnish language instruction at Finland's Swedish-language upper secondary schools is to provide students with the best possible foundation for their future higher and vocational studies, which may also involve instruction and course reading in the Finnish language. Students will consolidate their previous skills and knowledge so as to also be able to manage in formal language use situations and those dealing with society. Finnish language instruction will thus aim - generally together with instruction in other subjects - to consolidate students' knowledge of Finnish society and national culture and to increase their awareness of the significance and functions of language. Bilingual students must be provided with an opportunity to consolidate their skills in and knowledge of Finnish language and literature according to a native level syllabus set out separately.

Syllabus started in grades 1–6 of basic education (A)

Objectives of instruction

The objectives of Finnish language instruction according to the A-level syllabus are for students to

- understand and be capable of participating in discussions dealing with everyday issues, even when people are speaking fast and maybe also talking about more unusual topics;
- be capable of utilising Finnish-language texts and programmes on offer in the media, of following oral performances, presentations and lectures in Finnish, so as to be able to explain their contents, reply to questions that they are asked and to discuss these in Finnish or Swedish;
- be able to write summaries, reports, essays and short speeches and, where necessary, also be capable of translating a straightforward text from Finnish into Swedish or vice versa, using reference material;
- be capable of demonstrating their basic knowledge of Finnish society, culture and literature in the above-mentioned contexts and in international interaction.

The objectives of syllabus A mainly correspond to level B2.1 (first stage of independent proficiency) of the Common European Framework of Reference for language learning, teaching and assessment (Appendix 2) in listening and reading comprehension and to level B1.2 (fluent basic proficiency) in speaking and writing.

Assessment

Assessment of the Finnish language subject according to the A-level general upper secondary school syllabus will take account of both oral and written language skills in compliance with the themes of the syllabus. With monolingual Swedish-speaking students, special attention will be paid to listening and reading comprehension skills and to command of the basic structures and vocabulary of the language, whereas the focus for bilingual students will be on assessment of linguistic awareness and writing skills. Both the course certificate and the leaving certificate must indicate details of the syllabus according to which the student has completed the majority of his or her studies.

COMPULSORY COURSES

1. Everyday life and leisure (FINA1)

The course will emphasise practice of oral language skills in everyday interactive and service situations. During the course, students will acquaint themselves with different branches of the economy, official functions and everyday situations within their immediate environment and will also read a literary portrayal of everyday life. Upon completion of the course, students should be capable of expressing their needs, wishes and opinions orally and of speaking about their school and working day, eating habits, lives, health, immediate circles, leisure interests and interesting events. In order to achieve this objective, students will also revise and consolidate verb conjugation and the basic object rules.

2. Nature and the environment (FINA2)

The course involves contemplation of nature and various living environments from the perspectives of business life, tourism and recreation. Students will read factual texts dealing with nature and living environments from a recreational perspective and also discuss related phenomena and issues. In addition, students will read and summarise extracts from a particular account of travelling or nature on the course. In terms of grammar, students will revise and consolidate nominal declension, use of the subject and impersonal expressions. Upon completion of the course, students will be able to present the sights of their domicile, relate details of a trip or nature experience and they will be capable of participating in discussions dealing with nature in the Finnish language.

3. Commerce, technology and communications (FINA3)

On this course, students will acquaint themselves with commerce, technology and technical innovations available in today's society. In particular, the course will focus on vehicles, traffic regulations and information technology. These contents will be examined by means of Finnish-language articles, reports and user instructions. In connection with texts, the course will deal with grammatical structures such as participles, participle constructions and at least those non-finite clauses that are based on participle constructions. Upon completion of the course, students will be capable of describing different consumer habits and discussing means of transport and everyday technology.

4. Society and the media (FINA4)

The course will deal with the basic concepts and main features of politics and society through a particular background text concerning Finland's social system and local society. Students will read news reports or leaders in Finnish-language newspapers, focusing on the key content and current topics of debates. During the course, students will be encouraged to follow news and current affairs broadcasts on television, in order to be capable of explaining or discussing their contents. In terms of grammar, the course will deal with the Finnish infinitive and non-finite clauses based on infinitives. Upon completion of the

course, students should be capable of discussing the content of a Finnish-language daily paper, explaining a specific current issue, taking notes and writing brief reports of the above-mentioned topics in Finnish.

5. Education, occupational and economic life (FINA5)

This course involves discussions in Finnish about different educational opportunities, career choices and Finnish economic life as well as about various forms of services. Students will be required to acquaint themselves with education or training and studies in a particular field and also read texts, advertisements and brochures about one or more occupations of their choice. Finnish economic life, commerce and production activities will be dealt with in more detail than on course 2. In terms of grammar, the course will deal with the object and the most important adverbials. Upon completion of the course, students should be capable of using the Finnish language to describe their study and career plans both orally and in writing, ask for information on the telephone and by electronic mail and also respond to questions and wishes concerning themselves, such as in an entrance examination or a job interview.

6. Finnish culture and literature (FINA6)

The course will acquaint students with key areas of Finnish culture and arts and will also deal with internationally renowned Finnish artists and authors through basic texts, works of art or study visits. During the course, students will read at least one free-choice Finnish-language work and present it either orally or in writing and discuss its content. Upon completion of the course, students will be capable of naming a few well-known Finnish artists, composers and authors, describing them briefly and mentioning something about their major works. In terms of grammar, the course will deal with attributes and involve reflection on issues of style and variation relating to texts.

SPECIALISATION COURSES

7. Write and speak better Finnish! (FINA7)

On the course, students will practise their writing and speaking skills on the basis of the contents and achievements of previous courses. As part of writing exercises, students will revise and consolidate various aspects of Finnish grammar as required and basic vocabulary and idiomatic expressions used in different fields. Oral language skills will be developed with a view to achieving aims such as a suitable level of the national upper secondary school tests of oral proficiency.

8. The world and us (FINA8)

The course involves reading popular scientific texts about current topics in different fields, in particular from the cross-curricular themes mentioned in Section 5.2. In addition, the course will focus on more in-depth consideration of the contents and vocabulary of texts.

During the course, students will examine literary extracts more deeply than on course 6, taking account of the intentions of authors and the social and cultural backgrounds of texts. Students will practise summarising, commenting on and discussing the content of texts. In addition, they will reflect on issues of meaning and style.

Syllabus started in grades 7–9 of basic education (B1)

Objectives of instruction

The objectives of studies in the Finnish language according to the B1-level syllabus are for students to

- understand and be capable of participating in discussions dealing with everyday topics when speech is clear and delivered at normal pace and if it is possible to repeat the utterance where necessary;
- be capable of following television and radio programmes dealing with general issues, of reading Finnish-language factual texts dealing with general issues and relatively easy fictional texts, so as to be able to make notes, answer questions concerning the content of texts and summarise the content at least in Swedish;
- be able to write simple yet, in certain respects, detailed letters, reports and stories, which deal with everyday topics and those familiar from instruction, with a satisfactory command of key Finnish vocabulary and basic grammatical structures;
- express basic knowledge of Finnish society and culture in the above-mentioned contexts, be capable of naming some well-known Finnish authors and have acquainted themselves with some examples of their works.

The objectives of the syllabus correspond to level B1.2 (fluent basic proficiency) of the Common European Framework of Reference for language learning, teaching and assessment (Appendix 2) in listening and reading comprehension and to level B1.1 (functional basic proficiency) in speaking and writing.

COMPULSORY COURSES

1. Everyday Finnish (FINB1)

On the first course, students will learn to understand and use Finnish language both orally and in writing in everyday service situations, such as at the shops, the bank and the post office, on the telephone and when travelling. Students will also be expected to describe themselves and their immediate environment more extensively than required in the educational contents of basic education and write personal notes and brief stories. In terms of grammar, students will revise and expand their knowledge of the Finnish verb system in the active and passive voices. In addition, the course will deal with the most important object rules, pronouns and impersonal expressions.

2. Finnish people, nature and sights (FINB2)

The course involves reading texts and suitable brochures about different areas, nature and sights in Finland and extracts from literature portraying Finnish life and people. Students will also learn to briefly present their own domiciles, explain the observations that they have made and the experiences that they have gained in their domiciles and on their travels and seek information, find out about timetables, events, etc. through means such as advertisements, guides and the Internet. In terms of grammar, students will revise inflection in cases and in plural forms, while special attention will be paid to consonant and vowel gradations.

3. Education, interests and leisure (FINB3)

On the third course, students will practise discussing and describing their schooling, leisure time and plans for the future. By using printed guides, websites or articles, students will learn more about a specific field of education and they will read, watch or listen to reports about pastimes that are of interest to them. During the course, students will prepare a small report or presentation about a specific field or area of interest. In terms of grammar, the course will deal with the main constituents of clauses (subject, predicate and complement) and the first and third infinitives.

4. Business and occupational life (FINB4)

On this course, students will practise reading and interpreting advertising texts and brochures, read an article dealing with occupational life and will also read about occupations that they find suitable and interesting. The course involves discussions about consumer and working habits, also taking account of the health perspective and expectations of students' immediate circle. Students will be able to answer questions concerning the content of texts and they will also be able to explain the content in simple terms in the Finnish language. In terms of grammar, the course will cover Finnish numerals and their use in expressions covering price and time as well as adjectives and adverbs.

5. Transport, technology and the environment (FINB5)

On the final compulsory course, students will read a few relatively straightforward texts dealing with transport, vehicles and ordinary technical devices as well as examples of user instructions. The course involves discussions about the advantages and disadvantages of the above-mentioned facilities from the perspective of both their use and the environment. The texts will also cover use of Finnish participles and the most important nominal expressions. In addition, students will acquaint themselves with compound words and derivatives typical of Finnish vocabulary with the aid of examples. Upon completion of the course, students will be able to use the Finnish language to describe a vehicle or some other technical device and express their experiences of it.

SPECIALISATION COURSES

6. Understand, speak and write Finnish better! (FINB6)

The course involves practising comprehension of spoken Finnish in different contexts, such as on a tour led by a tour guide, in lectures and when following programmes offered by the media. On the course, students will learn to answer questions resulting from the above-mentioned situations, make summaries and write short essays relating to these. At the same time, the course will focus on revision of basic Finnish vocabulary and basic grammatical structures in different contexts and on practising speaking and reacting orally in the Finnish language in situations and through assignments that are typical of oral tests.

7. Finland today (FINB7)

On the course, students will acquaint themselves with current Finnish social and cultural life through the media and appropriate factual texts. Students will focus on one particular area or style through articles, television or radio programmes and will learn about one famous personality or well-known products in a specific field. In addition to examining the contents of texts, students will study original expressions in the language and its nominal forms and non-finite clauses. Using dictionaries, students will even be required to understand demanding factual prose, such as news articles and leaders, and they will be encouraged to read Finnish-language literature or to participate in other art forms in the Finnish language.

Native level syllabus

The purpose of instruction in the native level Finnish syllabus is to provide bilingual students at Swedish-language general upper secondary schools with an opportunity to improve and consolidate their Finnish language skills and capabilities and to make them increasingly aware of their bilingualism and dual cultural heritage. The courses have been organised within the same themes as in instruction according to the A-level syllabus, so as to enable schools to organise the studies both as separate courses and as individual study. Native level studies will place particular emphasis on linguistic awareness, linguistic correctness and literature.

Objectives of instruction

The objectives are for bilingual students taking this syllabus to

- become aware of the structure and use of the Finnish language when compared with the Swedish language, so as to be able to enrich and improve their language and to avoid interference between the two languages;
- consolidate and enrich their vocabulary, so as to be able to read, interpret and make use of texts and sources from such subject areas that may be considered to form part of all-round learning or that are related to their studies;

- develop their abilities to discuss, narrate and make arguments in Finnish according to the linguistic variation and accuracy required in each specific situation;
- develop their abilities to write good Finnish for different purposes, so as to be able to draw up various reports, summaries, essays and stories and, where necessary, translate both from Finnish into Swedish and vice versa;
- demonstrate basic knowledge of Finnish-language culture and literature in the above-mentioned contexts and have read and commented on Finnish-language literature and various other texts.

The objectives are at least equivalent to level B2.2 (functional independent proficiency) of the Common European Framework of Reference for language learning, teaching and assessment (Appendix 2) in all areas of language proficiency.

Assessment

Those students who complete their upper secondary school studies in the Finnish language either entirely or partially in accordance with the native level syllabus will be given a separate note to this effect on their leaving certificate. Students will be considered to have followed that syllabus according to which they have completed the majority of the courses. Similarly, certificates will indicate details of the syllabus followed on each individual course.

COMPULSORY COURSES

1. Everyday life and leisure (FIM1)

The first course will consolidate students' ability to express themselves correctly and using a wide range of nuances in different contexts. By observing the language spoken in their immediate environment and through literature, students will acquaint themselves with spontaneous spoken language, slang, dialects and standard spoken language and with differences between these. They will revise and reinforce their knowledge of basic grammatical concepts. This course will pay special attention to those features of the Finnish verb system and syntax that are different in the spoken and written forms of the language.

2. Nature and the environment (FIM2)

The course aims to expand and consolidate students' nature-related vocabulary and to discuss and arouse students' interest in issues dealing with nature conservation and environmental protection. During the course, students will read various texts dealing with Finnish nature and the environment. Students will be provided with opportunities to discuss the contents of the texts and their own observations both orally and in writing. The range of texts will be expanded to cover literary texts, such as accounts of travelling and nature, and students will also learn to describe nature and their own experiences of nature. In terms of grammar, the course will deal with the idiomatic features of noun declension and vocabulary in those respects that are essential in order to enrich, enliven and specify language use.

3. Commerce, technology and communications (FIM3)

The course will consolidate and deal with topics concerning consumption, technology and information technology. To form a basis for these topics, students will read relevant articles as well as user instructions, advertisements and announcements. For example, students will be required to be able to make a presentation concerning a range of goods, an innovation or various media used for communication. In addition, they will read fictional texts, such as extracts from detective novels. In terms of grammar, the course will consolidate students' knowledge of the special characteristics of Finnish syntax.

4. Society and the media (FIM4)

The course will examine Finnish society through the eyes of the media and the role of the media in communicating, examining and reflecting on events, phenomena and opinions. Students will read and analyse a newspaper, a section from a newspaper or a radio or television programme. They will be provided with an opportunity to write their own Finnish-language report or article based on events or interviews and to learn to draw up advertisements and replies to these. In terms of grammar, the course will deal with the style and structure of different types of texts. Text organisation, paragraph division and, in particular, Finnish punctuation will be dealt with on the basis of students' own contributions and issues brought up in their Swedish mother tongue studies. The course will also cover different ways of producing a coherent text and creating variation.

5. Education, occupational and economic life (FIM5)

On this course, students will acquaint themselves with educational terminology and with different educational opportunities in Finland. To form a basis for these, as with the A-level syllabus, students will read different documents needed in the field of education and in occupational life. The course involves discussions about different educational opportunities, study methods, admissions requirements and employment opportunities. Through reading Finnish-language articles or carrying out interviews, students will have an opportunity to consolidate their knowledge of a particular occupational field and practise drawing up research papers. They will also practise job interviews. In connection with the texts covered on the course, students will pay particular attention to attributes and adverbials, questions of word government and the Finnish-language equivalents to Swedish prepositional attributes. These points will be illustrated and practised through translation assignments into both Swedish and Finnish.

6. Finnish culture and literature (FIM6)

On the final compulsory course, students will learn more about some classics of Finnish literature, poems, folklore, plays and other art forms in such a way that students' interest and other instruction in the art subject in question will be taken into account in instruction. Every student will read at least one literary work and will review or analyse it in writing either at school or as homework. During the course, the class will jointly deal with some well-known Finnish authors. Whenever an appropriate opportunity arises, literature will be linked to visual arts, cinema and music. The course may also include a theatre visit or some other type of study visit.

SPECIALISATION COURSES

7. Oral expression skills (FIM7)

The course is based on studying verbal interaction and examining the rules and customs of formal and informal communication. Students will practise speaking and performing in the Finnish language. They will be required to examine their own performance and language use critically and become used to giving and receiving criticism. The course may end with an oral presentation, a recital or performance of a play.

8. Writing skills (FIM8)

On the course, students will analyse different types of Finnish-language texts and learn to write reports, protocols, accounts, commentaries, analyses, essays, etc. based on material provided. Information technology and various types of software applications will be used during the entire writing process from the initial planning phase to editing and proofreading the text. The objective is to learn to examine text critically and to edit it both linguistically and in terms of content and also to use dictionaries, usage guides and other reference material. The course will also pay attention to illustrations, captions and diagrams. Where necessary, the course will also involve practice and guidance in writing fictional texts.

5.5 FOREIGN LANGUAGES

Instruction in foreign languages will develop students' intercultural communication skills: it will provide them with skills and knowledge related to language and its use and will offer them the opportunity to develop their awareness, understanding and appreciation of the culture within the area or community where the language is spoken. In this respect, special attention will be given to European identity and European multilingualism and multiculturalism. Language instruction will provide students with capabilities for independent study of languages by helping them to understand that achievement of communication skills requires perseverance and diversified practice in communication. As a subject, each foreign language is a practical, theoretical and cultural subject.

Objectives of instruction

The objective is for students to achieve the levels of the Language Proficiency Scale (Appendix 2) in different syllabi as per the table below:

Language and syllabus	Listening comprehension	Speaking	Reading comprehension	Writing
English, A	B2.1	B2.1	B2.1	B2.1
Other languages, A	B1.1–B1.2	B1.1	B1.2	B1.1–B1.2
English, B1	B1.2	B1.2	B1.2	B1.2
English, B2	B1.1	B1.1	B1.1	B1.1
Other languages, B2	A2.2	A2.1–A2.2	A2.2–B1.1	A2.1–A2.2
English, B3	B1.1	A2.2	B1.1	B1.1
Other languages, B3	A2.1–A2.2	A2.1	A2.1–A2.2	A1.3–A2.1

In addition, the objectives are for students to

- know how to communicate in a manner characteristic of the target language and its culture;
- be able to assess their language skills in relation to the objectives;
- be familiar with their own strengths and development needs as communicators and language learners;
- know how to develop their language skills through strategies that are appropriate to their development needs, study assignments and communication tasks.

Assessment

Assessment of the subject will take all areas of language proficiency into account in accordance with the priorities emphasised in the course descriptions.

Courses

The themes will be dealt with from the perspectives of Finland, the cultural area of the language being studied and, depending on the language and theme, also from a broader

perspective, so as to provide students with opportunities to make comparisons. In addition, themes will be covered so as to take account of the perspectives brought up in cross-curricular themes. Each course may also deal with other themes in accordance with students' interests, on the one hand, and so as to take account of the requirements of current interests, on the other.

Students must be provided with opportunities to listen, read, speak and write for different purposes on every course, even though the priorities emphasised vary from course to course. All courses will pay attention to expansion of the knowledge of the structures and vocabulary of the language being studied and to the diversification and accuracy of its use in accordance with the objectives of each syllabus. More demanding forms of communication will be practised in syllabi based on studies started at comprehensive school. Attention will also be paid to differences in communication between students' mother tongue and the language being studied and to cultural factors explaining these differences. Opportunities for this will be provided by literary and other authentic material. In order to develop their cultural sensitivity, students must be made aware of the culturally bound nature of their own actions and evaluations.

Attention will be paid to students' study skills on each course. They will be guided to recognise their own strengths and development needs as communicators and language students. They will be guided to use strategies that are appropriate to their own development needs and to each specific study assignment and communication task.

The following codes will be used for foreign languages:

EN = English

LA = Latin

RA = French

SM = Sami language

SA = German

VE = Russian

IA = Italian

EA = Spanish

PO = Portuguese

KX = another language

The codes for foreign language courses are made up of the language code, the syllabus level code and the course number. For example, RAB32 stands for French, syllabus B3, course number 2.

Syllabus started in grades 1–6 of basic education (A)

COMPULSORY COURSES

1. Young people and their world

The course links language instruction in general upper secondary education with basic education and will reinforce students' command of vocabulary and basic structures according to their needs. Themes and situations are related to everyday life, personal interaction and human relations and language will be colloquial and informal. The cross-curric-

ular theme entitled 'safety and well-being' offers perspectives for dealing with the course topics. The course will place emphasis on discussions, expression of opinions and key strategies of oral communication.

2. Communication and leisure

On this course, students will practise oral communication in different ways and they will reinforce and expand their command of structures. Themes and situations are related to leisure time and interests and services used in connection with these. The cross-curricular themes to be emphasised in treatment of the course topics are 'safety and well-being' and 'communication and media competence'. Students will practise their writing skills by means of communicative assignments. Their command of oral communication strategies will be enhanced and attention will be paid to confidence of expression.

3. Study and work

Themes and situations used on the course are related to studies and working life and the course involves practising oral and written communication typical of these. In addition, students will practise understanding and use of language as required in formal situations. The cross-curricular theme entitled 'active citizenship and entrepreneurship' offers perspectives for dealing with the course topics.

4. Society and the surrounding world

The course will place emphasis on speaking and reading comprehension at a relatively demanding level. The course is based on texts related to societies in Finland and the target countries. The cross-curricular theme entitled 'active citizenship and entrepreneurship' offers perspectives to deal with the course topics. Students will practise various strategies for reading comprehension. Students will practise their written expression by writing texts suitable for different purposes.

5. Culture

The course will deal with culture in a broad sense. The cross-curricular themes 'cultural identity and knowledge of cultures' and 'communication and media competence' offer perspectives for dealing with the course topics. Students will prepare a relatively extensive project on their chosen topic and make a presentation about it.

6. Science, economy and technology

The course will place emphasis on understanding demanding language material. The themes covered include different branches of science, technological achievements, different forms of communication and economic life. The cross-curricular theme to be emphasised in treatment of the course topics is 'technology and society'. Students will continue to practise reading strategies and polish their written expression by writing texts suitable for different purposes.

SPECIALISATION COURSES

Specialisation courses focus on diverse development of language skills.

7. Nature and sustainable development

The course will provide students with capabilities to understand and use language relating to nature, the natural sciences and the theme of sustainable development.

8. Globalisation and internationalisation

The themes covered include global development trends, current affairs and topics related to different world views.

Syllabus started in grades 7–9 of basic education (B1)

COMPULSORY COURSES

1. Young people and their world

The course links language instruction in general upper secondary education with basic education and will reinforce students' command of vocabulary and basic structures according to their needs. Themes and situations are related to everyday life, personal interaction and human relations and language will be colloquial and informal. The cross-curricular theme entitled 'safety and well-being' is closely linked to the course topics. The course will place emphasis on discussions, expression of opinions and key strategies of oral communication.

2. Communication and leisure

On this course, students will practise oral communication in different ways and they will reinforce and expand their command of structures. Themes and situations are related to leisure time and interests and services used in connection with these. The cross-curricular themes 'safety and well-being' and 'communication and media competence' offer perspectives to deal with the course topics diversely. Students will practise writing by means of communicative assignments. Their command of oral communication strategies will be enhanced and attention will be paid to confidence of expression.

3. Study, work and society

Themes and situations used on the course are related to studies and working life and the course involves practising oral and written communication typical of these. In addition, students will practise understanding and use of language as required in formal situations.

Students will practise various strategies for reading comprehension. The cross-curricular theme entitled 'active citizenship and entrepreneurship' offers perspectives for dealing with the course topics.

4. Culture

The course will deal with culture in a broad sense. The cross-curricular themes to be emphasised in treatment of the course topics are 'cultural identity and knowledge of cultures' and 'communication and media competence'. Students will prepare a relatively extensive project on their chosen topic and make a presentation about it.

5. Science, economy and technology

The course will place emphasis on understanding relatively demanding language material. The course is based on different branches of science, technological achievements, different forms of communication and economic life. The cross-curricular theme entitled 'technology and society' offers perspectives for dealing with the course topics. Students will continue to practise reading strategies and polish their written expression by writing texts suitable for different purposes.

SPECIALISATION COURSES

Specialisation courses focus on diverse development of language skills.

6. Nature and sustainable development

The course will provide students with capabilities to understand and use language relating to nature, the natural sciences and the theme of sustainable development.

7. Globalisation and internationalisation

The themes covered include universal development trends, current affairs and topics related to different world views.

Syllabus started in grades 7–9 of basic education (B2)

SPECIALISATION COURSES

1. Leisure and interests

Themes and situations are related to young people's everyday lives, concerns, leisure activities and interests and services used in connection with these. The course will reinforce command of vocabulary and structures studied in basic education. The course will place emphasis on speech comprehension and speaking, including expression of opinions, and will expand students' knowledge of the basic structures of the language.

2. At home and abroad

Themes used on the course include people, geography, history, sights and holiday opportunities in Finland and in the target-language countries. The course will place emphasis on speech comprehension and speaking and reinforce command of basic structures. Students will practise their writing skills by means of communicative assignments.

3. Then and now

The course will examine life in the past and the present from the perspectives of both individuals and society, covering topics such as health and well-being. The course will place emphasis on oral communication and reinforce command of basic structures. Students will practise their writing skills by means of communicative assignments.

4. Study and future plans

Themes used on the course are related to school, further studies and working life as well as young people's plans for the future. The course involves practising oral and written communication relating to these themes, such as describing one's own hopes and aspirations.

5. Culture

The course may include themes such as the visual arts, literature, music, cinema, theatre or sports in the target culture. On the course, students will practise all areas of language proficiency.

6. Our common world

The course is based on popular texts, including media texts, relating to the functioning of societies in Finland and the target countries and to the current state and future prospects of the world. The course will place emphasis on reading comprehension and preparation of oral and written descriptions and simple reports.

7. Science and technology

The course is based on popular texts relating to different branches of science, technology and different forms of communication. The course will place emphasis on reading comprehension and writing.

8. Nature and sustainable development

Themes used on the course include nature and its phenomena and attitudes towards nature in students' own culture and in that of the target language. The course will place emphasis on reading comprehension and writing.

Syllabus starting at general upper secondary school (B3)

SPECIALISATION COURSES

1. How do you do, nice to meet you

On the course, students will learn language relating to basic interaction, such as greeting people, taking leave of people and introducing themselves. They will practise telling people basic things about themselves and asking them questions along similar lines. Themes also cover family and close personal relationships and the course will teach students to manage in simple everyday communication situations. The course will place emphasis on oral communication.

2. This is how to get things done

Themes used on the course include family, friends and other human relations and daily routines. On the course, students will practise managing in various everyday language use situations, such as shopping and using bank, postal, medical, transport, accommodation and restaurant services, for example. The course will place emphasis on speech comprehension and speaking.

3. Leisure and interests

Themes and situations are related to young people's everyday lives, concerns, leisure activities and interests and services used in connection with these. The course will place emphasis on speech comprehension and speaking, including expression of opinions, and will expand students' knowledge of the basic structures of the language.

4. At home and abroad

Themes used on the course include people, geography, history, sights and holiday opportunities in Finland and in the target-language countries. The course will place emphasis on speech comprehension and speaking and reinforce command of basic structures. Students will practise their writing skills by means of simple communicative assignments.

5. Then and now

The course will examine life in the past and the present from the perspectives of both individuals and society, covering topics such as health and well-being. The course will place emphasis on oral communication and reinforce command of basic structures. Students will practise their writing skills by means of communicative assignments.

6. Study and future plans

Themes used on the course are related to school, further studies and working life as well as young people's plans for the future. The course involves practising oral and written communication relating to these themes, such as describing one's own hopes and aspirations.

7. Culture

The course may include themes such as visual arts, literature, music, cinema, theatre or sports in the target culture. On the course, students will practise all areas of language proficiency.

8. Our common world

The course is based on popular texts, including media texts, relating to the functioning of societies in Finland and the target countries and to the current state and future prospects of the world. The course will place emphasis on reading comprehension and preparation of written and oral descriptions and simple reports.

SAMI LANGUAGE

Instruction in Sami as a foreign language may be provided in any of the three Sami languages spoken in Finland, which are North Sami, Inari Sami and Skolt Sami. Sami as a foreign language instruction will develop students' knowledge of the Sami language, culture and literature and will provide skills and knowledge related to the language and its use. Sami language instruction will provide students with the capabilities for independent study of the language and for understanding that achievement of communication skills requires perseverance and diversified practice in communication. Sami as a foreign language is a practical, theoretical and cultural subject. The subject will provide opportunities for transnational co-operation and further studies in the Sami language.

Objectives of instruction

The objectives of instruction in Sami as a foreign language are for students to

- know how to communicate in a manner characteristic of the Sami language and its culture;
- be able to assess their language skills in relation to the objectives;
- be familiar with their own strengths and development needs as communicators and language learners;
- know how to develop their language skills through strategies that are appropriate to their development needs, study assignments and communication tasks;
- learn to know and appreciate Sami language and culture.

Assessment

Assessment of the subject will take all areas of language proficiency into account in accordance with the priorities emphasised in the course descriptions.

Courses

The themes will be dealt with from the perspectives of the Sami domicile area, the Sami language and culture. The themes may also be dealt with from a broader perspective, depending on the theme, so as to provide students with opportunities to make comparisons. Each course may also deal with other themes in accordance with students' interests, on the one hand, and so as to take account of the requirements of current interests, on the other.

Students must be provided with opportunities to listen, read, speak and write for different purposes on every course, even though the priorities emphasised vary from course to course. All courses will pay attention to expansion of knowledge of the structures and vocabulary and to the diversification and accuracy of their use in accordance with the objectives of each syllabus. More demanding forms of communication will be practised in those syllabi based on studies started at comprehensive school. Instruction must take account of the fact that the Sami language is not really a foreign language for all students. Students will be made aware of the culturally bound nature of their own actions and evaluations.

Attention will be paid to students' study skills on each course. They will be guided to recognise their strengths and development needs as communicators and language students and to use strategies that are appropriate to their own development needs and to each specific study assignment and communication task.

Optional syllabus started in grades 1–6 of basic education (A)

Objectives of instruction

The objectives of instruction are for students to

- understand the key points and the most important details in speech and written texts dealing with familiar and general topics;
- be able to understand speech addressed to them or the key points of conversations around them and be capable of taking a stance in a conversation and expressing their opinions;
- understand language spoken clearly and at normal pace and manage in the most common everyday situations and informal discussions, even in slightly more demanding situations;
- command natural and intelligible pronunciation of the Sami language;
- be able to speak and write about familiar topics, including details; be able to report, describe, compare and summarise;
- be able to use relatively extensive everyday vocabulary and expand their vocabulary;
- be able to use several different language structures in their presentations;
- be capable of reading a few pages of text and writing understandable text with some details;
- be capable of producing informal text about different themes;
- be able to write summaries, synopses and reports;
- be familiar with the structure of the Sami language;
- be familiar with communication methods characteristic of the Sami language and its culture;
- be familiar with Sami people's abstract and material culture;
- acquaint themselves with Sami communities;
- know the Sami language area and Sami languages;
- be aware of the significance of Sami language skills within the Sami area;
- be able to make observations about the effects of the Sami language on the environment;
- be aware of the significance of Sami cultural heritage.

COMPULSORY COURSES

1. Young people and their world

The course links language instruction in general upper secondary education with basic education and will reinforce command of vocabulary and basic structures. In terms of grammar, students will revise verb conjugation and nominal declension. Themes and situations are related to everyday life, personal interaction and human relations. The course will place emphasis on discussions and expression of opinions.

2. Communication and leisure

On this course, students will practise oral communication in different ways and they will reinforce and expand their command of structures. Themes and situations are related to leisure time and interests and services used in connection with these.

3. Study, work and future plans

Themes used on the course are related to studies, working life and students' plans for the future. The course involves practising oral and written communication typical of these situations. Students will acquaint themselves with aspects such as a Sami community as an employer. In addition, students may make a presentation about a specific occupation, write a job application and a curriculum vitae or familiarise themselves with opportunities for further study in the Sami language.

4. Sápmi – Samiland

The course will place emphasis on speaking and reading comprehension at a relatively demanding level. The themes include the area populated by the Sami people, their history, language and cultural areas, place names and livelihoods. The course is based on texts relating to the Sami community and culture. The course involves practising various strategies for reading comprehension, such as anticipation, inferring word meanings from context and drawing up mind maps. Students will practise their written expression by writing for different purposes.

5. Culture and art

The course may include themes such as Sami theatre, literature, stories and tales, joik (leu'dd) chants, music, Sami crafts (duodji), or cinema. Students will choose their own themes and working methods according to their own interests. Based on their chosen theme, they will prepare a relatively extensive written project, for example, which they will then present orally.

6. Sami nature lore

The course will provide students with the ability to understand and use topics related to nature, natural sciences and sustainable development. Themes may include the relationship between human beings and nature, changing living and working environments, nature, terrain, snow and Sami livelihoods, such as reindeer husbandry, hunting and fishing. Students will continue to practise reading strategies and polish their written expression by writing for different purposes.

SPECIALISATION COURSES

7. Expanding world views

The course will place emphasis on understanding increasingly demanding language material. Themes include Sami society, the Sami people and other indigenous peoples, the Arctic area and its inhabitants as well as current affairs. The course involves revision of grammar as required.

8. Sami folklore

The course may include themes such as joik (leu'dd) chants, music, Sami crafts (duodji), quadrille, culinary traditions, livelihoods, Sami traditions, mythology and religion. The course is based on texts relating to Sami folklore. The course involves revision of grammar as required and consolidation of reading comprehension and writing skills.

Syllabus started in grades 7–9 of basic education (B2)

OBJECTIVES OF INSTRUCTION

The objectives of instruction are for students to

- understand the key points of spoken and written texts relating to familiar topics or general knowledge;
- be capable of understanding key information in speech addressed to them or in a conversation around them;
- understand language spoken clearly and at normal pace and manage in the most common everyday transactions and interactive situations;
- be able to write about the main points of familiar and routine everyday situations and topics;
- be capable of telling people about themselves, their family and domicile area and matters related to eating and home life;
- command natural and intelligible pronunciation of the Sami language;
- be able to use basic everyday vocabulary and expand their vocabulary;
- be capable of reading short texts;
- be capable of writing a few paragraphs of understandable text;
- command verb conjugation and nominal declension in the Sami language in the present, preterite, present perfect and past perfect tenses and become acquainted with the subject and object;
- be familiar with communication methods characteristic of the Sami language and its culture;
- be familiar with Sami people's abstract and material culture;
- acquaint themselves with Sami communities;
- know the Sami language area and Sami languages;
- be aware of the significance of Sami language skills within the Sami area;
- be aware of the significance of Sami cultural heritage.

SPECIALISATION COURSES

1. Young people and their world

The course will reinforce command of vocabulary and structures studied in basic education. In terms of grammar, students will revise verb conjugation and nominal declension. Themes and situations are related to everyday life, interests, personal interaction and human relations. The course will place emphasis on speech comprehension and speaking, such as expression of opinions, and will expand students' knowledge of the basic structures of the language.

2. Communication and leisure

The course will place emphasis on oral communication and reinforce command of language structures. Themes and situations are related to leisure time and interests and services used in connection with these. Students will practise writing by means of communicative assignments.

3. Study, work and future plans

Themes and situations used on the course are related to studies, working life and students' plans for the future. The course involves practising oral and written communication typical of these themes, such as describing one's own hopes and aspirations. In addition, students may acquaint themselves with a Sami community as an employer or make a presentation about a specific occupation, write a job application and a curriculum vitae or familiarise themselves with opportunities for further study in the Sami language.

4. Sápmi – Samiland

The course may include themes such as Sami organisations, the area populated by the Sami people, their history, language and cultural areas, place names and livelihoods. The course is based on texts relating to the Sami community and culture. Students will practise their written expression by writing for different purposes. The course involves practising all areas of language proficiency.

5. Culture and art

The course may include themes such as Sami theatre, literature, stories and tales, joik (leu'dd) chants, music, Sami crafts (duodji), or cinema. The course will place emphasis on reading comprehension and preparation of oral and written descriptions and simple reports.

6. Sami nature lore

The course will provide students with capabilities to understand and use topics related to nature, natural sciences and sustainable development. Themes may include the relationship between human beings and nature, changing living and working environments, nature, terrain, snow and Sami livelihoods, such as reindeer husbandry, hunting and fishing. The course will place emphasis on reading comprehension and writing.

7. Expanding world views

Themes used on the course include Sami society, the Sami people and other indigenous peoples, the Arctic area and its inhabitants as well as current affairs. The course involves revision of grammar as required.

8. Sami folklore

The course may include themes such as joik (leu'dd) chants, music, Sami crafts (duodji), quadrille, culinary traditions, livelihoods, Sami traditions, mythology and religion. The course is based on texts relating to Sami folklore. The course involves revision of grammar as required and consolidation of reading comprehension and writing skills.

Syllabus starting at general upper secondary school (B3)

Objectives of instruction

The objectives of instruction are for students to

- understand the key points of spoken and written texts relating to familiar topics or general knowledge;
- be capable of understanding key information in speech addressed to them or in a conversation around them;
- understand language spoken clearly and slowly and manage in the most common everyday transactions and interactive situations;
- be capable of telling people briefly about themselves, their family and domicile area and matters related to eating and home life, etc.;
- command natural and intelligible pronunciation of the Sami language;
- command verb conjugation and nominal declension in the Sami language in the present, preterite, present perfect and past perfect tenses and become acquainted with the subject and object;
- be able to produce short coherent texts about everyday things and to describe themselves and their home and family in writing;
- be capable of reading short texts;
- be capable of writing a short intelligible text;
- be able to use basic everyday vocabulary and expand their vocabulary;
- acquaint themselves with Sami communities;
- be familiar with Sami people's abstract and material culture and know the Sami language area and Sami languages;
- be aware of the significance of Sami language skills within the Sami area;
- be aware of the significance of Sami cultural heritage.

SPECIALISATION COURSES

1. How do you do, nice to meet you

On the course, students will learn language relating to basic interaction, such as greeting people, taking leave of people and introducing themselves. They will practise telling people basic things about themselves and asking questions along the same lines. Themes also cover family and close personal relationships. The course will place emphasis on oral communication and teach students to manage in simple everyday communication situations.

2. Daily life

Themes used on the course include home, family, friends and other human relations, leisure activities and interests as well as the concerns, routines and vocabulary related to young people's everyday lives. On the course, students will practise managing in various everyday language use situations, such as shopping and using bank, postal, medical, transport, accommodation and restaurant services, for example. They will learn the names of the months, the seasons and the times of the day and will be taught to tell the time. The course will place emphasis on speech comprehension and speaking.

3. Study, work and future plans

Themes used on the course are related to school, further studies and working life as well as young people's plans for the future within the Sami domicile area and elsewhere. The course involves practising oral and written communication relating to these themes. For example, students may acquaint themselves with a Sami community as an employer or make a presentation about a specific occupation, write a job application and a curriculum vitae or familiarise themselves with opportunities for further study in the Sami language. The course will place emphasis on speech comprehension and speaking, such as expression of opinions, and reinforce command of basic structures.

4. Sápmi – Samiland

Themes used on the course include the Sami people, the area populated by the Sami people, their history and Samiland. The course will place emphasis on speech comprehension and speaking and reinforce command of basic structures. Students will practise writing by means of simple communicative assignments.

5. Culture and art

The course may include themes such as Sami theatre, literature, stories and tales, joik (leu'dd) chants, music, crafts, culinary traditions, quadrille, cinema, livelihoods, the Sami domicile area, folklore or mythology. The course will place emphasis on oral communication and reinforce command of basic structures. Students will practise writing by means of communicative assignments.

6. Expanding world views

Themes used on the course include Sami society, Sami organisations, cross-border co-operation, the Sami people and other indigenous peoples, the Arctic area and its inhabitants as well as the role of the media in communicating topical information. The course involves practising oral and written communication relating to these themes.

7. Sami nature lore

The course will provide students with capabilities to understand and use topics related to nature, natural sciences and sustainable development. Themes may include the relationship between human beings and nature, changing living and working environments, nature, terrain, snow and Sami livelihoods, such as reindeer husbandry, hunting and fishing. The course involves practising all areas of language proficiency.

8. Sami folklore

The course may include themes such as joik (leu'dd) chants, music, Sami crafts (duodji), quadrille, culinary traditions, livelihoods, Sami traditions, mythology and religion. The course is based on texts relating to Sami folklore. The course involves revision of grammar as required and consolidation of reading comprehension and writing skills.

LATIN

Latin language instruction will provide students with tools to enable them to acquaint themselves with Roman literature and the Graeco-Roman culture and to learn awareness and understanding of elements in European languages and cultures dating back to classical times. Instruction will provide students with capabilities needed for further study in the Latin language.

Objectives of instruction

Syllabus started in basic education (B2) and syllabus starting at upper secondary school (B3)

The objectives of instruction are for students to

- be capable of understanding either edited texts or easy authentic texts, using reference material (B3);
- be capable of understanding relatively easy authentic texts, using reference material (B2);
- be capable of using the language within the limits of the language material studied;
- be familiar with the history, culture and mythology of the Graeco-Roman world;
- be aware of the significance of the Latin language to the development of European languages;
- be able to make observations about the influence of the Latin language on languages that they know or are studying;
- be aware of the significance of Graeco-Roman cultural heritage to European culture;
- be able to make observations about the effects of Graeco-Roman culture on European and Finnish cultures.

Assessment

Students' proficiency will be assessed in accordance with the objectives of the subject.

SPECIALISATION COURSES

In the B3-level syllabus, the essential morphology will be studied during the first four courses and knowledge will be consolidated on the following courses. During the first four courses, students will also study the main features of non-finite clauses and of the use of cases, tenses and moods. On the following courses, students will consolidate their knowledge of syntax. The first courses will also involve practising using dictionaries.

Students will consolidate their knowledge of morphology and syntax in the course of their studies, so as to achieve sufficient command of these to enable them to understand Latin text according to the objectives.

On all courses, students will be guided to compare various phenomena of classical times with those of the present day and to make observations about the effects of Graeco-Roman culture on modern cultures and of the influence of Latin on modern languages.

Syllabus started in grades 7–9 of basic education (B2)

1. Stages of Roman history

Students will acquaint themselves with the main features of early Roman history and related legends, the turning points in Roman history and the development of Rome as a world power.

2. Great Romans

Students will learn about some of the personalities prominent in Roman history.

3. Our cultural heritage

Students will acquaint themselves with different areas of classical culture and examine the significance of these to our cultural heritage.

4. Messages from the past

Students will examine texts relating to classical literature from the perspective of communication. They will study what the texts may reveal about the Romans' way of life and attitudes towards different phenomena of life.

5. Latin through the ages

Students will use edited texts and easy authentic extracts to examine how Latin has been used in different periods from late classical times to the present day.

6. Epic and lyric poetry

Students will acquaint themselves with epic and/or lyric poetry and poets.

7. Rhetoric and philosophy

Students will acquaint themselves with the rhetoric and philosophy of classical times mainly from the perspectives of personal histories and literary works.

8. Latin in the Middle Ages and today

Students will acquaint themselves with the special characteristics of medieval Latin through medieval texts. They will also become acquainted with today's universal Latin, such as terms used in medical, zoological and botanical Latin.

Syllabus starting at general upper secondary school (B3)

1. Opening windows to classical times

The course will approach Ancient Italy and the Romans and the Latin language from today's perspective. Students will familiarise themselves with developments in the Latin language.

2. Life in classical times

Students will become acquainted with private and public life and work in an ancient city.

3. Skills, knowledge and mythical heritage

Students will acquaint themselves with the Romans' leisure interests, young Romans' upbringing and schooling and classical Graeco-Roman mythology.

4. Stages of Roman history

Students will acquaint themselves with the main features of early Roman history and related legends, the turning points in Roman history and the development of Rome as a world power.

5. Great Romans

Students will learn about some of the personalities prominent in Roman history.

6. Our cultural heritage

Students will acquaint themselves with different areas of classical culture and examine the significance of these to our cultural heritage.

7. Messages from the past

Students will examine texts relating to classical literature from the perspective of communication. They will study what the texts may reveal about the Romans' way of life and attitudes towards different phenomena of life.

8. Latin through the ages

Students will use edited texts and easy authentic extracts to examine how Latin has been used in different periods from late classical times to the present day.

5.6 MATHEMATICS

In today's society, we need skills in mathematics in order to understand, exploit and produce information represented in mathematical terms. The role of instruction in mathematics is to acquaint students with the models of mathematical thinking and the basic ideas and structures of mathematics, teach them to use mathematical language both orally and in writing and develop their calculation and problem-solving skills.

Teaching situations in mathematics will be organised in such a way as to inspire students to ask questions, make assumptions and draw conclusions based on their observations, and to justify these. In particular, students will be guided to perceive the meanings of mathematical concepts and to recognise the ways in which these are connected to larger wholes.

Students will also be encouraged to develop creative solutions to mathematical problems. Instruction will examine connections between mathematics and everyday life and make conscious use of any opportunities that may arise to develop students' personalities. This means, among other things, guiding their interest, encouraging them to experiment and developing their information acquisition processes.

Resources permitting, the flexibility of the course descriptions may be used to consolidate the core contents and form integrative modules.

Assessment

Assessment of instruction in mathematics must develop students' ability to present solutions, support them in the process of forming mathematical concepts, assess their written presentation skills and teach them to assess their own work. Assessment of skills and knowledge will focus on calculation skills, choice of methods and precise and logical justification of conclusions.

Changing syllabi

Where a student changes from the advanced to the basic syllabus, the following equivalencies are recommended for the accreditation of courses: MAA1 → MAB1, MAA3 → MAB2, MAA6 → MAB5, MAA7 → MAB4 and MAA8 → MAB3. It is also possible to specify additional proof of learning within the curriculum, in particular where reassessment of a course grade is required.

Mathematics, advanced syllabus

The role of instruction in the advanced mathematics syllabus is to provide students with the mathematical capabilities required in vocational studies and higher education. In advanced mathematics studies, students will be given opportunities to adopt mathematical concepts and methods and to learn to understand the nature of mathematical knowledge. In addition, instruction will aim to give students a clear understanding of the significance of mathematics to the development of society and of its applications in everyday life, science and technology.

Objectives of instruction

The objectives of instruction in the advanced mathematics syllabus are for students to

- become accustomed to persistent work, thus learning to trust their own mathematical abilities, skills and thinking;
- find courage to adopt experimental and exploratory approaches, discover solutions and assess these critically;
- understand and be able to use mathematical language, so as to be capable of following mathematical presentations, reading mathematical texts and discussing mathematics, and learn to appreciate precision of presentation and clarity of argumentation;
- learn to perceive mathematical knowledge as a logical system;
- develop their skills to process expressions, draw conclusions and solve problems;
- gain practice in processing information in a way characteristic of mathematics, become accustomed to making assumptions, examining their validity, justifying their reasoning and assessing the validity of their arguments and the generalisability of the results;
- gain practice in modelling practical problem situations and making use of various problem-solving strategies;
- know how to use appropriate mathematical methods, technical aids and information sources.

COMPULSORY COURSES

1. Functions and equations (MAA1)

OBJECTIVES

The objectives of the course are for students to

- reinforce their skills in solving equations and calculating percentages;
- consolidate their understanding of the concepts of power, square root and proportionality;
- become accustomed to using rules for calculating powers and square roots;
- consolidate their understanding of the concept of the function by examining power and exponential functions;
- learn to solve power equations.

CORE CONTENTS

- power functions;
- solving power equations;
- roots and fractional powers;
- exponential functions.

2. Polynomial functions (MAA2)

OBJECTIVES

The objectives of the course are for students to

- gain practice in using polynomial functions;

- learn to solve quadratic polynomial equations and examine the number of possible solutions;
- learn to solve higher-order polynomial equations which can be solved without dividing polynomials;
- learn to solve simple polynomial inequalities.

CORE CONTENTS

- products of polynomials and the binomial theorem;
- polynomial functions;
- quadratic and higher-order polynomial equations;
- examining the number of roots in quadratic equations;
- factorisation of quadratic polynomials;
- solving polynomial inequalities.

3. Geometry (MAA3)

OBJECTIVES

The objectives of the course are for students to

- gain practice in perceiving and describing information about space and shape in both two and three dimensions;
- gain practice in formulating, justifying and using statements dealing with geometrical information;
- solve geometrical problems, making use of the properties and similarity of figures and solid bodies, Pythagoras' theorem and the trigonometry of right-angled and oblique triangles.

CORE CONTENTS

- similarity of figures and bodies;
- sine and cosine rules;
- geometry of a circle, its parts and straight lines related to it;
- calculating lengths, angles, areas and volumes related to figures and bodies.

4. Analytical geometry (MAA4)

OBJECTIVES

The objectives of the course are for students to

- understand how analytical geometry links geometric and algebraic concepts;
- understand the concept of the equation of a set of points and learn to examine points, straight lines, circles and parabolas using equations;
- consolidate their understanding of the concept of absolute value and learn to solve absolute value equations and corresponding inequalities of the form $|f(x)| = a$ or $|f(x)| = |g(x)|$;
- reinforce their skills in solving systems of equations.

CORE CONTENTS

- equations of sets of points;
- equations of straight lines, circles and parabolas;
- solving absolute value equations and inequalities;
- solving equation systems;
- distance of a point from a straight line.

5. Vectors (MAA5)

OBJECTIVES

The objectives of the course are for students to

- understand the concept of the vector and familiarise themselves with the basics of vector calculus;
- learn to examine the properties of figures by means of vectors;
- examine points, distances and angles in two- and three-dimensional co-ordinate systems by means of vectors.

CORE CONTENTS

- basic properties of vectors;
- addition and subtraction of vectors and scalar multiplication of vectors;
- the scalar product of vectors in the system of co-ordinates;
- straight lines and planes in space.

6. Probability and statistics (MAA6)

OBJECTIVES

The objectives of the course are for students to

- learn to illustrate discrete and continuous statistical distributions and to define and interpret distribution parameters;
- familiarise themselves with combinatorial methods;
- familiarise themselves with the concept of probability and the rules for calculating probabilities;
- understand the concept of discrete probability distribution and learn to define and apply the expected value of a distribution;
- familiarise themselves with the concept of continuous probability distribution and learn to apply the normal distribution.

CORE CONTENTS

- discrete and continuous statistical distributions;
- distribution parameters;
- mathematical and statistical probability;
- combinatorics;
- rules for calculating probabilities;
- discrete and continuous probability distributions;

- expected values of discrete distributions;
- normal distribution.

7. The derivative (MAA7)

OBJECTIVES

The objectives of the course are for students to

- know how to define the zeros in a rational function and solve simple rational inequalities;
- adopt a graphic idea of the limit, continuity and derivative of a function;
- determine derivatives of simple functions;
- know how to examine the behaviour of a polynomial function by means of the derivative and determine its extreme values;
- know how to determine the maximum and minimum of a rational function in connection with application problems.

CORE CONTENTS

- rational equations and inequalities;
- limits, continuity and derivatives of functions;
- differentiation of polynomial functions and of the products and quotients of functions;
- examining the behaviour of a polynomial function and determining its extreme values.

8. Radical and logarithmic functions (MAA8)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the properties of radical, exponential and logarithmic functions and know how to solve equations related to these;
- examine radical, exponential and logarithmic functions by means of the derivative;
- learn to differentiate composite functions;
- examine the inverse functions of strictly monotone functions.

CORE CONTENTS

- radical functions and equations;
- exponential functions and equations;
- logarithmic functions and equations;
- derivatives of composite functions;
- inverse functions;
- derivatives of radical, exponential and logarithmic functions.

9. Trigonometric functions and number sequences (MAA9)

OBJECTIVES

The objectives of the course are for students to

- learn to examine trigonometric functions by means of the symmetries of the unit circle;
- learn to solve trigonometric equations of the form $\sin f(x) = a$ or $\sin f(x) = \sin g(x)$;

- command the trigonometric relationships $\sin^2x + \cos^2x = 1$ and $\tan x = \sin x / \cos x$;
- examine trigonometric functions by means of the derivative;
- understand the concept of the number sequence;
- learn to define number sequences by means of recursion formulae;
- know how to solve practical problems by means of arithmetic and geometric progressions and their sums.

CORE CONTENTS

- directed angles and radians;
- trigonometric functions, including their symmetric and periodic properties;
- solving trigonometric equations;
- derivatives of trigonometric functions;
- number sequences;
- recursive number sequences;
- arithmetic progressions and sums;
- geometric progressions and sums.

10. Integral calculus (MAA10)

OBJECTIVES

The objectives of the course are for students to

- understand the concept of the integral function and learn to determine the integral functions of elementary functions;
- understand the concept of the definite integral and its connections to the surface area;
- learn to determine areas and volumes by means of definite integrals;
- familiarise themselves with the applications of integral calculus.

CORE CONTENTS

- integral functions;
- integral functions of elementary functions;
- the definite integral;
- calculating areas and volumes.

SPECIALISATION COURSES

11. Number theory and logic (MAA11)

OBJECTIVES

The objectives of the course are for students to

- learn to formalise declarative statements and examine their truth-values by means of truth tables;
- understand the concept of the open statement and learn to use quantifiers;
- learn the principles of reasoning and practise reasoning;

- learn the basic concepts of number theory and familiarise themselves with the properties of prime numbers;
- know how to examine the divisibility of integers by means of division equations and the congruence of integers;
- know how to determine the greatest common divisor of integers using the Euclidean algorithm.

CORE CONTENTS

- formalisation of statements;
- truth-values of statements;
- open statements;
- quantifiers;
- direct, contrapositive and indirect proofs;
- divisibility of integers and division equations;
- Euclidean algorithm;
- prime numbers;
- the Fundamental Theorem of Arithmetic;
- congruence of integers.

12. Numerical and algebraic methods (MAA12)

OBJECTIVES

The objectives of the course are for students to

- learn to understand the concepts of the absolute error and the relative error and, through these, the rules governing the accuracy of approximations in basic arithmetic operations;
- understand the concept of iteration and learn to solve equations numerically;
- learn to examine the divisibility of polynomials and determine the factors of a polynomial;
- learn algorithmic thinking;
- gain practice in using modern mathematical equipment;
- learn to determine rates of change and areas numerically.

CORE CONTENTS

- absolute and relative errors;
- Newton's method and iteration;
- polynomial division algorithms;
- polynomial division equations;
- rates of change and areas.

13. Advanced differential and integral calculus (MAA13)

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of the theoretical foundations of differential and integral calculus;

- complement their integration skills and apply these to examination of aspects such as continuous probability distributions;
- examine the limits of number sequences, series and their sums.

CORE CONTENTS

- examining the continuity and differentiability of functions;
- general properties of continuous and differentiable functions;
- the limits of functions and number sequences in infinity;
- improper integrals.

Mathematics, basic syllabus

The role of instruction in the basic mathematics syllabus is to provide students with capabilities to acquire, process and understand mathematical information and to use mathematics in different situations in life and in further studies.

Objectives of instruction

The objectives of instruction in the basic mathematics syllabus are for students to

- be able to use mathematics as an aid in everyday life and social activities;
- obtain positive learning experiences when working with mathematics and learn to trust their own abilities, skills and thinking; find courage to engage in experimental, exploratory and inventive learning;
- acquire such mathematical skills, knowledge and capabilities that will create a sufficient foundation for further studies;
- internalise the significance of mathematics as a tool which can be used to describe, explain and model phenomena and to draw conclusions;
- form an overview of the nature of mathematical knowledge and its logical structure;
- gain practice in receiving and analysing information provided by the media in a mathematical form and in assessing its reliability;
- acquaint themselves with the significance of mathematics in the development of culture;
- learn to use figures, formulae and models in support of thinking.

COMPULSORY COURSES

1. Expressions and equations (MAB1)

OBJECTIVES

The objectives of the course are for students to

- gain practice in using mathematics to solve everyday problems and learn to trust their own mathematical abilities;
- understand the concepts of linear dependence, proportionality and the quadratic polynomial function;
- consolidate their equation-solving skills and learn to solve quadratic equations;

CORE CONTENTS

- linear dependence and proportionality between quantities;
- converting word problems into equations;
- solving equations graphically and algebraically;
- interpreting and assessing solutions;
- quadratic polynomial functions and solving quadratic equations.

2. Geometry (MAB2)

OBJECTIVES

The objectives of the course are for students to

- gain practice in making observations and drawing conclusions about the geometrical properties of figures and bodies;
- reinforce their skills in drawing plane figures and three-dimensional bodies;
- know how to solve practical problems using geometry.

CORE CONTENTS

- similarity of figures;
- right-angled triangle trigonometry;
- Pythagoras' theorem;
- determining areas and volumes of figures and bodies;
- use of geometrical methods in the co-ordinate system.

3. Mathematical models I (MAB3)

OBJECTIVES

The objectives of the course are for students to

- perceive regularities in and dependencies between real-world phenomena and describe these using mathematical models;
- learn to assess the quality and practicability of different methods.

CORE CONTENTS

- applying linear and exponential models;
- solving power equations;
- solving exponential equations using logarithms.

4. Mathematical analysis (MAB4)

OBJECTIVES

The objectives of the course are for students to

- examine the rate of change of a function using graphical and numerical methods;
- understand the concept of the derivative as a measure of the rate of change;
- know how to examine the behaviour of a polynomial function by means of the derivative;
- learn to determine the maximum and minimum of a polynomial function in connection with applications.

CORE CONTENTS

- derivatives of polynomial functions;
- examining the sign and behaviour of a polynomial function;
- determining the maximum and minimum of a polynomial function;
- graphical and numerical methods.

5. Statistics and probability (MAB5)

OBJECTIVES

The objectives of the course are for students to

- gain practice in processing and interpreting statistical material;
- acquaint themselves with the use of calculators and computers to assist with statistical exercises;
- familiarise themselves with the basics of the probability theory.

CORE CONTENTS

- determining the parameters of continuous and discrete statistical distributions;
- normal distribution and standardisation of distributions;
- combinatorics;
- the concept of probability;
- use of rules for calculating probabilities and of the models illustrating these.

6. Mathematical models II (MAB6)

OBJECTIVES

The objectives of the course are for students to

- strengthen and complement their equation-solving skills;
- know how to solve linear programming problems relating to practical situations;
- understand the concept of the number sequence;
- know how to solve practical problems by means of arithmetic and geometric progressions and sums.

CORE CONTENTS

- linear equations with two variables;
- solving pairs of linear equations;
- solving inequalities with two variables graphically;
- linear programming;
- number sequences;
- arithmetic and geometric progressions and sums.

SPECIALISATION COURSES

7. Commercial mathematics (MAB7)

OBJECTIVES

The objectives of the course are for students to

- learn to understand concepts used in economic life;
- obtain mathematical capabilities for planning their own finances;
- obtain a mathematical foundation for studies in entrepreneurship and economics;
- apply statistical methods to the processing of material.

CORE CONTENTS

- index, cost, money transaction, loan, tax and other calculations;
- mathematical models applicable to economic situations, using number sequences and sums.

8. Mathematical models III (MAB8)

OBJECTIVES

The objectives of the course are for students to

- expand their idea of mathematics required in an increasingly technological society;
- obtain means to process periodic phenomena mathematically.

CORE CONTENTS

- determining trigonometric functions by means of the unit circle;
- radians;
- solving trigonometric equations of the form $f(x) = a$;
- graphs of functions of the form $f(x) = A \sin (bx)$ as modellers of periodic phenomena;
- the concept of the vector and the principles of basic vector operations;
- component representation and scalar product of vectors in the system of co-ordinates;
- examining the points and angles of two- and three-dimensional co-ordinate systems by means of vectors.

5.7 BIOLOGY

Biology is a natural science, which studies the structures, functions and interdependencies in living nature from molecular and cell levels to the biosphere. As a science, biology is characterised by acquisition of information based on observation and experimentation. The life sciences are rapidly developing branches of knowledge, which are being broadly applied in society. Biology provides new knowledge about biodiversity and the promotion of sustainable development.

The purpose of biology instruction is to provide students with an understanding of the structure and development of a functional organic world, human beings as part of the organic world and the significance of human activity to the environment. Biology instruction at upper secondary school must also provide a foundation for understanding the opportunities of the life sciences to promote the well-being of humanity, other living organisms and living environments. Instruction will develop students' scientific thinking, arouse their interest in the life sciences and encourage them to behave in an environmentally responsible manner so as to sustain natural diversity.

Objectives of instruction

The objectives of instruction in biology are for students to

- command the key concepts of biology;
- identify the characteristics of life and be able to structure the phenomena of life and the different organisational levels of biology from the molecular level to the biosphere;
- learn to appreciate the diversity of organisms and understand the adaptation of living organisms to different environments;
- understand the significance of genetic heritage and evolution in the development of living organisms;
- familiarise themselves with biological information acquisition and research methods and be able to critically assess biological information obtained from different sources;
- know how to plan and implement a simple biological experiment and interpret its results;
- be familiar with different applications of the life sciences, such as those used in biotechnology and medicine;
- be familiar with the basic features of human anatomy;
- understand the significance of genetic and environmental factors to health from the perspectives of both individuals and humanity;
- become aware of the necessity of sustainable development and understand their own responsibility for the future of ecosystems.

Assessment

Assessment in biology will focus on students' abilities to master and use key biological concepts and to apply biological knowledge. Assessment will pay attention to students' understanding of the laws of natural science and causal relationships, insight into the significance of interdependencies and perception of extensive wholes. Skills assessment will place emphasis on students' aptitude for scientific work, team behaviour and their ability to use different sources for the acquisition of biological information and to assess information critically. Proven interest in different areas of biology may also be taken into account as part of assessment.

COMPULSORY COURSES

1. Organic world (BI1)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the characteristics of and the fundamental conditions for life and know how the phenomena of life are studied;
- understand the meaning of natural diversity at different levels of biosystems;
- understand the continuity, mechanisms and significance of evolution;
- be familiar with the significance of variation, adaptation and interspecific relationships to the development of life;
- be able to analyse the current structure of the biosphere and interpret its development;
- be familiar with the key operating principles of ecosystems.

CORE CONTENTS

Biology as a science

- properties of and fundamental conditions for life;
- biological sciences and research methods.

Manifestations of natural diversity

- diversity of ecosystems and species;
- animal behaviour as a manifestation of diversity;
- genetic diversity.

Evolution - the development of life

- the origins of life;
- reproductive strategies and evolutionary forces;
- the origins and extinction of species;
- the biosphere today.

How does nature work?

- interaction between living and lifeless nature;
- structures and functions of ecosystems;
- properties of populations;
- interspecific relationships;
- distribution of organisms and their adaptation to their environments.

2. Cells and heredity (BI2)

OBJECTIVES

The objectives of the course are for students to

- understand the significance of cells as the basic units of life and identify different types of cells and their structures;
- understand the development and significance of cell structures and the evolution process as a whole;

- command the chemical structures and functions of cells and be able to link these to the behaviour of individuals;
- command the processes of cell energy metabolism and their significance;
- be familiar with the structure of genetic information and its transfer from cell to cell and from one generation to the next;
- know how genes regulate cell functions;
- command the main principles of the laws of inheritance;
- know how cells are studied and command some experimental working skills.

CORE CONTENTS

The cell as a basic unit of life

- how to study cells;
- different types of cells;
- cell structures and functions.

Cell energy metabolism

- absorption of energy;
- release of energy.

Regulation of cell functions

- the structure and functions of DNA;
- protein synthesis.

Cell reproduction

- mitosis and its significance;
- division, growth and differentiation of cells.

Basics of inheritance

- genes and alleles;
- gametes and their generation in meiosis;
- mechanisms of inheritance.

Population genetics and the synthetic theory of evolution

SPECIALISATION COURSES

3. Environmental ecology (BI3)

OBJECTIVES

The objectives of the course are for students to

- command the basics of ecology and understand the effects of human activity on organic nature;
- understand the significance of biodiversity to the future of humanity;
- perceive the reasons for and the consequences of environmental problems in ecosystems;
- acquaint themselves with Finnish ecosystems and their special characteristics and also familiarise themselves with human-modified ecosystems;

- be familiar with and be able to assess methods used to monitor the state of the environment and solve emerging problems;
- know how to plan and implement a small-scale research project on the state of the environment and present the results;
- develop their environmental literacy, understand their responsibility for the state of the environment and know how to act in accordance with the principles of sustainable development.

CORE CONTENTS

Ecological research

- consolidation of basic ecological concepts;
- the role of ecological research;
- indicators of environmental quality;
- planning and implementation of one's own research project.

Biodiversity and its significance

- biodiversity as a natural resource;
- endangerment and protection of species and habitats;
- reduction in biodiversity.

Ecological environmental problems, reasons for them and potential solutions

- problems relating to material cycles;
- local environmental problems.

Vulnerability of Finnish nature

- boreal forests;
- mires;
- lakes and streams;
- the Baltic Sea.

A sustainable future

- ecologically sustainable development and individual choices;
- built environments and urban ecology;
- ecologically sustainable production;
- opportunities provided by environmental engineering.

4. Human biology (BI4)

OBJECTIVES

The objectives of the course are for students to

- master the main features of the differentiation process of human cells and the structures and functional principles of tissues and organs;
- understand mechanisms regulating the chemical equilibrium of the human body and the effects of external and internal factors on these;
- understand the significance of neural functions and hormonal communication in regulating the functions of an individual;

- understand physiological changes relating to reproduction and the human life cycle as well as the significance of social interaction to human health;
- be capable of explaining the ability of organ systems to adapt to changes and defend themselves against external threats and be familiar with the pathogenetic mechanisms of the most significant diseases;
- understand human phylogeny and the joint effects of genotype and the environment on human health;
- be capable of examining what they have learnt with the use of everyday examples and of familiarising themselves with news about the field and assessing it critically.

CORE CONTENTS

Special characteristics of human cells and tissues

- formation and growth of cells and their differentiation into tissues as well as the significance of stem cells;
- ageing and death of cells;
- cancer.

Structures, functions and significance of organ systems

- digestion and nutrition;
- the respiratory system and regulation of respiration;
- blood and circulation;
- the excretory systems and chemical equilibrium;
- the musculoskeletal system.

Regulation of vital functions

- endocrine glands and hormones;
- the nervous system and senses;
- temperature regulation.

Human reproduction

- sexual development and sexuality;
- fertilisation, pregnancy and parturition.

Human life cycle and social nature

Significance of genetic heritage

- human evolution and the human species;
- heredity and health.

Adaptation and defence mechanisms of organ systems

- defence mechanisms of organ systems;
- humans and microbes;
- toxic substances and mutagens.

5. Biotechnology (BI5)

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of cell ultra structures and of the functions of different cell parts;
- understand the structures of molecules essential to life and their role in cell functions;
- command the structures and functions of the most important groups of microbes, such as bacteria and viruses, and the principles of their reproduction;
- be familiar with the functions of genes and regulation of these functions;
- be familiar with genetic screening and identification methods and with the main features of gene transfer techniques and command the key concepts of genetic engineering and biotechnology;
- be familiar with the application opportunities provided by biotechnology in different life sciences and industries;
- be capable of assessing the opportunities, risks and ethical problems involved in the development of biotechnology and of making justified solutions based on these in their everyday lives.

CORE CONTENTS

Cell ultrastructure and intercellular communication

Cells as protein-makers

- structures of DNA, genes and genomes;
- enzymes as tools of cells and biotechnology.

Gene functions

- gene functions and regulation of the functions;
- mutations.

Genetic engineering and its opportunities

- genetic engineering techniques and gene mapping;
- genetic research in medicine;
- genetic research as a way of identifying individuals.

Microbes and their significance

- structures, functions and reproduction of bacteria and viruses;
- culture and handling of bacteria;
- microbes in nature and in the human economy.

Industrial biotechnology

Plant and animal breeding

Ethics and legislation in genetic engineering

5.8 GEOGRAPHY

Geography examines the structures and functions of living and lifeless nature and human-made systems. Instruction in geography must guide students to become aware of the interdependencies between nature and human activity and to examine the world as a changing and culturally diversified living environment. Geography instruction integrates themes of the natural and social sciences. The objective of instruction is for students to become capable of analysing spatial features of environmental issues and of searching for solutions consistent with sustainable development.

Geography instruction at upper secondary school must help students to understand global, regional and local phenomena and problems and potential solutions to such problems. The objective is for students to learn to use geographical knowledge to perceive factors influencing the changing world, form justified opinions, take a stance on changes occurring in local areas and in the world as a whole and actively contribute to promotion of the well-being of nature and human beings.

Objectives of instruction

The objectives of instruction in geography are for students to

- be able to acquire, interpret and critically assess geographical information, such as maps, statistics and printed, digital and other media sources, and know how to make diverse use of information technology to present geographical information;
- understand the meanings of spatiality, space and place in geography and geographic thinking;
- be able to describe regional phenomena, structures and interdependencies of nature and human activity and to assess current world events critically;
- be able to observe, analyse and assess the state of natural and built environments, changes occurring in these and human well-being both locally and globally;
- understand the meaning of regional development and be able to consider different opportunities to resolve problems of economic and social inequality;
- be familiar with and understand different cultures and tolerate and appreciate diversity;
- be familiar with means of planning on different geographical levels and be aware of opportunities to influence development of their own environment;
- be able to function as citizens of the world taking a justified stance on issues concerning the surrounding world and acting positively towards sustainable development.

Assessment

Assessment in geography will focus on development of geographical thinking in terms of skills and knowledge. The targets of assessment will include students' command of basic concepts, their capability to justify geographical statements and contentions and their ability to observe regional relationships. Assessment will also pay attention to their ability to interpret and assess geographical knowledge content and to apply geographical knowledge in different situations. The skills assessed include skills to analyse, process and present geographical information, such as map interpreting and other graphical skills as well as co-operation skills.

COMPULSORY COURSES

1. The blue planet (GE1)

OBJECTIVES

The objectives of the course are for students to

- be able to use the basic concepts of physical geography;
- understand the phenomena arising from the planetary nature of the globe;
- be able to describe the structures and functions of the atmosphere, hydrosphere and lithosphere;
- understand how and why natural landscapes change and know how to interpret the structures, origins and development of natural landscapes using images and maps;
- understand the zonation of living and lifeless nature on the globe;
- know how to apply the physiogeographical information that they have acquired both locally and globally.

CORE CONTENTS

Geographical thinking

- What is geography?
- geography as a natural science;
- geographical knowledge content, research methods and the research process;
- changes in the world view and development of the map representations.

The planetary nature of the Earth

- the origins and basic structure of the solar system;
- the Sun and its effects on the globe;
- planetary movements of the Earth and phenomena caused by these.

The atmosphere in motion

- the structure and significance of the atmosphere;
- winds and their origins; planetary and regional winds and local winds.

The hydrosphere in motion

- the water cycle in nature;
- the origins and distribution of rain;
- seawater movements and their significance.

Weather and climate

- the weather and weather forecasting;
- temperature and climatic zones;
- climate change.

The variable topography of the Earth

- the structure of the Earth;
- endogenous and exogenous events shaping the Earth's surface.

The Earth's vegetation zones

- location and description of vegetation zones;
- conditions for and effects of human activity within different vegetation zones.

Interpretation of natural landscapes using maps and images

2. A common world (GE2)

OBJECTIVES

The objectives of the course are for students to

- know how to use the concepts of cultural geography and to interpret phenomena and structures related to human activity, making use of the theories and models of cultural geography;
- be familiar with different cultures and be able to assess factors that have contributed to their development;
- be able to analyse population trends and settlement characteristics in different regions of the world and the causes and effects of urbanisation;
- be able to assess the effects of opportunities provided by natural resources and the environment on human activity in different regions and understand the significance of ecologically and economically sustainable development;
- be familiar with the objectives of regional planning and its means to influence;
- be familiar with the different manifestations of differences in development;
- be able to assess people's well-being, the state of the environment and culturally and socially sustainable development today and in the future in the different regions of the world.

CORE CONTENTS

The essence and roles of cultural geography

- approaches and perspectives;
- geographical perception and mind-maps;
- perception of places and regional identity.

Population and settlement

- population trends and population growth;
- regional distribution of settlements, migration trends and urbanisation;
- cultures and cultural changes as well as minority cultures.

Natural resources

- classification and supply.

Primary production and the environment

- food production and supply; sustainable agriculture and fishery;
- different forms of agriculture;
- forests as a natural resource and sustainable forestry.

Industry and energy

- raw materials and sources of energy;
- location of industry;
- principles of sustainable industry and energy economy.

Mobility and interaction

- transport systems;
- tourism and its significance in different regions;
- world trade;
- the phenomenon of regional spread – geographical diffusion.

The regional structure of human activity

- cores and peripheries;
- land use in rural and urban areas;
- centres and spheres of influence;
- interpretation of cultural landscapes using maps and pictures.

Development control and sustainable development

- regional planning and principles of participatory planning;
- differences in development on different geographical levels;
- international co-operation;
- globalisation.

SPECIALISATION COURSES

3. A world of hazards (GE3)

OBJECTIVES

The objectives of the course are for students to

- be familiar with hazards related to natural phenomena, human activity and interaction between human beings and nature on the globe and be able to assess the significance of these to the people and the environment;
- be familiar with the types of hazards occurring in different areas of the globe and be able to compare and assess the susceptibility of different areas to global and local hazards;
- be able to assess the relationship between the development stages of and hazards occurring in different areas;
- be able to follow and critically assess current news of hazards in different media and know how to apply the knowledge they have learnt to analysis and assessment of such news;
- be aware of the types of solutions that may be employed to avoid threats or mitigate their effects;
- understand that human activity affects the viability of the globe and the safety and well-being of people;
- be aware of opportunities to anticipate and prepare for hazards, control conflicts and act in accordance with sustainable development.

CORE CONTENTS

Hazard geography; classification and significance of hazards

Natural hazards and hazard areas

- risks related to outer space, endogenous hazards, storms, floods, drought and biological hazards;
- preparation for natural hazards.

Environmental hazards and hazard areas related to the interdependence between human beings and nature

- hazards related to the use of natural resources: energy issues and supply of natural resources, availability of clean water, erosion and desertification, climate change, pollution and reduction in biodiversity;

- opportunities to prevent and reduce environmental hazards by means of sustainable development.

Human hazards and hazard areas

- population growth and hunger, urbanisation, hazards related to globalisation, social and political tensions, wars, movement of refugees and increasing social inequality;
- opportunities to control conflicts.

Technological hazards

4. Regional studies (GE4)

OBJECTIVES

The objectives of the course are for students to

- command the basics of cartography;
- be familiar with the principles and applications of geographical information systems (GIS);
- be able to collect information related to a certain area using various means, such as field observations, questionnaire surveys or interviews and atlases, maps, statistics and other sources;
- know how to use information networks for the acquisition and interactive editing of material and in the publication of results;
- know how to visualise geographical information in the form of maps, diagrams and photographs;
- be able to analyse and interpret the material that they have acquired and, based on this, prepare a description of the area in question;
- command the principles of scientific writing, such as critical use of sources and referencing techniques, and be familiar with copyrights.

CORE CONTENTS

Basics of cartography and geographical source material

- field observations, questionnaire surveys and interviews;
- maps, map scales, map projections and map types, aerial photographs and satellite images;
- numerical sources and their visualisation in the form of maps and diagrams;
- printed source literature and sources in digital format, such as those available on information networks or on CD-ROMs.

Geographical information systems (GIS)

- basics of geographical information and its applications;
- examples of processing, interpretation and visualisation of geographical source material in areas of different levels using GIS software.

A regional research project

- selection of the research area;
- collection of material using maps, statistics, digital GIS material or other sources of information, processing and interpretation of material and a brief report on an area;
- topics: location of the research area as part of larger geographical units, size of the area, natural conditions, population and settlement patterns, natural resources and land use, sectors of the economy, transport and services, sub-division of the area, as well as problems and development opportunities in the area.

5.9 PHYSICS

Physics is an empirical natural science which aims to understand and explain the basic structure and phenomena of nature, using information derived from nature by means of experimental methods. The aim is to discover universally applicable laws of nature and to represent these in the form of mathematical models.

The experimental nature of physics may - depending on the theme, stage of instruction and tools - be implemented through students' own independent work, demonstrations from teachers or study visits, videos or lectures. Experimentation will be used to support students as they absorb new scientific concepts, principles and models. Studies in physics will develop students' experimental and co-operation skills. Experimentation will help students to perceive the nature of the natural sciences and will support development of their scientific thinking.

Students will learn to examine the structures and phenomena of nature in the light of their existing knowledge and ideas. They will learn to become aware of and question their preconceptions and specify their world view on the basis of newly acquired knowledge. Students will learn to plan experiments in groups and to discuss information or material acquired through experimentation, its processing and modelling and the assessment of its reliability. The group will learn to share new information.

Studies in the natural sciences employ experimental methods, different sources of information and different ways of processing information. The primary source of physical information is nature. At school, additional sources of scientific information include textbooks and non-fiction, digital information resources and experts in the field.

Objectives of instruction

The objectives of instruction in physics are for students to

- become aware of humans as part of nature and understand the significance of physics in modelling natural phenomena;
- understand the significance of experimentation and theoretical speculation in the formation of knowledge in the natural sciences;
- perceive the significance of physics to science, art, technology, communication and economic life as well as in people's everyday environments;
- actively and responsibly contribute to the creation of a safe and healthy environment;
- structure their understanding of the building blocks and phenomena of nature by means of the concepts and principles of physics;
- be capable of solving problems of natural science and technology by making creative use of the laws and concepts of physics;
- acquire and process information together with other students in the same way as expert communities;
- plan and take simple measurements and be capable of interpreting, assessing and applying the results;
- make use of various sources to acquire information and be capable of presenting and publishing information in a diverse manner, also using technical aids;
- examine the significance of physics to individuals and society as applicators of physics information, acquaint themselves with physics applications and their skilled, ethical and controlled use in product creation and facilitation of everyday life and obtain capabilities to understand the effects of technological applications.

Assessment

Assessment in physics will focus on achievement of course-specific physics skills as set out in the National Core Curriculum and of their application skills, using mathematical models in particular. The targets of assessment will also include development of students' information processing skills, experimental skills and other skills supporting their studies, such as the ability to analyse physical problem-solving processes.

COMPULSORY COURSE

1. Physics as a natural science (FY1)

OBJECTIVES

The objectives of the course are for students to

- satisfy their need for knowledge and understanding and receive influences that will arouse and intensify their interest in physics;
- acquaint themselves with basic concepts related to the structures of matter and the universe and be able to structure their understanding of the basic building blocks and phenomena of nature by means of the concepts and principles of physics;
- understand how knowledge is built up in the natural sciences through experimentation and related modelling;
- plan and implement simple scientific experiments and be capable of interpreting and assessing empirical results and presenting these to others;
- interpret and model the results of experimental work in graphical form;
- use information and communications technologies in support of their studies.

CORE CONTENTS

- significance of physics at different stages of history and today;
- structures of and basic interactions between matter and the universe;
- absorption and release of energy, in particular radiation, in natural and artificial processes;
- experimentation and modelling as the foundation for building up physical knowledge; measurements, presentation of results and assessment of their reliability;
- force as a cause of changes in motion;
- basic concepts required to describe motion and graphical representation of motion.

SPECIALISATION COURSES

The objectives of the specialisation courses are for students to

- obtain capabilities to study the natural sciences and fields applying natural science;
- examine natural phenomena and model and represent these, using mathematical and graphical methods;
- construct physical models and use these to make forecasts;
- examine and illustrate models by means of information and communications technologies;

- acquaint themselves with different branches of classical physics and the rudiments of modern physics;
- acquaint themselves with technologies relating to different areas of physics;
- acquaint themselves with the significance of physics in different areas of society;
- acquaint themselves with physics applications and related safety considerations.

2. Heat (FY2)

OBJECTIVES

The objectives of the course are for students to

- be familiar with heat-related phenomena;
- examine phenomena relating to the thermodynamic state of matter or to the main laws of thermodynamics;
- obtain capabilities to participate in critical discussions and decision-making processes concerning the environment and technology.

CORE CONTENTS

- changes of state in gases and thermal expansion;
- pressure, hydrostatic pressure;
- heating and cooling of bodies; phase transitions and thermal energy;
- mechanical energy, work, power and efficiency;
- the main laws of thermodynamics; internal energy;
- energy resources.

3. Waves (FY3)

OBJECTIVES

The objectives of the course are for students to

- form an overview of periodic phenomena in nature and familiarise themselves with the key principles that explain these;
- familiarise themselves with the basics of vibrations and waves by examining mechanical vibration, sound or electromagnetic waves.

CORE CONTENTS

- harmonic forces and vibrations;
- generation and propagation of waves;
- interference, diffraction and polarisation of waves;
- reflection, refraction and total reflection;
- light, mirrors and lenses;
- sound, health effects of noise and protection against loud sounds.

4. Laws of motion (FY4)

OBJECTIVES

The objectives of the course are for students to

- understand phenomena related to motion and process models explaining these;
- examine phenomena related to translational motion experimentally and use these to demonstrate Newton's laws;
- understand the significance of conservation laws in physics.

CORE CONTENTS

- motion models and Newton's laws;
- action-at-a-distance and contact forces, in particular forces resisting motion; buoyancy;
- conservation of momentum and impulse;
- kinetic and potential energy and the principle of work;
- vibration energy.

5. Rotation and gravitation (FY5)

OBJECTIVES

The objectives of the course are for students to

- consolidate their skills in mechanics and command of phenomena relating to statics and rotation in mathematical terms;
- consolidate their knowledge of the mechanical world view.

CORE CONTENTS

- moments and rotational equilibrium;
- models of rotation, uniform and uniformly accelerated rotation;
- the rotational equation of motion;
- conservation of angular momentum;
- rotation energy;
- circular motion and its acceleration;
- gravitation and gravitational motion;
- projectile and planetary motions;
- satellites and their uses.

6. Electricity (FY6)

OBJECTIVES

The objectives of the course are for students to

- understand basic concepts relating to electricity and familiarise themselves with measurement techniques;
- know how to perform basic electrical measurements and build and examine simple circuits.

CORE CONTENTS

- electric cells, flow of electrical current in metallic conductors;
- measuring potential difference and current;
- Ohm's law;
- Joule's law;
- resistance, resistor elements and Kirchhoff's laws;
- Coulomb's law, homogeneous electric fields and matter in electric fields;
- condensers, connections and energy;
- flow of electrical current in semiconductors, such as diodes.

7. Electromagnetism (FY7)

OBJECTIVES

The objectives of the course are for students to

- consolidate their knowledge of electromagnetic phenomena;
- familiarise themselves with electrical safety;
- consolidate their knowledge of the significance of electromagnetic phenomena in society.

CORE CONTENTS

- magnetic force, magnetic fields and matter in magnetic fields;
- charged particles in homogeneous electric and magnetic fields;
- the law of induction and Lenz's law;
- induction phenomena - eddy currents, generators and self-induction;
- energy transfer by means of electrical current;
- measuring effective voltage and current and determining the frequency dependence of impedance;
- oscillator circuits and antennas, electromagnetic communication;
- electrical safety;
- the energy industry.

8. Matter and radiation (FY8)

OBJECTIVES

The objectives of the course are for students to

- acquaint themselves with quantisation, dualism and equivalence between matter and energy as the principles governing the structure of matter and the dynamics of its components;
- consolidate their overview of the development of physics and of its applicability in interpreting natural phenomena.

CORE CONTENTS

- electromagnetic radiation;
- X-radiation;
- radiation of black bodies;
- the photoelectric effect;
- the particle nature of radiation and the wave nature of particles;
- atomic models, such as Bohr's model of the atom;
- quantisation, line spectrum, atomic energy states and the energy level diagram;
- the structure of an atomic nucleus;
- radioactivity and radiation safety;
- equivalence between mass and energy;
- nuclear reactions and nuclear energy;
- the smallest particles of matter and their classification.

5.10 CHEMISTRY

The purpose of instruction in chemistry is to support development of students' scientific thinking and modern world view as part of a diverse all-round education. Instruction will convey an image of chemistry as one of the key natural sciences, which studies and develops materials, products, methods and processes in order to promote sustainable development. Through examination of substances, their structures and properties and reactions between substances, instruction will help students to understand everyday life, nature and technology and the significance of chemistry to the well-being of man and nature.

Chemistry instruction is characterised by observation and experimental study of the properties of chemical phenomena and substances, the interpretation and explanation of phenomena by means of models and structures, description of phenomena using chemical notation and by modelling and mathematical processing of phenomena. Students will be guided to develop their skills in and knowledge of chemistry and all areas of their personality through diverse working and assessment methods. The implementation of chemistry instruction will pay attention to students' study skills and create a positive image of chemistry and chemistry studies.

Objectives of instruction

The objectives of instruction in chemistry are for students to

- understand the most important basic concepts of chemistry and realize the connections of chemistry with everyday phenomena and with the well-being of man and nature;
- be able to seek and process information about chemical phenomena and properties of substances important in terms of life and the environment by means of experimentation and other active information acquisition methods and to assess the reliability and importance of such information;
- learn how to plan and carry out experiments concerning different phenomena, taking safety considerations into account;
- be able to interpret, assess, present and discuss information that they have acquired through experimentation or by other means;
- familiarise themselves with the opportunities provided by information and communications technologies as tools for information acquisition and modelling;
- familiarise themselves with modern technology in industry and environmental engineering;
- know how to use their chemical knowledge as consumers in order to promote health and sustainable development and in discussions and decision-making processes concerning nature, the environment and technology;
- obtain experiences that will arouse and intensify their interest in chemistry and chemistry studies.

Assessment

Assessment in chemistry will focus on students' abilities to understand and apply chemical knowledge. In addition, assessment must pay attention to development of experimental information acquisition skills and information processing skills, including

- making observations, planning and implementation of measurements and experiments;
- safe use of equipment and reagents;
- presentation of results both orally and in writing;

- interpretation, modelling and assessment of results;
- drawing conclusions and applying them.

The assessment methods used in chemistry will include course tests, monitoring of the degree of active participation, experimental work, work reports, projects, presentations or research papers. In addition, the development of students' conceptual and methodological skills and knowledge will be monitored on a continuous basis.

COMPULSORY COURSE

1. The chemistry of man and of the living environment (KE1)

OBJECTIVES

The objectives of the course are for students to

- obtain an overview of chemistry, its possibilities and significance;
- consolidate their understanding of previously learnt basics of chemistry in connection with topics dealt with on the course;
- describe structures, properties and reactions of organic compounds and understand the significance of these to people and living environments;
- be familiar with different mixtures and with concepts relating to these;
- develop the capabilities that they need to present and discuss information;
- learn experimental skills and to critically acquire and process information;
- know how to examine the properties and reactions of organic compounds experimentally, be familiar with separation and identification methods and know how to prepare solutions.

CORE CONTENTS

- groups of organic compounds, such as hydrocarbons, organic oxygen compounds, organic nitrogen compounds, and their properties and applications;
- chemical bonds and the polarity of organic compounds;
- different types of mixtures, amounts of substances; proportions;
- redox reactions of organic compounds and proton transfer reactions.

SPECIALISATION COURSES

2. The microworld of chemistry (KE2)

OBJECTIVES

The objectives of the course are for students to

- recognize connections between the structures and properties of substances;
- know how to use different types of chemical models, tables and systems to clarify the properties of substances;
- understand the structures of organic compounds and be familiar with methods used to determine such structures;
- know how to examine phenomena relating to the structures, properties and reactions of substances through experimentation and by using different types of models.

CORE CONTENTS

- properties of elements and the periodic system;
- electronic structure and atomic orbitals;
- determination of oxidation numbers and compound formulae;
- chemical bonds, binding energy and properties of substances;
- hybridisation of atomic orbitals and bonding and conformations of organic compounds;
- isomerism.

3. Reactions and energy (KE3)

OBJECTIVES

The objectives of the course are for students to

- understand factors influencing the process of chemical reactions and their significance to living environments (industry);
- understand the absorption and release of energy in chemical reactions and their significance in society;
- know how to write chemical equations and process reactions mathematically;
- know how to examine phenomena relating to reactions, reaction rates and mechanisms through experimentation and by using different types of models.

CORE CONTENTS

- symbolic representation of chemical reactions;
- inorganic and organic reaction types, mechanisms and applications;
- stoichiometric calculations and the Ideal Gas Law;
- energy changes in chemical reactions;
- reaction rates and factors affecting the rates.

4. Metals and materials (KE4)

OBJECTIVES

The objectives of the course are for students to

- know important industrial raw materials and further processing methods of these;
- know oxidising and reducing agents and their uses and be able to write redox reactions;
- recognize the principles of electrochemical phenomena and relevant quantitative applications;
- become familiar with different types of materials, their composition, properties and manufacturing methods as well as methods used for environmental impact assessments of consumer goods;
- be able to examine phenomena relating to metals and electrochemistry through experimentation and by using models.

CORE CONTENTS

- electrochemical series, standard electrode potentials, chemical cells and electrolysis;
- redox reactions;
- metals and non-metals and their oxygen and hydrogen compounds;
- biopolymers, synthetic polymers and composites.

5. Reactions and equilibrium (KE5)

OBJECTIVES

The objectives of the course are for students to

- understand how reaction equilibria appear and mathematical applications relating to these;
- understand the significance of the equilibrium concept and familiarise themselves with equilibrium processes in industry and natural phenomena;
- know how to examine phenomena relating to chemical equilibrium through experimentation and by using models.

CORE CONTENTS

- reaction equilibria;
- acid-base equilibrium, strong and weak acids and bases, buffer solutions and their significance;
- solubility and solubility equilibrium;
- graphical presentations of equilibrium.

5.11 RELIGION

The key role of instruction in religion is to familiarise students with their own religion, its cultural heritage and the life philosophy and ethical thinking that stem from religion. Other religions will be introduced from their respective points of departure. Religious instruction will examine religion in a broad sense as part of culture and society and of individual and community life.

Religious instruction will take different views into account and will respect individual convictions. Learning material will be taught so as to exploit recent theological and religious research. Since religion is part of culture and society, religious instruction will also have natural connections with humanities, social sciences and art subjects.

Religious instruction will create conditions for students to understand religions and to apply this insight to structuring culture, society and their own philosophy of the world and in intercultural interaction. Instruction will make use of each religion's own sources along with research and current material communicated by different media. Instruction will place emphasis on stimulating working methods, which will link religious contents to students' world of experience and help them to process and internalise course contents and develop in line with the objectives set for them.

Objectives of instruction

The objectives of religious instruction are for students to

- command cultural literacy relating to religions, so as to understand the significance and effects of religion within the lives of both individuals and communities and within society and culture;
- command concepts, skills and knowledge which will enable them to reflect on and analyse various religious questions;
- be capable of building, structuring and assessing their own philosophy of the world and cultural identity and appreciate the religious traditions of their own and other cultures;
- respect people of different convictions and be capable of living and co-operating with people from different cultures and with different thoughts and beliefs in a multicultural society and world;
- understand the significance of personal responsibility and become aware of the values underlying various ethical solutions and their significance;
- command skills to discuss and reflect on religious and moral questions and be capable of independent acquisition and critical assessment of information concerning religions.

Assessment

Assessment in religious instruction will focus on students' spiritual thinking skills, which include the ability to equate, analyse and assess religions and interactions between culture, religion and society. Instruction will guide students to assess how well they have achieved the required objectives as well as their own personal goals. Assessment will take into account the amount and quality of students' work and each student's individual skills. Assessment must encourage students to plan, assess and develop their own work.

5.11.1 Evangelical-Lutheran religion

COMPULSORY COURSES

1. Nature and significance of religion (UE1)

OBJECTIVES

The objectives of the course are for students to

- understand the nature of religion as a phenomenon and be familiar with the characteristics of the Bible as a representative of sacred literature;
- understand the universal nature of religion, approaches to religious questions and integration of religion into culture and society;
- obtain material and conceptual tools to structure their own philosophy of the world;
- be familiar with the influence of the Bible on Western culture and biblical research as part of religious research;
- learn to respect people of different convictions through understanding the meaning of sanctity.

CORE CONTENTS

- definition of and research into religion;
- fundamental questions of religion;
- religion in a community and individual experience of it;
- the Bible as sacred literature;
- an overview of the origins and content of the Bible;
- different ways of studying and interpreting the Bible;
- effects of the Bible on the world view and culture.

2. The Church, culture and society (UE2)

OBJECTIVES

The objectives of the course are for students to

- understand how the Christian Church has developed, spread and influenced its environment and interacted with culture and society during different periods;
- be familiar with the formation of the doctrine of the Church, interaction between worship and art and the political and social significance of the Church at different stages of history;
- understand how Christianity works in the form of different denominations in different parts of the world;
- be able to analyse the manifestations of various Christian traditions in our times and understand the shared ecumenical foundations involved.

CORE CONTENTS

- the formation of the Christian Church;
- from the Primitive Church to the separation of the Western and Eastern Churches;
- the Western Church in the Middle Ages;

- development of the Eastern Church;
- the Reformation and development of Churches during Early Modern Times;
- contemporary Christendom and the role of Churches in the world today;
- the dialogue between Churches and religions.

3. Human life and ethics (UE3)

OBJECTIVES

The objectives of the course are for students to

- be able to pose ethical questions and understand the significance of questions of life and ethical reflection;
- obtain conceptual tools to examine ethical questions;
- understand that they make moral choices every day and know that they are responsible for their own decisions;
- obtain basic knowledge of the questions of human life and current ethical themes and be able to link these to approaches that are central in terms of religion;
- understand the relationship between the Bible and ethics and questions of life;
- understand the connection between Christianity and ethics, in particular the core content of Lutheran ethics and some theological grounds underlying the ethical positions taken by Churches.

CORE CONTENTS

- the fundamental questions of human life: the meaning of life, suffering, death;
- the Christian conceptions of God, humanity, nature and salvation;
- the concepts of good and evil;
- Christian ethics and ethical theories;
- questions of individual ethics;
- questions of social ethics.

SPECIALISATION COURSES

4. Worlds of religions (UE4)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the distinctive characteristics of world religions;
- understand the intrinsic diversity of religions and their influence on thinking, culture and society;
- understand the similarity in fundamental questions of human life in different religions and learn to appreciate the religious and ethical traditions of other cultures.

CORE CONTENTS

The course will deal with Hinduism, Buddhism, Chinese and Japanese religions, Judaism and Islam, as well as the common features of the religions of primitive peoples, from the perspectives of the following themes:

- distribution and adherents of different religions;
- the holy scriptures and doctrines of different religions;
- ethical rules in different religions;
- cults and rituals in different religions;
- different movements within religions;
- religions and society.

5. What do Finns believe in? (UE5)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the manifestations of religion in Finland from ancient Finnish religion to contemporary religiousness;
- understand discussions about religious questions and philosophies of the world in Finland and factors underlying such discussions;
- be able to analyse religious movements in Finland from the perspectives of their activities and main tenets.

CORE CONTENTS

- ancient Finnish religion;
- the main developments in the history of the Finnish church;
- the Lutheran Church and other Christian Churches in Finland today;
- non-Christian communities in Finland;
- the influence of Christianity on Finnish culture and society.

5.11.2 Orthodox religion

COMPULSORY COURSES

1. The Orthodox world (UO1)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the formation and development of the Church and the factors that have shaped the present-day Church;
- understand the formation of their own Church over the course of history;
- be familiar with Autocephalous Orthodox Churches and their historical and cultural significance;
- perceive their own religious tradition as being part of a historical chain.

CORE CONTENTS

- the Early Christian Church;
- the Byzantine Empire - the doctrine and administration are established;
- the separation of the Western and Eastern Churches;
- the Russian Church and other Autocephalous Orthodox Churches;
- Oriental Orthodox Churches;
- Western Churches.

2. Dogmatics and ethics (UO2)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the sources and foundations of the doctrine of the Orthodox Church;
- perceive differences in the doctrines of different Churches and reasons for their divergent development;
- be familiar with the foundations of the Orthodox conception of humanity and ethics and understand how the Church may use these to formulate ethical contentions on emerging new questions;
- understand that Orthodox Churches in different countries may arrive at different ethical interpretations.

CORE CONTENTS

- sources of the Orthodox doctrine and the concept of sanctity;
- the Holy Trinity;
- the God-bearer;
- holy personages and sanctification of time;
- the Orthodox conception of humanity;
- questions of individual and community ethics.

3. Biblical studies (UO3)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the origins and composition of the Bible and the underlying cultural history;
- perceive the development of the conception of God during the course of history and within the Bible and the inception and fulfilment of the Messianic expectation in Palestine;
- be familiar with the use of the Bible in the Orthodox Church and its liturgical life;
- understand the significance of the different Books of the Bible to present-day Christianity and to the Orthodox Church in particular and the significance of the Bible to the formation of ethics;
- know how to use the Bible independently.

CORE CONTENTS

- God and man in the Pentateuch;
- the wisdom literature;
- the prophets and the Messianic expectation;
- the origins of the Gospels and their special characteristics;
- the person of Jesus;
- the description of the early stages of the Church in the Acts of the Apostles;
- Paul and his Epistles.

SPECIALISATION COURSES

4. Worlds of religions (UO4)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the characteristics of world religions;
- understand the intrinsic diversity of religions and their influence on thinking, culture and society;
- understand the similarity in the fundamental questions of human life in different religions and learn to appreciate the religious traditions of other cultures.

CORE CONTENTS

The course will deal with Hinduism, Buddhism, Chinese and Japanese religions, Judaism and Islam, as well as religions of Christian origin and new religions, from the perspectives of the following themes:

- distribution and adherents of different religions;
- the holy scriptures and doctrines of different religions;
- ethical rules in different religions;
- cults, rituals and art in different religions;
- different movements within religions;
- religions and society.

5. Orthodox Finland (UO5)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the past and the present of the Orthodox Church in Finland;
- understand the significance of different Churches to the development of Finnish society;
- perceive the manifestations of religion in art;
- be familiar with the multinational Orthodox culture in Finland;
- be able to analyse the current religious situation in Finland.

CORE CONTENTS

- ancient Finnish faith;
- the Orthodox in between the East and the West;
- from Catholicism to Lutheranism;
- the Orthodox Church in the period of Finnish independence;
- the Orthodox traditions of immigrants - unity and diversity;
- the religious situation in present-day Finland.

5.11.3 Other religions

Instruction in other religions will follow the principles governing the religions outlined above in this National Core Curriculum, in particular in terms of the objectives set for all religious groups.

The sections of the National Core Curriculum governing instruction in other religions will be issued by separate decisions. The course codes will be made up of the abbreviation UX and the course number.

5.12 ETHICS

As a subject, ethics has a multidisciplinary foundation. In addition to philosophy, it makes use of humanities, social sciences and cultural sciences. Instruction in ethics perceives people as natural, conscious and cultural actors, who create and reproduce meanings in their reciprocal interaction. Human philosophies and practices are considered to have originated as a result of interaction between individuals, communities and traditions. Instruction in ethics will be built on a conception of humanity which places emphasis on people's opportunity to lead a free and equal, active and goal-conscious life. Instruction will place emphasis on people's ability to explore their world and expand their knowledge thereof and to consciously control their lives through collaboration. From these points of departure, the subject will support students in shaping their own philosophy of life and identity and outlining their ideals and practices for a good life as members of their community.

Through reflection and discussion, ethics will accumulate students' all-round learning in terms of cultures and philosophies of life. At the same time, it will develop their functional assessment skills and feel for situations, ethical capabilities and tolerance as well as their conversational, listening and self-expression skills. The development of philosophical judgement is a key to a good life in both individual and social terms.

Objectives of instruction

The objective of instruction in ethics is to support students in their aspirations to

- build their identity and philosophy of life;
- expand their all-round learning about cultures and philosophies of life;
- develop their judgement, discernment and functional abilities;
- internalise the principles of human rights, positive multiculturalism, social and global justice and sustainable development.

Assessment

In addition to students' absorption of factual knowledge and development of their philosophical understanding, assessment in ethics will focus on their capability to explore and express themes of life philosophy diversely, skilfully and creatively. Questions of life philosophy are often personal, but reflection on these is based on intellectual virtues: critical thinking, logic, consistency and system. In terms of judgement and description of different philosophies of life, evaluations and beliefs, assessment will appreciate tolerance of and consideration for different points of view and for other people's way of thinking.

COMPULSORY COURSES

1. A good life (ET1)

On the course, students will reflect on the meaning of a good life, the building blocks of identity and individual life and the opportunities that people have to pursue a good life.

OBJECTIVES

The objectives of the course are for students to

- enhance their ability to commit to their chosen moral principles and their willingness to comply with their own evaluations;
- become more ready and willing to take care of and take responsibility for themselves, other people, society and nature;
- develop their ability to perceive integrated wholes in an increasingly complex world, thus reinforcing their ability to build their own identity and philosophy of life;
- learn to judge arguments concerning beliefs and philosophies of life;
- develop their skills to express their identity and philosophy of life and their views and sentiments related to these in a tolerant, logical and creative manner.

CORE CONTENTS

- basic concepts: philosophy of life, ethics, a good life, the self, identity;
- a good life: basic human needs, secular and religious models for a good life;
- fundamental questions of individual human existence: free will and choices; birth and death; optimism, pessimism and realism;
- means of life control: an individual's opportunities to influence his or her own life, the role of nature and nurture;
- development of identity during the human life cycle and ethical choices at different stages of life;
- individual life in the past and in today's society, which presents many opportunities;
- conceptions of virtues and vices in the past and the present and their relationship to life styles and habits.

2. The world view (ET2)

The course will deal with formation of a world view and differences between world views. Students will familiarise themselves with different ways of conceptualising the world and with the related role of social institutions.

OBJECTIVES

The objectives of the course are for students to

- know historically significant and currently effective world views and expand their knowledge of the belief systems underlying these;
- learn to request and assess grounds for statements and belief systems;
- develop their understanding of the role of different institutions in shaping and conveying world views;
- structure their own view of the world, whilst keeping it open to meaningful dialogue.

CORE CONTENTS

- the concepts of the world view, philosophy of the world and philosophy of life and their interrelationships;
- the structure and key areas of a world view: conceptions of humanity, society, culture and nature and of the structure of reality;

- secular and religious philosophies as the foundation of a world view: drawing boundaries between sciences, pseudosciences and religions;
- the school, the media and the arts as institutions creating and conveying the world view;
- upheavals and revolutionaries of the Western world view;
- origins and factual reliability of experiences, everyday opinions and beliefs;
- rational assessment of world views and information sources.

3. Individual and community (ET3)

The course will discuss individuals, sense of community, society and interpersonal interaction. Students will familiarise themselves with ways of achieving justice, human rights and democracy.

OBJECTIVES

The objectives of the course are for students to

- understand the significance of community to humanity and individual identity;
- learn to assess their own position as individuals in communities and society, as citizens of a state and as participants in an economic system;
- learn to examine the activities of individuals, communities and institutions as part of the way that power is exercised in society;
- learn to assess political ends and means and enhance their ability and willingness for constructive participation in society;
- understand the significance of human rights, democracy and justice to a good society and to the future.

CORE CONTENTS

- man as a social being, interpersonal interaction and sense of community, the private and the public;
- the concept of power, different forms of power and power relations and various means of influence;
- different theories about the structure of and change in society;
- a good citizen as a Finn, a European and a citizen of the world;
- human rights and their history;
- political ideals, ideologies, utopias and forms of democracy;
- justice as a social, global and ecological issue.

SPECIALISATION COURSES

4. Cultural heritage and identity (ET4)

The course will explore cultural heritage as a premise for a good life and as its measure, on the one hand, and as a continuously developing and changing phenomenon, on the other. Students will familiarise themselves with cultural diversity both in modern Finnish society and in the world as a whole.

OBJECTIVES

The objectives of the course are for students to

- understand culture as being a human activity based on meanings;
- acquaint themselves with different cultural heritages and lifestyles related to these;
- develop their ability to assess people's views and actions in relation to their respective evaluations and belief systems;
- learn tolerance towards different philosophical solutions and identity choices;
- familiarise themselves with the manifestations of Finnish identity;
- perceive racism, xenophobia and discrimination as being violations of human rights.

CORE CONTENTS

- the concept of culture in the past and the present;
- identity, ethnicity and cultural heritage;
- Sami, Finnish and European cultural characteristics and their current significance;
- interaction between cultures and civilisations;
- ethnic and cultural diversity in Finland and around the world;
- living in a multicultural society;
- ethnocentrism and the history of racism and tolerance.

5. Explanations of the world in different philosophical traditions (ET5)

The course will discuss different ways of explaining the world in mythical, religious and philosophical traditions. Students will familiarise themselves with the origins, history and study of different world philosophies.

OBJECTIVES

The objectives of the course are for students to

- develop their sensitivity to assess differences and similarities occurring in evaluations and belief systems;
- learn to judge arguments concerning beliefs and philosophies of life;
- be familiar with important belief systems and philosophical models in different cultures and expand their knowledge of the backgrounds and spread of these in our times;
- understand the historical origins of myths and religious beliefs and their current significance as explanations of world phenomena;
- understand the explanations of the world in European cultural heritage.

CORE CONTENTS

- mythical explanations of the world in the past and the present;
- the essence of religion and religiousness;
- sociological, moral, anthropological and psychological criticism of religion;
- atheism and agnosticism;
- the history of and current trends in secular humanism and free thought;
- humanism and Christianity as the fundamental philosophical trends in Western countries.

5.13 PHILOSOPHY

Philosophical thinking deals with reality as a whole, its diverse perception and human activity in it. The special nature of philosophy lies in its way of structuring problems conceptually, rationally and through discussion. Upper secondary school studies in philosophy will support students' individual development and promote the general learning and thinking skills that they will need in a changing and complex society. The theoretical themes studied in philosophy are necessary to form an understanding of cultural heritage and contemporary culture.

The practical significance of philosophy is based on the fact that students will learn to structure questions about values, norms and meanings in conceptual terms. Studies in philosophy will help them to perceive the significance that different types of skills and knowledge hold for individuals and society. To counterbalance the specialised skills and knowledge, studies in philosophy will also teach students to grasp broader conceptual systems and relationships. It will help them to see the ways in which the conceptions of reality, values and norms held in different branches of science and schools of thought may form consistent systems or contradict each other. Philosophy will develop judgement.

Philosophy instruction will promote development of creative and independent thinking. Philosophy will provide students with plenty of scope to form their own personal views. As they delve deeper into basic philosophical questions - to which there are no simple solutions - they will learn to formulate and justify their own views and, at the same time, to respect other reasoned views. Group deliberations on complicated questions will develop students' ability to trust their own individual opportunities to resolve even the most difficult problems. Studies in philosophy will support students' growth into active, responsible and tolerant citizens.

Objectives of instruction

The objectives of instruction in philosophy are for students to

- be able to identify philosophical problems and alternative solutions to these;
- be able to structure speech and text in conceptual terms and identify statements and arguments for these;
- understand arguments for different philosophical opinions and be capable of discussing these logically and rationally;
- command basic general knowledge of both the history of philosophy and its current trends and be able to relate these to social and cultural phenomena.

Assessment

Assessment in philosophy will focus on students' absorption of concepts and theories and their ability to express their own philosophical thoughts. The relationship between students and philosophical questions is personal, but the way that they process such questions is based on intellectual virtues: critical thinking, logic, consistency and system.

COMPULSORY COURSE

1. Introduction to philosophical thinking (F11)

OBJECTIVES

The objectives of the course are for students to

- identify philosophical problems and alternative solutions to these and understand the way in which reality, knowledge, activity and values are conceptualised in philosophy;
- recognise different philosophical, scientific and everyday views of reality, of our knowledge of reality and of acting in it;
- distinguish differences between descriptive and normative statements and know how to justify different views of right and wrong.

CORE CONTENTS

- what philosophy is; the nature of philosophical questions and their relationship to practical, scientific and religious questions; key branches of philosophy;
- fundamental philosophical views of the nature of reality: the relationship between spirit and matter, freedom and necessity;
- fundamental philosophical views of knowledge and knowing and their relationship to scientific and everyday points of view: knowledge, truth and argumentation; the relationship between the conceptual and the empirical in the formation of knowledge;
- the relationship between an individual and society as a philosophical question; the concepts of justice and freedom;
- the concepts of good and right; the nature of the moral values that steer human action and their relationship to facts and to other values, such as beauty; philosophical views of a good life and happiness.

SPECIALISATION COURSES

2. Philosophical ethics (F12)

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with the most important problems, concepts and theories in philosophical ethics;
- be able to assess life and action from moral perspectives and to justify their assessments with ethical concepts;
- be capable of structuring their own moral solutions and reasons by means of philosophical ethics;
- learn critical and tolerant approaches both towards their own choices and towards other people.

CORE CONTENTS

- morality and applied and normative ethics concerning moral issues as well as meta-ethics;
- different grounds for convictions concerning moral values and norms; the relationship of morality vis-à-vis justice and religion; roles of reason and emotion in moral convictions;

- objectivity and subjectivity of moral values and norms; the questions of the rationality of ethical justifications and the possibility of ethical truths;
- basics of classical virtue ethics and of consequentialist and duty ethics;
- philosophical ethics and the question of a good life.

3. Knowledge and reality in philosophy (FI3)

OBJECTIVES

The objectives of the course are for students to

- perceive what knowledge and knowing mean in philosophy, science and everyday life;
- be able to assess what kind of images philosophy, science and different philosophies of life form of the basic structure of reality;
- learn to analyse and critically assess epistemic beliefs and statements;
- learn to perceive the nature of scientific research and deduction.

CORE CONTENTS

- key questions and basic concepts of metaphysics; different ideas of the nature of metaphysics; the structure of reality in the light of scientific, humanistic and practical knowledge;
- the nature of truth and theories of truth;
- possibilities and limits of knowledge; justification of knowledge;
- knowing, understanding and interpretation; differences and similarities between practical and scientific knowledge; knowledge in the natural sciences and the humanities;
- the nature of scientific research and its basic methodological concepts;
- the basics of argumentation and deduction.

4. Social philosophy (FI4)

OBJECTIVES

The objectives of the course are for students to

- familiarise themselves with the key concepts of and the main trends in social philosophy;
- learn to structure the nature of society and the activities of its central institutions;
- be able to assess the legitimacy of social order;
- be able to analyse the relationship between society and individuals as well as social and political activities.

CORE CONTENTS

- social justice;
- individual rights and responsibilities; crime and punishment;
- legitimisation of social order, power and possession: social contract theories, anarchism and social utopias;
- political philosophy: fundamental thoughts in conservatism, liberalism and socialism and contemporary interpretations of these in social philosophy;
- philosophical questions related to modern culture: gender and gender roles; identity and building of identity; otherness, strangeness and multiculturalism.

5.14 HISTORY

Instruction in history at upper secondary school will provide students with capabilities to understand the nature of different ages and problems and change processes in their own time and help them to understand the world in international terms. History is a subject that creates an individual, national and European identity.

Instruction is based on the nature of history as a discipline and its criteria for formation of knowledge. Consequently, it will focus attention on critical analysis and interpretation of information and aim to take the diverse perspectives on different phenomena into account. The key concepts of history include time, change, continuity and causality. As a subject that emphasises analysis of change, history will create opportunities to process the future and to assess opportunities relating to the future. Instruction will place emphasis on the relationship between people and their environments along with the extensive scope of human culture, understanding of cultural diversity and the significance of international harmony. The past of our own country will be examined against the background of world history.

Objectives of instruction

The objectives of instruction in history are for students to

- know the main development trends in the history of Finland and of the world and the most important historical events and their backgrounds and consequences;
- perceive the present as being the result of historical development and the starting point for the future and be capable of relating their own time and themselves to the continuum of history, thus formulating their awareness of history;
- be able to acquire information about the past and assess it critically, understanding its relativity and susceptibility to multiple interpretations and the complexity of its causal relationships;
- be able to assess human activity in the past and examine historical phenomena both in terms of each specific period and from the present-day perspective;
- understand different manifestations of culture and their diversity;
- obtain material to create a world view that appreciates human rights and democracy and to act as responsible citizens.

Assessment

Assessment of learning is based on skills and thought patterns characteristic of history and on command of the core contents of the syllabus. Assessment will pay special attention to students' abilities to build structured wholes on the basis of their knowledge, distinguish between essential and inessential information, understand temporal and causal relationships and critically assess the phenomena and information sources of history. Course assessment will employ diverse methods: instead of tests, it is possible to use learning assignments, research papers and other alternative methods of assessment.

COMPULSORY COURSES

1. Man, the environment and culture (HI1)

The course will examine the interaction between people and nature and the resulting construction and development of the cultural environment from prehistoric times to the modern day.

OBJECTIVES

The objectives of the course are for students to

- understand the interdependency between human beings and nature as part of sustainable development;
- understand how people use natural resources as sources of livelihood and the effects of this on the environment and the social structure;
- be familiar with the development trends of the production economy and its effects on lifestyles;
- be aware of the main features of and factors influencing population growth.

CORE CONTENTS

Prehistoric times – the era of hunting culture

- the stages of human development;
- the hunter-gatherer lifestyle.

Agriculture and the changes it brought

- division of work and the emergence of culture;
- cultures of the great river valleys.

The Mediterranean economic area during Ancient Times

- economic life in Ancient Greece;
- Ancient Rome - a metropolis and an empire;
- slavery and ancient technology.

The economic and social system in the Middle Ages

- feudal society;
- population, trade and cities in the Middle Ages.

The Age of Discovery

- conditions for and the consequences of exploration;
- the emergence of the world economy.

The world of industrialisation

- technological innovations and the early stages of the mechanical industry;
- changes in the gender division of work;
- social changes and environmental effects;
- changes in urban structure.

The global consumer society

- distribution of raw materials and market areas;
- mass production and the consumer society;

- the socialist planned economy;
- the emergence of the Third World;
- the limits of growth and new challenges.

2. European man (HI2)

The course will deal with the key achievements of European culture and changes in the European world view, together with developments in science and the history of ideas underlying these changes. Students will familiarise themselves with the products of European culture through different types of historical source material. Culture will be understood as being a broad-based concept.

OBJECTIVES

The objectives of the course are for students to

- understand the building blocks of Europeanism by familiarising themselves with essential European cultural heritage;
- understand the significance of scientific achievements in shaping people's world view;
- be able to analyse cultural phenomena as manifestations of their respective times;
- be familiar with trends in the history of ideas that underlie social development;
- be familiar with lifestyles and world views from different periods.

CORE CONTENTS

Ancient Times

- the birth of democracy;
- classical culture.

The uniform culture in the Middle Ages

- the world view and customs of medieval people;
- the significance of religion to culture.

The transition to Modern Times

- the Renaissance and the revolution of knowledge;
- the Reformation;
- the Baroque as a manifestation of absolutism and the Counter-Reformation;
- the emergence of the scientific world view.

The Age of Enlightenment

- Enlightenment philosophy and its effects on society and art;
- the ideological legacy of American independence and the French Revolution.

The century of ideas

- central ideological tendencies and artistic trends;
- science as a challenge to religion;
- the century of the bourgeoisie.

Contemporary times

- fragmentation of culture;
- from popular culture to mass entertainment.

3. International relations (HI3)

The course will discuss the key events, backgrounds and changes in international politics since the late 19th century. The course involves analysis of phenomena in international politics on the basis of economic, ideological and power-political rivalry. The key perspectives of the course include democracy versus dictatorship.

OBJECTIVES

The objectives of the course are for students to

- be familiar with the main features and theory of international politics;
- understand the grounds for international co-operation mechanisms and antagonisms;
- understand the influence of ideological and economic conflicts of interest in the history of international relations.

CORE CONTENTS

The Great Powers' struggle for supremacy

- the basic concepts of international politics;
- the theory and practices of imperialism;
- the First World War and its effects on international politics.

The interwar period and the Second World War

- European extremist movements, the crisis of democracy and persecution of people in different countries;
- the Second World War and its consequences.

The Cold War

- Cold War theories: the United States and the Soviet Union as the superpowers in a bipolar world;
- the ideological, economic and military fronts of the Cold War;
- the nature of Cold War crises;
- Germany as a theatre of the Cold War;
- China's role in international politics.

A new period of insecurity

- the disintegration of the Soviet Union and the dissolution of bipolarity;
- international peace efforts;
- involvement of the Third World in international politics;
- the minefield that is the Middle East;
- the change in status of the United States in international politics;
- new international structures.

4. Turning-points in Finnish history (HI4)

The aim of the course is to analyse the key change processes and development trends in the history of Finland from the 19th century to the present day. The main topics include changes in the political and international status of Finland, crises related to such changes, the transition from estate society to civil society and economic and cultural transitions.

OBJECTIVES

The objectives of the course are for students to

- be familiar with the most important social and economic changes;
- be able to place the political development of Finland in relation to the political background of Europe and the world;
- understand the interdependencies between different phenomena of economic, social, cultural, ideological and political life.

CORE CONTENTS

The legacy of Swedish rule

Change in power

- annexation of Finland to Russia;
- the emergence of autonomy.

The Finnish nationalist movement and national awakening

- the ideological foundations and key figures.

Social and economic transition

- structural change in the economy and industrialisation in Finland;
- the dissolution of estate society and the emergence of civil society;
- the periods of Russian oppression and the birth of democracy.

Finland's independence process

- Finland's liberation and independence;
- the Civil War;
- form of government and the Constitution Act.

From polarisation to integration

- the rise of right-wing radicalism;
- increase in the standard of living;
- culture as a consumer good.

The Second World War and its aftermath

- the Finno-Russian Wars and subsequent reconstruction;
- the transformation of foreign policy.

Construction of the welfare state

- structural change;
- cultural and social changes of the 1960's and 1970's.

Finland's new international status

- integration into the international economy in cultural, economic and political terms;
- the future of Finns as part of a global system.

5. Finland from prehistoric times to autonomy (HI5)

The course will examine the key development trends in Finnish history prior to the Russian Annexation of 1809 and Finnish cultural heritage.

OBJECTIVES

The objectives of the course are for students to

- be familiar with the development trends in Finnish history and their links to the Baltic Sea Region;
- be familiar with developments in the population, social and economic history of Finland;
- understand the connections between Finnish civilisation and Western culture;
- learn to appreciate Finnish cultural heritage;
- learn to connect historical development trends with the history of their own domicile area and also perceive development from the perspective of individual people.

CORE CONTENTS

Prehistoric times

- prehistoric times and interpretations of the origins of Finns and the Sami people;
- settlement patterns, living conditions, religions and beliefs and external relations.

Incorporation of Finland into the West European cultural community during the Middle Ages

- Finland on the borderline between East and West;
- the emergence of estate society;
- settlement patterns, livelihoods, religious and political changes.

The winds of Modern Times

- the Reformation and the strengthening of the central government.

The Swedish Great Power Period

- the effects of the Great Power Period in Finland;
- the economy, population and education.

The age of freedom and utility

- cultural and economic developments;
- reforms during the Gustavian Era;
- the first steps of national awareness.

6. Meeting of cultures (HI6)

The course will deal with the distinct characteristics and present times of one or more optional cultural spheres and intercultural interaction. Culture will be understood as being a comprehensive concept. The cultural areas to be discussed will be chosen from outside Europe.

OBJECTIVES

The objectives of the course are for students to

- be familiar with the basic concepts of culture and learn to understand the values and lifestyle of a culture different from their own;
- understand the interdependencies between abstract culture, the social structure, economic life and natural conditions;
- be familiar with the historical development of the culture being examined and with its interaction with other cultures;
- learn to analyse different manifestations of culture in areas such as the arts, religion and social structures;
- be able to take the diversity of cultural backgrounds into account in interactive situations.

CORE CONTENTS

One or more of the following cultural areas will be examined:

- Africa;
- Arctic cultures;
- indigenous Australian and Oceanic cultures;
- India;
- the Islamic world;
- Japan;
- China;
- Korea;
- Latin America;
- indigenous North American cultures.

5.15 SOCIAL STUDIES

Instruction in social studies will consolidate students' understanding of the surrounding society. The structure of society and its key phenomena, power, the economy and means of influence will be examined from the perspectives of Finnish society, Europe and the world. Social studies are based on the contents of different branches of social sciences and law. The subject will provide students with capabilities for active and critical examination of current phenomena and for participation in social activities.

Instruction is based on socio-ethical values, such as justice and equality, social responsibility, respect for human rights, appreciation of work and entrepreneurship as well as active citizenship.

Objectives of instruction

The objectives of instruction in social studies are for students to

- understand the nature of society as a result of historical development;
- be familiar with the foundations and practices of Finland's social system and economy and be able to place these in European and international contexts;
- command key social and economic concepts;
- be aware of the opportunities to influence and participate in a civil society and also know how to use these;
- be capable of acquiring current information from different sources and of assessing verbal, visual and statistical information critically;
- be capable of forming justified personal views of controversial social and economic issues that are bound to values;
- obtain capabilities to build a conception of society based on responsibility, tolerance and respect for equality.

Assessment

Assessment of learning in social sciences will focus attention on students' command of the subject matter and key concepts of the syllabus and their ability to express their knowledge in a structured form and to critically assess and interpret social phenomena and verbal, numerical and graphical information presented in different formats. These capabilities will be assessed during the courses by means of diverse test assignments or by using alternative methods of assessment.

COMPULSORY COURSES

1. Politics and society (YH1)

The course will familiarise students with political and social systems, with focus on Finnish society, which will be analysed with the aid of the concepts and theories of political science, social policy and sociology. The key perspectives include development of the basic structures of society, power and means of influence.

OBJECTIVES

The objectives of the course are for students to

- understand the basic structures of Finnish society;
- be familiar with basic civil rights and the citizen's means of and opportunities to influence society;
- adopt a balanced and analytical approach to society;
- be familiar with the foundations of the welfare society.

CORE CONTENTS

The development of Finnish society

- the population structure of Finland;
- construction of the welfare state;
- possibilities of the welfare state.

Power

- power as a concept and ways of exercising power;
- political systems.

Means of influence

- democracy and civil society;
- global influence;
- challenges to the exercise of influence.

The rule of law and security systems

- fundamental rights;
- judicial power and law-enforcement authority;
- security policy and changing threat scenarios.

Social policy

- purpose, roles and forms.

2. Economics (YH2)

The course will guide students to understand the operational principles of the economy. It is based on economic sciences and will deal with micro- and macroeconomic issues from the perspectives of consumers, businesses and states. Students will acquaint themselves with economic life through different types of statistics and other sources.

OBJECTIVES

The objectives of the course are for students to

- acquaint themselves with the most important foundations, concepts and theories of the national economy;
- acquaint themselves with the current state and future prospects of the Finnish and international economies;
- obtain skills to make everyday economic decisions and also examine economic issues from an ethical point of view;
- be aware of the significance of work and entrepreneurship to the national economy.

CORE CONTENTS

Finns' sources of livelihood

- primary production;
- technology and industrialisation;
- the service society.

Economic activity and business enterprises

- basic economic concepts;
- supply, demand and equilibrium as the foundations of the market economy;
- competition and its forms;
- business activities and consumers.

Economic fluctuations and disturbances

- economic growth;
- Keynesianism and monetarism as alternative solutions to economic disturbances.

Monetary policy and the financial market

- market deregulation;
- structure of the financial market;
- monetary policy and interest.

Public economy and economic policy

- taxation and fiscal policy;
- politics and market forces;
- incomes policy.

Finland in international trade

- the internationalising economy and Finland;
- effects of globalisation.

Future prospects of the Finnish economy

- risk factors, opportunities and limits of growth.

SPECIALISATION COURSES

3. Citizens and law (YH3)

The course will provide students with basic knowledge of Finnish law and teach them to uphold their rights and to attend to simple legal transactions themselves.

OBJECTIVES

The objectives of the course are for students to

- learn the basic facts of Finnish law and its key principles;
- obtain basic knowledge of the Finnish judiciary system and the international courts that are important to citizens;
- learn to attend to the most common legal matters independently;
- know their rights, benefits and duties as citizens, employees and consumers;

- be capable of finding and learn to use the main sources of legal information;
- want to act fairly and lawfully.

CORE CONTENTS

The basics of law

- Finland's legal history;
- the law and the legal system;
- basic concepts;
- acquisition of legal information.

Citizens' basic legal transactions

- family law;
- labour law;
- consumer protection;
- debts, guaranty and insolvency;
- housing;
- appeals against the authorities' decisions.

Criminal and procedural law

- legal proceedings and alternative procedures;
- punishments;
- international law and appeal procedures.

4. Europeanism and the European Union (YH4)

The course will familiarise students with the operations of the European Union and the status of individual citizens in an integrating Europe and will encourage them to participate in current debates about the EU.

OBJECTIVES

The objectives of the course are for students to

- obtain diverse and in-depth information about the European Union and its operations;
- learn to function as citizens of the European Union;
- be familiar with the advantages and disadvantages, opportunities and threats involved in European integration;
- be able to acquire comparative information about the European Union and its citizens;
- understand the effects of European integration in terms of their own lives and of the Finnish political system.

CORE CONTENTS

European identity

- common European values;
- EU citizenship.

Exercising influence and power in the European Union

- the European Union's decision-making system;
- Finns as part of the European Union's decision-making system;
- different members.

Regional effects of the European Union

- young people's opportunities to study and work within the EU;
- the Union of the Regions from the citizens' perspective.

Challenges to the European Union

- EU enlargement;
- common security policy;
- EU and global systems.

5.16 PSYCHOLOGY

As a science that studies human behaviour, psychology will provide students with capabilities to observe and understand human beings and factors influencing human behaviour in a diverse manner. Using psychological knowledge and concepts, students will be able to become personally aware of, recognise and process psychological phenomena. Skills in and knowledge of psychology will support self-knowledge, self-development and maintenance of mental well-being. The partly empirical and partly reflective approach used in psychology will create opportunities for students to develop their own critical thinking.

Instruction will create conditions for students to understand psychological knowledge and apply it personally. It will help students to gain insight into the connections between psychological knowledge and social, cultural and current issues and to understand interaction and interdependence between psychological, biological and social factors.

Instruction will deal with the nature of psychological knowledge and its formation, placing emphasis on the key themes of current research and research traditions.

Objectives of instruction

The objectives of instruction in psychology are for students to

- use scientific information to perceive human activity as an integrated whole that relies on interaction between psychological, biological and social factors;
- command the key concepts, approaches to problems and information acquisition methods used in psychology, be aware of research findings and, based on these, be capable of assessing the possibilities and limitations of scientific knowledge;
- understand psychological knowledge, so as to be capable of applying it in their studies and in order to recognise their own circumstances and opportunities, promote their own mental growth and well-being and cultivate their thinking, personal relations and interaction skills;
- be able to acquire psychological information from different sources and be capable of assessing its reliability;
- develop their capabilities to participate in social activities and society, identify and face social and cultural changes - such as technological developments - and understand the actions of people coming from different cultural backgrounds and social standings.

Assessment

Assessment will pay attention to such knowledge that aims at high-level cognitive understanding. It will emphasise the ability to process information and understand integrated wholes instead of repetition of isolated facts. Students will be required to demonstrate their understanding of the material that they have studied and their ability to apply the knowledge that they have learnt.

COMPULSORY COURSE

1. Mental activity, learning and interaction (PS1)

OBJECTIVES

The objectives of the course are for students to

- acquaint themselves with psychology as a science and with its applications in different areas of society;
- understand different methods to study and explain human behaviour;
- be aware of the key themes of psychology, such as emotion, motivation and cognitive functions, and be able to observe and reflect on human behaviour on the basis of concepts describing these;
- understand learning processes on the basis of psychological knowledge and be able to reflect on their own studies by means of such knowledge;
- know how to apply socio-psychological knowledge when examining social interaction and understand themselves as members of groups.

CORE CONTENTS

- psychology as a science: research areas and applications of psychology, formation of psychological knowledge, key approaches to explaining psychological phenomena;
- the nature of mental activity: basic psychological concepts; psychological, biological and social factors that influence behaviour;
- the basics of the psychology of learning and its applications;
- the basics of social psychology, such as group dynamics, roles and norms.

SPECIALISATION COURSES

2. Human psychological development (PS2)

OBJECTIVES

The objectives of the course are for students to

- understand the psychological, biological and social factors that form the basis for individual psychological development and the interdependencies between these factors;
- be aware of the key theories of developmental psychology and know how to apply knowledge of developmental psychology in their own lives;
- understand that an individual's psychological development continues in diverse forms throughout life;
- understand problems that may emerge in an individual's development and realise that it is possible to influence development;
- understand different types of methods used to study psychological development.

CORE CONTENTS

- individual psychological development at different stages of life;
- different areas of psychological development in the light of theories of developmental psychology;
- connections between psychological development and biological factors, such as genes and development of the nervous system;
- the role of social interaction and culture in human psychological development;
- problems in psychological development and how to influence these;
- research into psychological development.

3. Foundations of human information processing (PS3)

OBJECTIVES

The objectives of the course are for students to

- understand the functional principles of basic cognitive processes, such as attention, perception and memory;
- understand how activity levels are regulated and its significance to human well-being;
- understand the basic structural and functional principles of the nervous system and the connections between these and basic cognitive functions;
- know different types of methods used to study basic cognitive processes and the functions of the nervous system.

CORE CONTENTS

- basic cognitive processes;
- regulation of activity level; sleep and dreaming;
- the structure of the nervous system, functions of neurons and neural networks and their connection to psychological functions;
- cognitive disorders, brain damage and relevant rehabilitation methods;
- research into and applications of cognitive psychology and neuropsychology.

4. Motivation, emotions and higher-level cognitive activity (PS4)

OBJECTIVES

The objectives of the course are for students to

- understand that human activity is controlled by both conscious and unconscious factors;
- acquaint themselves with basic theories about motivation and emotions and know the ways in which these are applied to produce research information about motivation and emotions;
- understand how motivation, emotions and cognitive functions form a dynamic mechanism that steers behaviour;
- understand how motivation and emotions are linked with the well-being of individuals and communities;
- understand the significance of consciousness, thinking and language in human behaviour;
- understand the prerequisites for and opportunities to develop advanced thinking, intelligence, expertise and creativity from individual and community perspectives.

CORE CONTENTS

- motives on different levels and development and maintenance of motivation;
- emotions as complex processes and their formation, manifestations and significance;
- basic theories about and research into motivation and emotions;
- the interplay of motivation, emotions and cognitive functions in human behaviour;
- the bearing of motivation, emotions and their regulation on well-being at individual and community levels;
- connections of motivation and emotions with social and cultural factors and the biopsychological basis of motivation and emotions;
- high-level cognitive activity, such as thinking, problem-solving and decision-making processes.

5. Personality and mental health (PS5)

OBJECTIVES

The objectives of the course are for students to

- understand the extensive scope of the concept of personality and be aware of the different research methods that have been used to establish knowledge about personality;
- understand different approaches to describing personality;
- understand the difficulties involved in defining mental health and the relationship between mental health and psychological, biological, social and cultural factors;
- know key mental disorders and different methods of treating these;
- be aware of different means of maintaining mental well-being.

CORE CONTENTS

- key concepts of personality psychology, such as the self and identity;
- definitions and explanations of personality from different psychological perspectives;
- personality research;
- factors influencing mental health and mental disorders;
- psychotherapy and medication in the treatment of mental problems;
- maintenance of mental well-being.

5.17 MUSIC

Music instruction at upper secondary school is based on the idea that music plays a significant part in human culture. The aim of music instruction is to make students aware of their relationship with music and to consolidate it. A personal relationship with music will reinforce their self-knowledge and holistic well-being and will support their self-esteem. Students will learn to understand diverse manifestations and meanings of music. The role of instruction is to provide students with experiences, skills and knowledge that will expand their musical education and encourage them to take a lifelong interest in music.

Music instruction will focus on students' own expression, creativity, interaction skills and positive experiences. Their musical competence, thinking and ability to assess their own actions will develop in interaction with their peers and the teacher. Making music together is a unique form of group activity, which will reinforce social and communication skills. The core contents of instruction comprise making music - singing, playing and composing - and listening to it. Educational contents will be selected so as to take students' different orientation and initial skills levels into account. The aim is to provide everyone with meaningful musical course assignments.

As an art subject, music is expected to contribute to and create the school's cultural activities. It is an important part of school festivities and other events. Music studies will consolidate students' knowledge of their own culture and other cultures. It will help them to appreciate cultural diversity and understand interaction between different cultures and art forms. Students will obtain capabilities to perform artistic work, engage in cultural activities, make use of technology in music and critically judge the musical repertoire offered by the media.

Objectives of instruction

The objectives of music instruction are for students to

- become aware of their own relationship with music and be able to assess it, while learning to appreciate diverse musical opinions;
- learn to express themselves musically through singing and playing;
- develop their ability to listen to music and interpret what they hear, even while making music;
- consolidate their knowledge of the different styles, genres and history of music;
- discover their own cultural identity and learn to understand the diversity of musical cultures and participate in intercultural interaction;
- learn to understand the significance of music and sound in the media;
- be able to function responsibly and persistently in active interaction with their group;
- be able to set objectives for their music studies and assess their achievements.

Assessment

Music instruction will offer several concurrent ways to develop students' musical talent and competence. Each student will consolidate his or her own musical aptitude both independently and as part of the group. These special characteristics of music studies call for continuous and diverse assessment, which will direct and focus the learning process. Assessment will support students' musical progress in a positive manner and consolidate their relationship with music.

Assessment will be carried out in a safe and trusting atmosphere and will focus on the whole process of music studies and on achievement of the objectives set for the studies. Each student's initial skills level will be taken into account in assessment, together with the fact that a student's abilities may shine through in any area of music. Students' self-assessment will form an essential part of assessment. Assessment will focus on students' musical activities at school, not on their musicality.

COMPULSORY COURSES

1. Music and me (MU1)

The objective of the course is for students to find their own ways of operating within the field of music. Through their own relationship with music, they will reflect on its significance to people and interpersonal interaction. They will explore their own possibilities to make and interpret music, listen to it and use cultural services. On the course, students will learn about each other's musical activities and local music life.

Students will develop their voice control and instrumental skills as devices of musical expression. The course will consolidate their knowledge of basic musical concepts by means of making music. Students will learn to observe their acoustic environment and look after their hearing.

2. A polyphonic Finland (MU2)

The objective of the course is for students to learn about Finnish music and reinforce their own cultural identity. Students will explore various music cultures within Finland and the subcultures within these and learn to understand their underlying factors, development and essential characteristics. The course will examine the influences of European art music on Finnish music culture.

Studies will make use of diverse working methods, in particular making and listening to music. When making music, attention will focus on development of students' own expression and of their listening and communication skills. The material covered should represent different genres: popular, art and folk music.

SPECIALISATION COURSES

3. Open up to music (MU3)

The objective of the course is for students to learn to know genres and music cultures formerly unfamiliar to them and to understand the culturally bound nature of music. They will examine similarities or differences between musical practices in different music cultures and learn to understand the way in which each culture determines its own conception of music. On the course, students will delve deeper into some genres or music cultures. They will improve their own music-making and information acquisition skills.

4. Music's message and influence (MU4)

The objective of the course is for students to familiarise themselves with the uses of music and its opportunities to influence within different art forms and the media. Students will explore the role of music in areas such as cinema, theatre, the mass media and the Internet and will examine its interaction with text, images and motion. Content studies and working methods will place emphasis on diversity. The effectiveness of music will be examined by analysing existing material or students' own productions.

5. Music project (MU5)

The objective of the course is for students to learn to plan and implement a complete music project either as a member of a team or independently, making use of previously acquired skills and knowledge. This may be a small-scale concert, a piece of music for a school celebration, a recording or an interartistic project.

5.18 VISUAL ARTS

As part of upper secondary school instruction in visual arts, students will learn to interpret, appreciate and evaluate their own and other visual cultures. The purpose of instruction in visual arts is to develop students' understanding of visual phenomena in society and the environment and of their meanings. Independent artistic work will provide students with opportunities to enjoy art, experience feelings of success and express what is important to them. Instruction will support development of students' imagination, creative thinking and associative skills. Students will be guided to reflect on and justify their own aesthetic and ethical value choices in their own lives, visual arts, the media and the cultural environment. The key objective of instruction is for students to understand the significance of art both in their own lives and in society. Instruction will consolidate students' general learning in visual culture and create sufficient qualifications for further study.

Educational contents include visual expression and visual thinking, knowledge of art and cultural competence, environmental planning, architecture and design as well as visual media texts.

Instruction aims at internal interaction of the subject, where theoretical and practical contents will complement each other. Educational contents will be combined to create cross-curricular themes and instruction will involve co-operation with different art forms and branches of science. Instruction is based on students' own experience, which they will use to carry out diverse image production and interpretation processes. Co-operation between different subjects will aim to enhance the school environment and increase cultural activities. Through co-operation with local parties, students will acquire cultural and project work skills.

Objectives of instruction

The objectives of instruction in visual arts are for students to

- learn to recognise, understand and evaluate visual arts and other visual culture in their own lives and in society;
- recognise the key concepts of visual arts and culture and know how to use these to interpret and assess works of art, visual messages and their own and other people's work and to describe work processes;
- gain practice in intentional process-related working methods, self-assessment and co-operation;
- learn to choose different materials, techniques and tools and use these appropriately in their visual expression;
- be familiar with contemporary art and the history of visual arts;
- understand media culture and its influence on people and society;
- learn to plan, produce and aesthetically assess the visual contents of media productions and know how to apply media technologies in their own visual work;
- be familiar with the visual language and history of architecture, design and material culture;
- become aware of the effects of their own actions on nature, cultural landscape, built environments and relevant planning and decision-making processes;
- be able to use and appreciate cultural services.

Assessment

Assessment in visual arts is a long-term and interactive process. It must provide information about individual students' progress, while encouraging them to express themselves with courage and with confidence in their own visual expression. Instruction in visual arts must develop students' self-assessment skills. The targets of assessment include students' work processes and results, content-related, expressive and technical skills and their ability to apply theoretical knowledge in their own expression. Assessment of visual arts courses will take into account visual and written individual and group assignments, sketches, independent assignments and the overall degree of active participation.

COMPULSORY COURSES

1. Me, visual images and culture (KU1)

OBJECTIVES

The objectives of the course are for students to

- be familiar with the contents and foundations of visual culture;
- learn to express themselves through visual arts and to make personal choices;
- learn to use the concepts of art when examining and assessing images produced by themselves and their peers, as well as artistic and media images;
- learn to critically examine the phenomena of visual culture and interpret their contents, forms and meanings in terms of individuals and society and to apply what they have learnt to their own work;
- understand the significance of visual arts and other forms of visual culture both in their own lives and in society.

CORE CONTENTS

- what constitutes art: art from the perspectives of individuals and society and different conceptions of art;
- the power of images and images of power in culture;
- art as a medium of culture: Finnish, Nordic and European cultures and non-European cultures;
- personal visual expression: drawing, painting, three-dimensional techniques, use of digital images;
- different means of building an image: composition, shape, colour, motion, space and time;
- interpretation and analysis of images by visual and verbal means; introduction to different methods of analysis, such as formalistic, semiotic and iconographic interpretation and reception analysis.

2. Environment, place and space (KU2)

OBJECTIVES

The objectives of the course are for students to

- learn the basics of design and architecture, expression methods, knowledge of materials, aesthetics and planning processes;
- learn to make observations about environmental planning and design from different points of view, such as in aesthetic and ethical terms and from the perspective of socially and culturally sustainable development;
- learn to examine the environment as a natural, built, social and mental phenomenon and as a cultural message;
- understand the significance of community and environmental art in environmental planning and in visual culture in a broader sense.

CORE CONTENTS

- space as a concept: perception of space as a mental, physical and social place;
- the basic concepts of architecture and design: scale, motion, space, proportion systems, structure, colour, form, shape and material;
- landscapes, buildings, objects and works of art as material, intellectual and aesthetic messages and as representatives of the cultural history of their respective periods;
- architecture and design from the perspectives of culturally sustainable development and economic life;
- modelling, projections, scale models and experiments with different materials.

SPECIALISATION COURSES

3. The media and visual messages (KU3)

OBJECTIVES

The objectives of the course are for students to

- learn to analyse and interpret the world portrayed through the media and its relationship with culture and reality;
- understand various visual means of influence used in the media;
- learn to use various images and techniques in different communication environments as devices of their own expression;
- learn to analyse and develop their own relationship with the media.

CORE CONTENTS

- images in the media: photojournalism, advertising, images used in entertainment, popular culture, cartoons, visual expression on websites and computer games;
- graphic design: layout, typography, image processing and transfer techniques;
- ideological criticism and cultural analysis of media images in different periods, places and subcultures;
- photography in the media;

- film and video: traditional and innovative visual narration;
- visual aspects in product commercialisation and brand creation.

4. From images in art to personal images (KU4)

OBJECTIVES

The objectives of the course are for students to

- perceive the main developments in the history of visual arts in thematic and chronological terms;
- understand the themes and expressive devices used in visual arts in different periods and cultures;
- make use of their knowledge of art in their own expression;
- learn to work independently and gain practice in reflective verbal self-assessment.

CORE CONTENTS

- interpretation and analysis of artistic imagery in visual and verbal forms;
- manifestations of cultural meanings and views of different periods in visual arts;
- development and sketching of motifs as part of the creative artistic process;
- the content and form of an image as a message of the artist and culture; composition, including colours, light, shadow and motion; illusory and three-dimensional aspects; texture and material.

5. Contemporary art workshop (KU5)

OBJECTIVES

The objectives of the course are for students to

- learn to follow and assess current phenomena in contemporary art;
- learn to perceive and discover visual meanings in their environment and apply their observations in their own expression;
- learn to understand and use the devices of contemporary art when working with different phenomena;
- gain practice in intentional process-related working methods.

CORE CONTENTS

- what constitutes contemporary art: the phenomena and diverse conceptions of art underlying contemporary art;
- contemporary art and intercultural interaction; visual subcultures;
- interartistic projects at school or elsewhere;
- implementation of one's own production;
- visual professions in society and organisations operating in the field of arts.

5.19 PHYSICAL EDUCATION

The role of physical education is to promote a healthy and active lifestyle and guide students to understand the significance of physical exercise to physical, mental and social well-being. Positive experiences in physical education will raise students' mental activity level, thus giving them strength to cope with their schoolwork. Physical education will create opportunities for students to express themselves and enjoy positive experiences. It is an activity-based subject, which will develop students' physical and motor qualities and support their balanced growth and development. Physical exercise and sports will also reinforce social skills and team spirit. Students will be guided to assume responsibility, understand the spirit of fair play and observe good manners. Physical education builds on ethical and aesthetic values.

By means of physical training and monitoring of their physical condition, students will be guided to understand the significance of fitness to mental and physical resources and working abilities. Diversified physical education will motivate students to take up exercise and sports of their own free will.

Instruction will be organised in diverse forms, taking seasons and local conditions into account. It will be arranged in the form of individual instruction, in teams and groups. The traditions of Finnish sports culture will be taken into account in selection of different forms of exercise and sports. Instruction for students in need of special support will be differentiated in accordance with their individual needs. Instruction will be implemented with due consideration for safety, religious convictions and the special needs of students coming from other cultural backgrounds.

Objectives of instruction

The objectives of instruction in physical education are for students to

- develop their skills in and knowledge of different forms of exercise and sports;
- obtain capabilities to take up exercise or sports of their own free will;
- be able to assess their own physical condition and set their own objectives;
- observe good manners and common rules and know how to take outdoor exercise with respect for nature;
- be able to work constructively, safely and responsibly both independently and in groups.

Assessment

Assessment in physical education will pay attention to students' active participation, responsible behaviour and attitude along with skills, knowledge and functional abilities.

COMPULSORY COURSES

The compulsory courses will consolidate the skills and knowledge that students have learnt at comprehensive school and provide them with opportunities to acquaint themselves with new forms of exercise and sports. Where necessary, instruction will be differentiated according to students' needs. Different seasons must be taken into account in planning courses, so as to ensure that compulsory courses cover both indoor and outdoor exercise and summer and winter sports. Instruction must emphasise the effects of physical exercise on health and well-being. Groups will be formed with due consideration for safety.

1. Skill and condition (LI1)

OBJECTIVES

The objectives of the course are for students to

- continue to consolidate the skills and training that they have learnt at comprehensive school;
- receive guidance in diverse forms of exercise and sports;
- obtain positive experiences of exercise and sports;
- familiarise themselves with new forms of exercise and sports, wherever possible;
- understand the principles of diverse physical training and act so as to promote health, safety and well-being.

CORE CONTENTS

- physical training, measurement and assessment of one's own physical condition;
- muscle care and relaxation;
- indoor and outdoor ball games, stick and bat games;
- different forms of gymnastics;
- different forms of dance;
- winter sports;
- swimming and life-saving;
- athletics;
- orienteering and other cross-country exercise.

2. Individual and group training (LI2)

OBJECTIVES

The objectives of the course are for students to

- diversify their skills in and knowledge of different forms of exercise and sports;
- obtain basic knowledge to draw up and implement an exercise programme;
- receive guidance on taking up active personal exercise or sports to promote their health;
- learn to act responsibly both independently and in groups;
- learn to appreciate and maintain health and working abilities;
- develop in social interaction.

CORE CONTENTS

- physical training, muscle care and relaxation;
- indoor and outdoor ball games, stick and bat games;
- different forms of gymnastics;
- different forms of dance;
- winter sports;
- fitness swimming and water sports;
- cross-country exercise;
- a new form of exercise or sports.

SPECIALISATION COURSES

The objectives of the courses are to emphasise students' own activity, promote co-operation and reinforce school spirit. The contents of the specialisation courses will be specified in consultation with the students.

3. Recreational exercise (L13)

The objective of the course is to promote students' physical and mental resources and enhance their mental activity level in studies through relaxing and recreational exercise experiences. The course will comprise one or more forms of exercise. The teacher will specify the course contents together with the group.

4. Training together (L14)

The objective of the course is to promote students' joint exercise interests. Working methods will place emphasis on co-operation within a group. The course contents will comprise ballroom dancing or some other form of exercise that may be trained in a group.

5. Fitness exercise (L15)

The objectives of the course are for students to enhance their regular exercise regime, improve and monitor their own condition and internalise the significance of taking regular exercise. Each student will draw up a personal exercise programme for the course and implement it both independently and in groups. The teacher will specify the course contents together with the group.

5.20 HEALTH EDUCATION

Health education is a subject that relies on a multidisciplinary foundation and aims to promote competence in support of health, safety and well-being. This competence will become visible in the form of theoretical, social, emotional, functional and ethical skills along with information acquisition skills. Health competence involves the ability to assume responsibility for promotion of one's own health and that of other people. Instruction in health education at upper secondary school will examine health, illness, health promotion and prevention and treatment of diseases from the perspectives of individuals, families, communities and society.

Health will be understood in terms of physical, mental and social working and functional abilities. Upper secondary school health education will examine phenomena relating to health and diseases by means of scientific and empirical knowledge. In addition, it is also important to consider values in relation to health.

During the compulsory course, students will familiarise themselves with factors influencing health and diseases from the perspectives of prevention of national diseases and the most common communicable diseases and promotion of working and functional abilities. Another important theme is development of self-care skills.

The specialisation courses will provide more in-depth knowledge of the health resources that young people need in everyday life, their health habits and means of coping, together with discussion of other health-related issues from the perspectives of responsible adulthood and parenthood. Different factors related to health and diseases and various opportunities to influence these will be examined from the viewpoints of research, professional health care practices, use of services and historical and social developments.

Objectives of instruction

The objectives of instruction in health education are for students to

- understand the significance of working and functional abilities, safety, prevention of disease and health promotion;
- be able to use the key concepts related to health promotion, health and illness;
- understand the significance of prevention of disease, in particular in terms of national and communicable diseases, and be familiar with their key prevention and treatment opportunities from the perspectives of individuals and society;
- reflect on health-related value issues, be able to justify their own choices and learn to appreciate health as a resource and to promote health;
- be familiar with the historical development of public health and factors influencing health differences between different population groups;
- be familiar with basic health care and social welfare services and civic activities in the field of public health;
- familiarise themselves with different methods to acquire health-related information and be able to critically assess and interpret information about health and diseases and different phenomena of health culture.

Assessment

Assessment will place emphasis on understanding and applying information about health and illness. Attention will focus on students' abilities to use and combine information from different sources. The targets of assessment include students' ability to reflect on ethical values concerning health and illness and their ability to justify their own health choices and assess decisions made in their community in relation to health and illness. Assessment in health education may be in the form of course tests, individual and group assignments, presentations, small-scale surveys and research projects as well as practical assignments.

COMPULSORY COURSE

1. Foundations of health (TE1)

OBJECTIVES

The objectives of the course are for students to

- be familiar with factors influencing physical, mental and social working and functional abilities and occupational and other areas of safety, being able to assess the presence of these in their own lifestyles and environments;
- be aware of the significance of preventing national and the most common communicable diseases from the perspectives of individuals and society and learn to consider the decisions taken in society in relation to prevention of such diseases;
- recognise factors that influence the emergence of health differences;
- know how to acquire, use and assess information about health and diseases and be able to reflect on different phenomena related to health culture and technological developments from the perspective of health;
- be familiar with key health and social welfare services.

CORE CONTENTS

- factors influencing working and functional abilities and safety: nutrition, sleep, rest and stress, health-related exercise, mental health, social support, well-being at work, occupational safety, safety at home and in leisure time, environmental health;
- sexual health, the couple relationship, family and the social legacy of previous generations;
- national diseases and the most common communicable diseases, including relevant risk and protective factors, and measures to influence these;
- self-care of diseases and injuries, first aid and seeking help;
- global health differences, factors influencing health differences;
- methods to acquire health information and critical interpretation of health-related communication, advertising and marketing;
- use of health care and social welfare services, civic activities in the field of public health.

SPECIALISATION COURSES

2. Young people, health and everyday life (TE2)

The course will elaborate on the objectives of the compulsory course in terms of young people's everyday health habits and means of coping. Various cultural, psychological and social phenomena that explain health problems will be examined through different themes together with interpretations of such phenomena. In addition, students will reflect on their perceptions of themselves and other people on physical, mental and social levels. Particular emphasis will be placed on responsibility for maintaining one's own health. Course work will place emphasis on value discussions, individual and group exercises, role-play and practice of social skills along with methods that develop discussion and argumentation skills.

OBJECTIVES

The objectives of the course are for students to

- learn to examine their own lives from the perspectives of adulthood and parenthood;
- be able to reflect on and examine values and evaluations relating to health and illness;
- be able to justify their own choices from the perspective of health and assess the significance of lifestyles and environmental choices to health and well-being;
- be able to describe phenomena explaining perception of health and health problems and different interpretations of these.

CORE CONTENTS

- self-knowledge, growing up, significance of social support in families and local communities;
- preparation for parenthood and family life;
- joy of life, maintenance of mental health and mental and physical resources, facing depression and crises;
- health-related, cultural and social meanings of nutrition; weight control, health-related exercise and eating disorders;
- physical and mental safety, non-violent communication;
- sexual health;
- introduction to cultural, psychological and social phenomena that explain health problems and their interpretations, including perception of meaningful life, body image/bodiliness, pleasure and present-day dependencies;
- smoking, alcohol and narcotics from individual, community, society and global perspectives.

3. Health and research (TE3)

On the course, students will familiarise themselves with historical factors and perspectives influencing health, with different methods of research into health and illness and with development trends in mortality and morbidity. The course will also deal with the most common studies carried out in health care and self-care, interpretation of findings and their conclusions. In addition, the contents of the compulsory courses will be consolidated through in-depth familiarisation with different health care practices, provision of health

services and the status of individuals in health care and medical treatment. Course work will place emphasis on activity-based methods, learning by doing, exploratory learning and study visits.

OBJECTIVES

The objectives of the course are for students to

- be able to reflect on the main development trends in public health science and preventive health care in national and global terms;
- know how to acquire, assess and interpret research and practical information about health and diseases;
- carry out small-scale surveys of health or health behaviour in their own study environment;
- know how to use health care services and be familiar with the rights of clients and patients;
- be able to discuss and assess the significance of technological developments in terms of health and safety.

CORE CONTENTS

- methods to promote health, diagnose and prevent diseases used in different periods;
- research into health behaviour and perception of health: measuring physical and mental working and functional abilities, ergonomic measurements, well-being at work and factors influencing it;
- practices in health care and social welfare services, rights of clients and patients;
- critical literacy in relation to research information and images of health communicated by the media; medicalisation;
- assessment and monitoring of health habits; practical research projects.

5.21 EDUCATIONAL AND VOCATIONAL GUIDANCE

The role of educational and vocational guidance is to support students in their upper secondary school studies and to ensure that students have sufficient skills and knowledge to progress to further studies and enter working life.

Counselling and guidance activities must form a continuum covering the entire period of general upper secondary education. Courses in educational and vocational guidance will provide students with opportunities to acquire the basic skills and knowledge that will enable them to plan their further studies and consider their career plans. In situations involving choices or other problems and in order to develop their decision-making skills, students must be provided with counselling and guidance either individually or in small groups. In individual counselling and guidance, students should be able to discuss issues relating to their studies, educational choices, career and occupational planning, their future and current circumstances in life. In small groups, students must be provided with opportunities to discuss those issues that they can share with their peers and that are considered to be meaningful topics for group discussion.

Educational and vocational guidance must also support and assist students in need of special support in study-related practical issues.

Objectives of educational and vocational guidance

The objective of educational and vocational guidance is to guide students towards independence and responsibility, so as to enable them to devise their own individual study plans, identify problems relating to their studies and seek information about how to get help for these problems. The aim is that students are able to study to the full throughout their time at upper secondary school and are capable of developing their learning-to-learn skills and identifying their own individual learning styles and strengths as students.

Students must be guided to acquire information and make use of the opportunities provided by information and communications technologies. The aim is for students to be familiar with the key applications guides concerning further and higher education and career choices and other sources of information and to know how to exploit information on networks independently in support of application for further studies.

Students must be guided and supported in life planning and life management skills. Students must be provided with guidance in planning and making decisions about further studies, so as to ensure that they will have sufficient information about different study options beyond upper secondary school and that they will be aware of the key educational options offered by upper secondary vocational institutions, polytechnics and universities. The aim is that the students are capable of applying for further studies immediately upon completion of general upper secondary education. Students should be able to realistically assess their own abilities and opportunities in terms of their career options and decisions at different stages of their studies and to plan their upper secondary school studies and make choices in a focused manner, always with one eye on their plans for further studies.

The role of educational and vocational guidance is to provide information about working and economic life and entrepreneurship. Students should have opportunities to familiarise themselves with different occupations and working life as well as with studies at other educational institutions. Students must be guided in such a way that they will be able to seek information about study and employment opportunities in other countries.

COMPULSORY COURSE

1. Education, work and the future (OP1)

The objective of the compulsory course in educational and vocational guidance is for students to obtain the key skills and knowledge that are related to starting and completing upper secondary school studies and applying for further studies. In connection with the course, students will be provided with orientation into working life and study opportunities at upper secondary and higher levels.

The course must deal with issues common to all students, relating to upper secondary school studies, the matriculation examination, further studies and career and occupational planning, as well as topical issues arising in the course of upper secondary studies.

Core contents

- composition of studies and development of personal study skills;
- self-knowledge;
- recognition of one's own operational models and strengths;
- knowledge of working life;
- the matriculation examination;
- career direction and further studies;
- application procedures for further studies;
- transition to working life.

SPECIALISATION COURSE

2. Studies, working life and career choice (OP2)

The key objectives of the specialisation course in educational and vocational guidance are to enhance students' study skills, improve their self-knowledge and guide them to focus on those issues that are essential in terms of further and higher education and working life but that cannot be explored in detail in general counselling and guidance. Within the framework of the course, they may also familiarise themselves with potential further study places.

The objectives and core contents of the specialisation course in educational and vocational guidance will be determined within local curricula in accordance with the key needs of each specific school's students. The course may either focus on specific areas, such as issues dealing with regional working and economic life, self-knowledge and study skills or career and occupational planning, or may cover all these aspects in their entirety.

6

Assessment of student learning

6.1 OBJECTIVES OF ASSESSMENT *

Student assessment aims to guide and encourage learning and to develop students' self-assessment skills. Students' learning and work shall be assessed diversely.

(General Upper Secondary Schools Act, 629/1998, Section 17(1))

The role of assessment of students' learning is to provide students with feedback on their progress and learning results both during and upon completion of upper secondary school studies. The purpose of such feedback is to encourage and guide students in their studies. In addition, assessment provides information for students' parents or guardians and for the needs of providers of further studies, representatives of working life and other similar groups. Assessment of students' learning will also help teachers and the school community as a whole to evaluate the effectiveness of education. Grading is one form of assessment.

Assessment will encourage students in a positive way to set their own objectives and to readjust their working methods.

6.2 COURSE ASSESSMENT

Each course will be assessed upon completion. The role of assessment is to provide students with feedback on how well they have met the objectives of the course and on their progress in that subject. Course assessment must be diverse and based not only on possible written tests, but also on continuous observation of students' progress in their studies and assessment of their skills and knowledge. Students' own self-assessment may also be taken into account, making use of methods such as course assessment discussions. Assessment methods and practices will be determined in further detail within the local curriculum.

Students may be required to carry out some studies independently.

(Upper Secondary Schools Decree, 810/1998, Section 4(1))

Upon application, students may be granted permission to study without participating in instruction.

(Upper Secondary Schools Decree, 810/1998, Section 4(2))

Students are required to achieve an acceptable grade for any course that they may have studied independently. The studies that may be taken independently and the principles for their completion must be determined in further detail within the curriculum.

If a student studies a whole course or a part thereof independently, the above-mentioned principles of assessment will be observed where applicable. The achievement of and progress in line with the course objectives must also be assessed on a sufficiently broad basis in such cases.

Information about schoolwork and progress in studies shall be provided for students and their parents/carers at sufficiently frequent intervals. Further regulations concerning the provision of information shall be laid down in the curriculum.

(Upper Secondary Schools Decree, 810/1998, Section 6(1))

In order to ensure that parents or guardians receive information concerning students' schoolwork and progress as required by the Decree, the school may require those students who are not yet of age to obtain the signature of their parents or guardians on communications.

* Translated extracts from the General Upper Secondary Schools Act, the Government Decree, and the Upper Secondary Schools Decree in Chapter 6 are unofficial; Act and Decrees are only valid in Finnish and Swedish.

The assessment referred to in subsection (1) above will be given numerically or in some other way as determined within the curriculum. The scale of grades used in numerical assessment is 4–10. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good and 10 excellent knowledge and skills. The mark for fail is 4. [...]

(Upper Secondary Schools Decree, 810/1998, Section 6(2))

The compulsory courses in each subject and the nationwide specialisation courses determined within this National Core Curriculum will be assessed numerically. The methods of assessment for other specialisation courses and applied courses may include numerical assessment, a pass mark (S = passed) or a fail mark (H = failed) or verbal assessment, as determined within the curriculum. Numerical grades may also be complemented and specified by written verbal assessment and oral feedback given in an assessment discussion. The method for marking any incomplete courses may be determined within the curriculum.

Diagnosed impairments or comparable difficulties, such as dyslexia, immigrant students' linguistic difficulties and other reasons which complicate demonstration of competence, must be taken into account in assessment so as to provide students with an opportunity to make use of special arrangements and to also demonstrate their competence in a way other than in writing. Such difficulties may be taken into account when determining course grades.

Assessors and information on assessment criteria

Student assessment in each subject or subject group shall be decided by the teacher or, if there are several teachers, jointly by the teachers. The final assessment shall be decided by the principal together with the student's teachers. (Upper Secondary Schools Decree, 810/1998, Section 9(1))

Students shall be entitled to receive information about assessment criteria and their application to them. (Upper Secondary Schools Decree, 810/1998, Section 9(2))

Provision of information on assessment criteria will improve both teachers' and students' legal protection and will enhance motivation for studies. In addition to general assessment criteria, students must be informed of the criteria for assessment of each course at the beginning of the course, when these will be discussed with students.

Progress in studies

For each subject or subject group, the curriculum shall determine the courses which students are required to pass in order to progress in the subject or subject group concerned. A student who has not completed the aforementioned studies to an acceptable standard shall be given an opportunity to demonstrate that he or she has achieved sufficient knowledge and skills in order to progress in studies. (Upper Secondary Schools Decree 810/1998, Section 7(1))

Each student's progress in studies must be monitored. The procedures involved, such as any possible deferment, will be determined in further detail within the curriculum. However, the requirements set out in Section 6.3 of this document for completion of subject syllabi may not be further restricted by any specification concerning progress in studies.

The curriculum will also determine how students are provided with an opportunity to attempt to improve a previously accepted course grade. In such cases, the final course grade will be judged according to the better performance.

Accreditation of studies

Students are entitled to count towards the general upper secondary school syllabus credits awarded for studies completed elsewhere if these studies conform to the upper secondary school curriculum in terms of their objectives and core contents.

(General Upper Secondary Schools Act 629/1998, Section 23(1))

Upon separate request, the decision on the accreditation of studies must be made prior to the commencement of the said studies. (General Upper Secondary Schools Act 629/1998, Section 23(2))

In addition to the provisions of the General Upper Secondary Schools Act (629/1998, Section 23), accreditation of studies must avoid overlaps in studies and shorten the duration of studies. When students are accredited for studies completed at another educational institution, the assessment made by that institution will remain valid. If, according to the upper secondary school curriculum, such a course is to be assessed numerically, the grade will be converted to the upper secondary school grading scale in accordance with the following conversion scale:

scale 1–5	upper secondary school scale	scale 1–3
1 (satisfactory)	5 (adequate)	1
2 (satisfactory)	6 (moderate)	1
3 (good)	7 (satisfactory)	2
4 (good)	8 (good)	2
5 (excellent)	9 (very good), 10 (excellent)	3

In the event that the upper secondary school cannot decide whether a course completed at another educational institution corresponds to the higher or lower upper secondary school grade, the equivalence must be determined in favour of the student.

Studies completed abroad may be accredited in the general upper secondary school syllabus as compulsory, specialisation or applied courses. Where such courses are accredited as compulsory courses or as specialisation courses determined within the National Core Curriculum, these must be graded numerically. Where necessary, students may be required to provide additional proof of learning to support their grading.

When a student changes from an advanced to a shorter syllabus in a subject, studies completed as part of the advanced syllabus will be accredited in the shorter syllabus in so far as their objectives and core contents are equivalent. Such equivalences have been determined in more detail in connection with subject syllabi. In such cases, the grades awarded for courses in the advanced syllabus will be directly transferred as grades for the shorter courses. Other studies completed in the advanced syllabus may be accredited in the shorter syllabus as specialisation or applied courses, as determined within the curriculum. Upon request from the student, an additional examination must be arranged in order to determine his or her level of competence. When a student changes from a shorter to a longer syllabus during completion of the syllabus, the above-mentioned principles apply. In such cases, the student may be required to provide additional proof of learning and the grade will also be reconsidered accordingly.

Immigrant students will be assessed according to the Finnish/Swedish as a second language (S2/R2) syllabus for foreign-language students, where they have chosen this syllabus, irrespective of whether they have been provided with separate instruction in

Finnish/Swedish as a second language or whether their upper secondary school has only been able to provide some of the Finnish/Swedish as a second language courses. Courses completed according to the mother tongue and literature, Finnish/Swedish as the mother tongue syllabus will be accredited in full in Finnish/Swedish as a second language courses and the grades awarded for these will be transferred as grades for Finnish as a second language courses. Students may only have a grade on their certificate for either the mother tongue and literature, Finnish/Swedish as the mother tongue syllabus or the Finnish/Swedish as a second language (S2/R2) syllabus for foreign-language students, but not for both.

6.3 ASSESSMENT OF SUBJECT SYLLABI

Upper secondary school studies fall into three parts: compulsory, specialisation and applied courses.
(Government Decree 955/2002)

A subject syllabus consists of the compulsory and specialisation courses according to each student's individual study plan, as well as of applied courses closely linked to these courses. The inclusion of applied courses in different subject syllabi will be determined within the curriculum. The scope of the syllabus in a specific subject may vary between different students. Students' individual study plans will be further specified in the course of their upper secondary school studies. Drawing up and monitoring the plan will guide students to make purposeful course choices.

The grade for a subject syllabus will be determined as the mathematical average of the course grades awarded to a student upon completion of the compulsory courses and of those nationwide specialisation courses determined within the National Core Curriculum. For these studies, the student may not have more failed course grades than as per the following table:

Total number of compulsory courses and nationwide specialisation courses determined within the National Core Curriculum on the study plan	Maximum number of failed course grades
1–2 courses	0
3–5 courses	1
6–8 courses	2
9 or more courses	3

The syllabus of a subject will include all those compulsory courses and nationwide specialisation courses determined within the National Core Curriculum for which the student has been awarded a grade. None of these courses may be subsequently removed from the syllabus. The method of assessment for other specialisation courses related to the subject syllabus and for any applied courses will be decided in more detail within the curriculum.

A student who has not passed a course or who wants to raise a grade shall be given an opportunity to take a separate examination in order to raise the grade.

(Upper Secondary Schools Decree 810/1998, Section 8(3))

If, during a separate examination, such a student shows greater maturity in and mastery of the subject than the subject grade based on course assessments would imply, the grade must be raised.

In addition to the above-mentioned separate examination, a grade based on the compulsory and specialisation courses determined within the National Core Curriculum may also be improved

- through additional proof of learning in the specialisation and applied courses determined by the education provider within its curriculum;
- at the discretion of those who decide on student assessment, provided that the student's skills and knowledge in the subject upon completion of its syllabus are better than the subject grade based on course assessments would imply.

Subjects to be assessed numerically on the leaving certificate

All the syllabi of the compulsory subjects and elective foreign languages will be assessed using the numerical grades determined in the Upper Secondary Schools Decree. Educational and vocational guidance will receive a pass mark. A student is, upon his or her own request, entitled to receive a pass mark for physical education and for any of those subjects where the syllabus completed by the student only comprises one course and for elective foreign languages, provided that the syllabus completed by the student in these languages only comprises two courses.

Any other studies suitable for the upper secondary school's role and determined within its curriculum will be assessed according to the provisions of the curriculum.

6.4 COMPLETION OF THE ENTIRE GENERAL UPPER SECONDARY SCHOOL SYLLABUS

Instruction in different subjects and educational and vocational guidance shall be provided as courses of 38 hours on average. Courses in free-choice studies may be shorter or longer in duration than this. The general upper secondary school syllabus shall comprise a minimum of 75 courses. [...] (Upper Secondary Schools Decree 810/1998, Section 1(1))

Each student is required to have studied the compulsory, specialisation and applied courses included in his or her individual study plan at least to the extent determined in the Government decision taken on 14 November 2002 on the distribution of lesson hours (Government Decree 955/2002).

A student has completed the general upper secondary school syllabus when he or she has passed the subject syllabi with acceptable grades in the manner set out above and when the minimum number of 75 courses for upper secondary school studies has been reached. In terms of school-specific specialisation and applied courses, only those completed to an acceptable standard may be included in the general upper secondary schools syllabus.

Reassessment and correction of assessment

A request to review a decision concerning progress in studies or a final assessment shall be made within two months of notification thereof. The decision on reassessment shall be made jointly by the principal and the student's teachers.

(Upper Secondary Schools Decree 810/1998, Section 13(1))

Where the reassessment referred to in subsection (1) or a decision to deny the request is manifestly unsound, the State Provincial Office may, at the student's request, instruct the teacher to make a re-

assessment or order that the decision concerning progress in studies be revised, or prescribe an appropriate grade for the student.

(Upper Secondary Schools Decree 810/1998, Section 13(2))

Each provider of general upper secondary education must inform students of the possibility to request reassessment and correction.

6.5 CERTIFICATES AND INFORMATION INCLUDED ON THEM

A student who has completed the entire general upper secondary school syllabus shall be awarded a leaving certificate. A student who leaves school without completing the general upper secondary school syllabus shall receive a certificate of resignation containing marks for the studies completed. A student who has completed one or more subject syllabi shall receive a certificate on completion of a syllabus.

(Upper Secondary Schools Decree 810/1998, Section 8(1))

The leaving certificate, the certificate of resignation and the certificate on completion of one or more subjects shall come under the provisions of Section 6.

(Upper Secondary Schools Decree 810/1998, Section 8(2))

The following certificates are used at upper secondary school:

1. The general upper secondary school leaving certificate is awarded to a student who has completed the entire general upper secondary school syllabus.
2. The certificate for completion of a syllabus is given to a person who has completed the syllabus of one or more upper secondary school subjects.
3. The certificate for resignation from upper secondary school (certificate of resignation) is given to a student who leaves school before completing the entire general upper secondary school syllabus.

The general upper secondary school certificates must contain the following sections:

- title of the certificate;
- name of the education provider;
- name of the educational institution;
- name and social security number of the student;
- completed studies;
- date of award of the certificate and the principal's signature;
- information about the educational institution's licence to award certificates;
- grading scale;
- specification of the language syllabi:
 - ÅO/M = native level syllabus in the second national language (Swedish/Finnish)
 - S2/R2 = Finnish/Swedish as a second language for foreign-language students
 - A = language syllabus started in grades 1–6 of basic education
 - B1 = compulsory language syllabus started in grades 7–9 of basic education
 - B2 = elective language syllabus started in grades 7–9 of basic education
 - B3 = elective language syllabus started at upper secondary school

Finnish/Swedish as a second language (S2/R2) for foreign-language students will be marked on the certificate in the section for mother tongue and literature.

Where the native language studied by the student is not Finnish, Swedish or Sami, this will be included in the applied studies as a separate entry under the heading 'Other native language'.

The general upper secondary school leaving certificate and the certificate for completion of a syllabus will indicate the subjects studied, the number of courses completed within these subjects and the grade for each subject in words and numbers (such as: very good...9) or a mark for acceptable completion of the subject (passed).

The leaving certificate and the certificate for completion of a syllabus also include a section entitled 'Further information'. This section will be used to mark certification of additional proof of learning appended to and complementing the leaving certificate, such as the completed general upper secondary school diplomas and oral language proficiency tests and a specification of the studies completed at other educational institutions as part of the general upper secondary school syllabus, which are not included under subject syllabi.

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

The certificate for resignation from upper secondary school will indicate the subjects and courses completed, together with a grade or a pass/fail mark for each subject.

Each upper secondary school will keep a record of students' studies, which will indicate the courses completed and their grades.

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

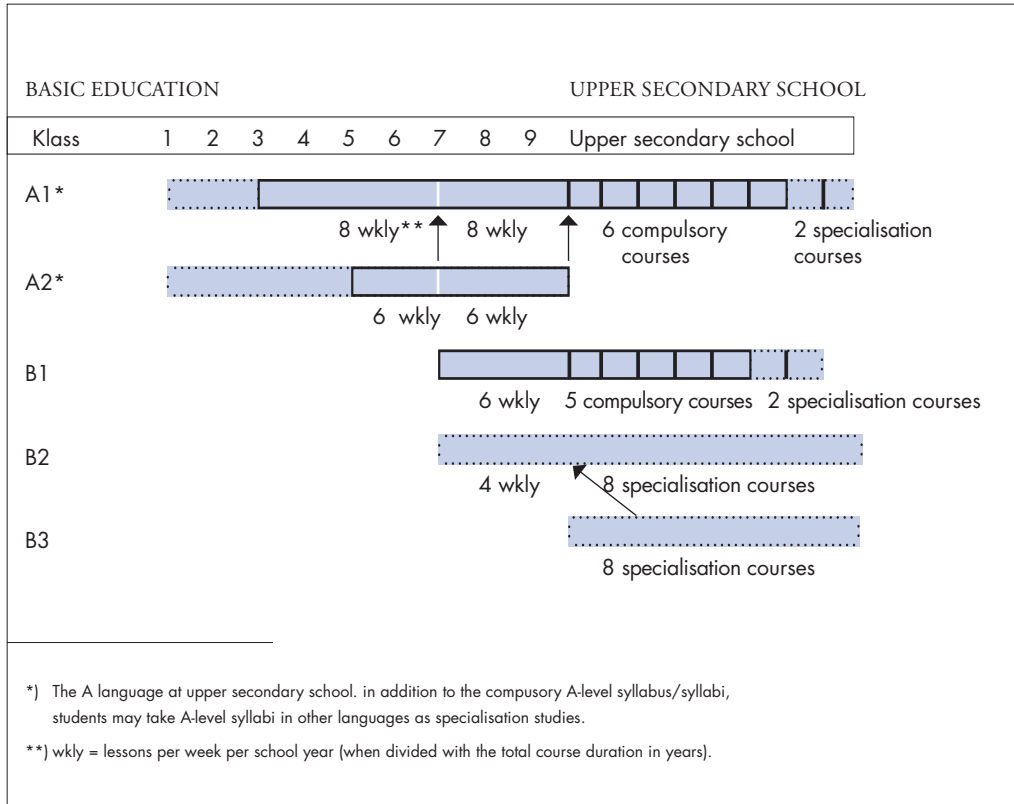
The certificate will indicate the total number of courses completed by the student.

Each general upper secondary education provider will decide on the layout of the certificates that it awards.

Appendices

APPENDIX 1

A diagram showing opportunities to study languages



APPENDIX 2

The Language Proficiency Scale

The Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment.

Proficiency level A1 Limited communication in the most familiar situations		
	Listening comprehension	Speaking
A1.1	<p>First stage of elementary proficiency</p> <ul style="list-style-type: none"> • Can understand a very limited number of the most common words and phrases (greetings, names, numbers, requests) in everyday contexts. • Can only understand the most elementary language material despite efforts. • Requires very significant help: repetition, pointing, translation. 	<ul style="list-style-type: none"> • Can answer simple questions about personal details in short sentences. Interaction relies on the conversational partner and the speaker may need to resort to his/her mother tongue or gestures. • Speech may contain frequent long pauses, repetitions and breakdowns. • Pronunciation may cause major problems of understanding. • Can use a very limited basic vocabulary and some standard memorised phrases. • Cannot express him/herself freely, but the few formulaic utterances that he/she can manage may be relatively free of mistakes.
A1.2	<p>Developing elementary proficiency</p> <ul style="list-style-type: none"> • Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature. • Struggles to understand even simple utterances without explicit contextual cues. • Requires significant help: slower speech, repetition, pointing and translation. 	<ul style="list-style-type: none"> • Can communicate some immediate needs in a limited manner and ask and answer in dialogues about basic personal details. Requires frequent help from the conversational partner. • Speech contains pauses and other breaks. • Pronunciation may often cause misunderstandings. • Can use a very limited basic vocabulary, some contextual expressions and some elements of basic grammar. • A very wide variety of errors occur even in elementary free speech.

Reading comprehension

- Is familiar with the alphabet, but understands little of the text.
- Recognises a small number of familiar words and short phrases and can tie these in with pictures.
- Has a very limited ability to understand an unfamiliar word even in very predictable contexts.

Writing

- Can communicate immediate needs using very brief expressions.
- Can write the language's alphabets and numbers in letters, write down his/her basic personal details and write some familiar words and phrases.
- Can use a number of isolated words and phrases.
- Cannot express him/herself freely, but can write a few words and expressions accurately.

- Can understand names, signs and other very short and simple texts related to immediate needs.
- Can identify specific information in simple text, provided he/she can reread it as required.
- Has a limited ability to understand an unfamiliar word even in very predictable contexts.

- Can communicate immediate needs in brief sentences.
- Can write a few sentences and phrases about him/herself and his/her immediate circle (such as answers to questions or notes).
- Can use some basic words and phrases and write very simple main clauses.
- Memorised phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.

Proficiency level A1 Limited communication in the most familiar situations

	Listening comprehension	Speaking
A1.3	<p>Functional elementary proficiency</p> <ul style="list-style-type: none"> • Can understand simple utterances (personal questions and everyday instructions, requests and warnings) in routine discussions with support from context. • Can follow simple discussions related to concrete situations or personal experiences. • Can only understand even simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally. 	<ul style="list-style-type: none"> • Can briefly describe him/herself and his/her immediate circle. Can manage in the most straightforward dialogues and service situations. Sometimes requires help from the conversational partner. • Can express him/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other sections of speech. • Pronunciation may sometimes cause misunderstandings. • Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structures. • Plenty of basic grammatical errors occur frequently even in elementary speech.

Reading comprehension

- Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.
- Can locate specific information required in a short text (postcards, weather forecasts).
- Reading and understanding of even brief passages of text is very slow.

Writing

- Can manage to write in the most familiar, easily predictable situations related to everyday needs and experiences.
- Can write simple messages (simple postcards, personal details, simple dictation).
- Can use the most common words and expressions related to personal life or concrete needs. Can write a few sentences consisting of single clauses.
- Prone to a variety of errors even in elementary free writing.

Proficiency level A2 Basic needs for immediate social interaction and brief narration

	Listening comprehension	Speaking
A2.1	<p>First stage of basic proficiency</p> <ul style="list-style-type: none"> • Can understand simple speech or follow discussions about topics of immediate personal relevance. • Can understand the main content of brief and simple discussions and messages of personal interest (instructions, announcements) and follow changes of topic on the TV news. • Can only understand even simple messages if delivered at normal speed in clear standard dialect, and may often have to ask for repetition. 	<ul style="list-style-type: none"> • Can describe his/her immediate circle in a few short sentences. Can handle simple social exchanges and the most common service situations. Can initiate and close brief dialogues, but can rarely maintain a longer conversation. • Can produce some familiar sequences fluently, but pauses and false starts are frequent and very evident. • Pronunciation is understandable, although a foreign accent is very evident and mispronunciations may cause occasional misunderstandings. • Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors). • Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.

Reading comprehension

- Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions).
- Can understand the main points and some details of a few paragraphs of text. Can locate and compare specific information and can draw very simple inferences based on context.
- Reading and understanding of even brief passages of text is slow.

Writing

- Can manage in the most routine everyday situations in writing.
- Can write brief, simple messages (personal letters, notes), which are related to everyday needs, and simple, enumerated descriptions of very familiar topics (real or imaginary people, events, personal or family plans).
- Can use concrete vocabulary related to basic needs, basic tenses and co-ordinate sentences joined by simple connectors (and, but).
- Can write the most simple words and structures with reasonable accuracy, but makes frequent basic errors (tenses, inflection) and uses many awkward expressions in free writing.

Proficiency level A2 Basic needs for immediate social interaction and brief narration

	Listening comprehension	Speaking
A2.2	<p>Developing basic proficiency</p> <ul style="list-style-type: none"> • Can understand enough to be able to meet the needs of a concrete type. Can form a very rough idea of the main points of clear factual speech. • Can generally recognise the topic of discussion around him/her. Can understand everyday vocabulary and a very limited number of idioms in contextual speech dealing with familiar or general topics. • Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often. 	<ul style="list-style-type: none"> • Can give a small, enumerated description of his/her immediate circle and its everyday aspects. Can take part in routine discussions about personal details or interests. May need help in conversation and may avoid certain themes. • Speech is sometimes fluent, but different types of breaks are very evident. • Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur. • Has a fairly good command of high-frequency everyday vocabulary and some idiomatic expressions. Can use several simple and also a few more demanding structures. • More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.

Reading comprehension

- Can understand the main points and some details of messages consisting of a few paragraphs in fairly demanding everyday contexts (advertisements, letters, menus, timetables) and factual texts (user instructions, brief news items).
- Can acquire easily predictable new information about familiar topics from a few paragraphs of clearly structured text. Can infer meanings of unfamiliar words based on their form and context.
- Will often need rereading and reference material to understand a text passage.

Writing

- Can manage in routine everyday situations in writing.
- Can write a very short, simple description of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages).
- Commands basic everyday vocabulary, structures and the most common cohesive devices.
- Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.

Proficiency level B1 Dealing with everyday life

		Listening comprehension	Speaking
B1.1	Functional basic proficiency	<ul style="list-style-type: none"> • Can understand the main points and key details of speech dealing with themes regularly encountered in school, work or leisure, including brief narration. Can catch the main points of the radio news, in films, on TV programmes and on clear telephone messages. • Can follow speech based on shared experience or general knowledge. Can understand high-frequency vocabulary and a limited number of idioms. • Can only understand longer messages if delivered in standard dialect, which is slower and clearer than normal. May have to ask for repetition from time to time. 	<ul style="list-style-type: none"> • Can describe familiar things in some detail. Can handle the most common everyday situations and informal exchanges in the language area. Can communicate topics of personal relevance even in slightly more demanding situations. Sustained presentations or abstract topics cause obvious difficulties. • Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences. • Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent. • Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures. • Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely impair understanding.

Reading comprehension

- Can read a few pages of a wide variety of texts about familiar topics (tables, calendars, course programmes, cookery books), following the main points, key words and important details even without preparation.
- Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic.
- Understanding of text details and topics not dealing with everyday experience may be lacking.

Writing

- Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information.
- Can write a clearly formulated cohesive text by connecting isolated phrases to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication.
- Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.
- Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

Proficiency level B1		Dealing with everyday life	
		Listening comprehension	Speaking
B1.2	Fluent basic proficiency	<ul style="list-style-type: none"> • Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages). • Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. • Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems. 	<ul style="list-style-type: none"> • Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in the majority of common situations. Linguistic expression may not always be very accurate. • Can express him/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed. • Pronunciation is very intelligible, even if stress and intonation do not quite match the target language. • Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences. • Grammatical errors occur to some extent, but they rarely impair even more extended communication.

Reading comprehension

- Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- Some details and nuances may remain unclear in longer texts.

Writing

- Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films.
- Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). Can provide some supporting detail to the main ideas and keep the reader in mind.
- Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination.
- Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.

	Listening comprehension	Speaking
B2.1	<p>First stage of independent proficiency</p> <ul style="list-style-type: none"> • Can understand the main ideas of propositionally and linguistically complex speech dealing with concrete or abstract topics. Can follow detailed narration of general interest (news, interviews, films, lectures). • Can understand the main points of an input, the speaker's intention, attitudes, level of formality and style. Can follow extended speech and complex lines of argument provided that the direction of the speaking is indicated by explicit markers (connectors, rhythm). Can summarise or express key points and important details of what he/she has heard. • Can catch much of what is said around him/her, but may find it difficult to follow discussions between several native speakers if they do not make any allowances. 	<ul style="list-style-type: none"> • Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. Can interact regularly with native speakers without unintentionally amusing or irritating them. Linguistic expression is not always completely elegant. • Can produce stretches of speech with a fairly even tempo and few longer pauses. • Pronunciation and intonation are clear and natural. • Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation. • Grammatical control is fairly good and occasional errors do not usually impair understanding.

Reading comprehension

- Can read a few pages of text independently (newspaper articles, short stories, popular fiction and non-fiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or vocational subjects and contain facts, attitudes and opinions.
- Can identify the meaning of a text and its writer and locate several different details in a long text. Can quickly identify the content of text and the relevance of new information to decide whether closer study is worthwhile.
- Difficulties only occur with idioms and cultural allusions in longer texts.

Writing

- Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries).
- Can express information and views effectively in writing and comment on those of others. Can combine or summarise information from different sources in his/her own texts.
- Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution.
- Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.

	Listening comprehension	Speaking
B2.2	<p>Functional independent proficiency</p> <ul style="list-style-type: none"> • Can understand live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers). • Can combine complex and detailed information from extended discussions or presentations in order to complete demanding tasks. Can infer implicit attitudes and sociocultural implications and critically assess what he/she has heard. • Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties. 	<ul style="list-style-type: none"> • Can give a prepared presentation on quite a variety of general topics. Can sustain effective social interaction with native speakers. Can discuss and negotiate on a variety of topics, present and comment on demanding lines of thought, relating his/her contribution to those of other speakers. Can express him/herself confidently, clearly and politely as required by the situation. Delivery may be formulaic and the speaker sometimes resorts to circumlocutions. • Can communicate spontaneously, often showing quite remarkable fluency and ease irrespective of occasional hesitation. • Pronunciation and intonation are very clear and natural. • Can use a wide variety of linguistic means to express concrete and abstract, familiar and unfamiliar topics clearly, confidently and with a level of formality appropriate to the situation. Linguistic reasons rarely limit expression. • Grammatical control is good. Can often correct his/her own mistakes and does not make errors leading to misunderstanding.

Reading comprehension

- Can read independently several pages of complex text written for a variety of purposes (daily newspapers, short stories, novels). Some of these may be unfamiliar or only partially familiar, but deal with areas of personal relevance.
- Can identify the writer's attitudes and the function of the text. Can locate and combine several abstract details in complex texts. Can understand enough to summarise or paraphrase the main points.
- Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.

Writing

- Can write clear, detailed, formal and informal texts about complex real or imaginary events and experiences, mostly for familiar and sometimes unfamiliar readers. Can write an essay, a formal or informal report, take notes for future reference and produce summaries.
- Can write a clear and well-structured text, express his/her point of view, develop arguments systematically, analyse, reflect on and summarise information and thoughts.
- The linguistic range of expression does not noticeably restrict writing.
- Has a good command of grammar, vocabulary and text organisation. May make mistakes in low-frequency structures and idiomatic expressions and style.

	Listening comprehension	Speaking
C1.1	<p>First stage of fluent proficiency</p> <ul style="list-style-type: none"> • Can understand with relative ease even longer stretches of speech or presentations dealing with a variety of familiar and general topics (films, lectures, discussions, debates), even when speech is not clearly structured and when it involves idiomatic expressions and register shifts. • Can understand a very wide variety of recordings in detail, recognising intentions of and relationships between speakers. • Unfamiliar accents or very non-standard dialects cause difficulties. 	<ul style="list-style-type: none"> • Can hold a relatively long, prepared and even formal presentation. Can play an active role in complex situations involving abstract and detailed topics and lead routine meetings and small groups. Can use language for a wide range of social interaction. Variations between different registers and language forms cause difficulties. • Can communicate fluently, spontaneously and almost effortlessly. • Can vary intonation and place sentence stress correctly in order to express even the most subtle shades of meaning. • Has a very wide vocabulary and language structures, which very rarely restrict expression. Can express him/herself confidently, clearly and politely as required by the situation. • Grammatical control is good. Occasional mistakes do not impair understanding and the speaker can correct these him/herself.

Reading comprehension

- Can understand lengthy and complex texts from a variety of fields in detail.
- Can adapt his/her style of reading as appropriate. Can read critically, assessing stylistic nuances, and identify the writer's attitudes and implicit meanings in the text. Can locate and combine several abstract details in complex texts, summarise these and draw demanding conclusions from these.
- The most demanding details and idiomatic passages may require rereading or use of reference material.

Writing

- Can write clear, well-structured texts about complex subjects and express him/herself precisely, taking the recipient into account. Can write about factual and fictional subjects in an assured, personal style, using language flexibly and diversely. Can write clear and extensive reports even on demanding topics.
- Shows command of a wide range of organisational means and cohesive devices.
- Has a very wide linguistic range. Has a good command of idiomatic expressions and common colloquialisms.
- Has an extremely good command of grammar, vocabulary and text organisation. May make occasional mistakes in idiomatic expressions and stylistic aspects.

APPENDIX 3
Government Decree on the General National Objectives of
General Upper Secondary Education and the Distribution of
Lesson Hours (955/2002)

No.955

Government Decree

on the General National Objectives of General Upper Secondary Education
and the Distribution of Lesson Hours (955/2002)

Given on the 14 of November 2002

By decision of the Government, made on the submission of the Ministry of Education, the following is decreed by virtue of section 10(1), as amended by section 10(1) of Act 1184/1998, and section 39 of the General Upper Secondary Schools Act (629/1998; lukiolaki), adopted on 21 August 1998:

Chapter 1

General

Section 1

Application

(1) This Decree provides for the general national objectives to be set for general upper secondary education referred to in the General Upper Secondary School Act (629/1998) and for the distribution of teaching time to different subjects and subject groups and to educational and vocational guidance (distribution of lesson hours).

Chapter 2

National objectives of general upper secondary education

Section 2

The general upper secondary school as a study environment

(1) The general upper secondary school must be an intellectually and physically safe, open and positive study environment conducive to learning and participation. The upper secondary school must support interaction both within the school and in its contacts with the surrounding society.

(2) In addition to the student's independent activity and responsibility, the upper secondary school shall underscore the student's status as a member of the learning community.

Section 3

The objectives of education

- (1) The point of departure in education shall be respect of life and human rights. The aim is that the student learns to respect the diversity of nature and cultures.
- (2) The instruction must support the student's growth into responsibility for his/her own and other people's welfare, the state of the environment and the functioning of civil society. The student shall be acquainted with business and industry and with entrepreneurship. The student's cultural identity and knowledge of cultures shall be enhanced.
- (3) The instruction must encourage the student to operate in the learning community and in society locally, nationally and internationally. The aim is that the student learns to promote human rights, democracy, equality and sustainable development together with others.
- (4) The aim is that the student learns good manners, can express his/her cultural identity and gains awareness of his/her own personal uniqueness.

Section 4

Necessary knowledge and skills

- (1) The student must be provided with a good general education for further education, for citizenship and for quality life. The student's knowledge and skills shall be deepened and the student shall be provided with good general knowledge about the human being, society, cultures and nature. The aim is that the student gains good information society skills. The student shall be trained to use them for the acquisition of information and communication, to master basic media skills and to weigh information critically. The student shall be taught cooperation skills which enable him/her to operate independently and in groups.
- (2) The instruction shall train the student in versatile self-expression and interaction skills and to express himself/herself orally and in writing in both national languages and at least in one foreign language. The instruction shall offer aesthetic experiences and experiences in different art forms.

Section 5

Lifelong learning and self-development

- (1) The instruction shall develop the student's study skills and ability to assess his/her own study skills. The student shall be supported in identifying his/her strengths and development needs as a learner and in using study methods best suited for him/her. The student shall be trained in planning and making his/her own choices and take responsibility for his/her own choices.
- (2) The aim is that the student internalises the significance of lifelong learning. He/she shall be encouraged to have confidence in his/her study skills and make plans for further education. The instruction shall prepare the student to find his/her own place in society and in working life.

Section 6

Special objectives of adult education

(1) Adult education shall be developed as general education. Teaching shall offer comprehensive knowledge and skills for basic, further and continuing education and for the student's lifelong self-development as part of adult education. Apart from certificate-oriented education, adult education shall provide teaching for adults studying subjects with a view to taking examinations and teaching geared to adult learning for other special groups.

(2) The aim is to provide the adult learner both with general education and with study, language, communication and information technology skills needed in further studies as well as in employment and success in working life. Teaching shall develop skills for lifelong learning and support the student's personal growth.

Chapter 3

Distribution of lesson hours in general upper secondary education

Section 7

The structure of youth studies

(1) Studies in the upper secondary school shall fall into three categories: compulsory, specialisation and applied courses. The specialisation courses shall mainly be further courses immediately related with compulsory courses, which must be on offer for the students.

(2) The applied courses shall be integrated courses containing components from different subjects, methodology courses or vocational or other studies within the remit of the upper secondary school which are provided by the same or some other education provider. The applied courses may also include upper secondary school diplomas in arts and physical education subjects. The applied courses shall be optional for the student. The student shall also be offered the option of including courses provided by other education providers referred to above as optional courses in his/her studies.

Section 8

Distribution of lesson hours in youth education

(1) The distribution of lesson hours in youth education shall be the following:

Subject or subject group	Compulsory courses	Number of national courses offered as specialisation courses
Mother tongue and literature	6	3
Languages		
A-language, starting in grades 1–6 of compulsory education	6	2
B-language, starting in grades 7–9 of compulsory education	5	2
Other languages		16
Mathematics		
basic syllabus	6	2
advanced syllabus	10	3
Environmental and natural sciences		
Biology	2	3
Geography	2	2
Physics	1	7
Chemistry	1	4
Religion or ethics	3	2
Philosophy	1	3
Psychology	1	4
History	4	2
Social studies	2	2
Arts and physical education	5	
Physical education	2	3
Music	1–2	3
Visual Arts	1–2	3
Health education	1	2
Educational and vocational guidance	1	1
Compulsory courses	47–51	
Minimum total of specialisation courses	10	
Applied courses		
Minimum total number of courses	75	

(2) In addition to the compulsory and specialisation courses determined in the distribution of lesson hours, there may be specialisation and applied courses determined by the education

provider. Over and above classroom hours, educational and vocational guidance shall provide other guidance for the student.

(3) The student may study more than one A-language. If the second national language is studied in accordance with the A-language syllabus, the number of compulsory courses shall be six.

(4) A student whose native language is Sámi, Romany or a foreign language may be taught mother tongue and literature according to the syllabus of Finnish/Swedish as a second language.

(5) If a student whose native language is Sámi, Romany or a foreign language is taught his/her own mother tongue, the aggregate number of compulsory courses in mother tongue and literature and other languages and the total number of compulsory courses may be smaller than that enacted in subsection 1. In this case, the second national language shall be studied as an optional subject.

(6) If a student whose native language is a foreign language is taught the Finnish or Swedish language according to the Finnish/Swedish as a second language syllabus, the lesson hours in mother tongue and literature and in the second national language may be allocated to the teaching of these subjects at the discretion of the education provider.

Section 9

Distribution of lesson hours in adult education

(1) The distribution of lesson hours in adult education shall be the following:

Subjects	Compulsory courses	Minimum number of national courses offered as specialisation courses
Mother tongue and literature	5	1
Languages		
A-syllabus	6	2
B1-syllabus	5	2
Other syllabi (B2, B3)		6
Mathematics		
basic syllabus	6	2
advanced syllabus	10	3
Life stance and social subjects		6
Religion or ethics	1	
History	3	
Social studies	1	
Philosophy	1	
Natural sciences		7
Physics	1	
Chemistry	1	
Biology	2	
Geography	1	
Psychology		2
Other subjects within the remit of the upper secondary school		
Total, minimum	44	

- (2) In addition to the compulsory and specialisation courses determined in the distribution of lesson hours, there may be specialisation courses determined by the education provider and other subjects and themes within the remit of general upper secondary education.
- (3) The student must study at least one language according to the A-language syllabus. Either A-language or B1-language must be the second national language. The students must have the possibility of studying one or more languages as an optional subject.
- (4) In education provided in a penal institution may deviate from subsection 1 as determined in the curriculum.
- (5) A student who has started general upper secondary education while under 18 years of age must take at least one course in physical education and one in health education and two courses in visual arts or music or one course in each of these two subjects.
- (6) In addition to the teaching of the subjects, the student shall be provided with study-related guidance. Participation in guidance shall be voluntary for the student.
- (7) The provisions of Section 8 (4-6) shall also apply to the distribution of lesson hours in adult education.

Section 10

Special provision concerning an education provider who has been assigned a special educational mission

- (1) In education provided by an education provider who has been assigned a special educational mission under Sections 3 and 4 of the Upper Secondary School Act may deviate from the provisions of Sections 7 or 8 as determined in the authorisation to provide education.

Chapter 4

Coming into force and transitional provisions

Section 11

Coming into force

- (1) This Decree shall come into force on 1 August 2003.
- (2) This Decree shall repeal the Government Resolution on the Distribution of Lesson Hours in the Upper Secondary School (835/1993) of 23 September 1993 and the Ministry of Education Resolution on the Distribution of Lesson Hours in Upper Secondary Schools for Adults (873/1994) of 26 September 1994 with subsequent amendments.

Section 12

Transitional provisions

- (1) A curriculum devised under the Resolution referred to in Section 11(2) may be applied until the Finnish National Board of Education issues core curricula conforming to this Decree and a decision on the adoption of curricula devised according to them. The Finnish National Board of Education shall issue the core curricula so as to enable curricula conforming to this Decree to be adopted on 1 August 2005 at the latest.
- (2) The provisions concerning an education provider who has been assigned a special educational mission under Section 11 (2) shall expire on 31 July 2005 at the latest.
- (3) Measures needed to implement this Decree may be taken before it comes into force.

Helsinki, the 14 of November 2002

Minister of Education and Science
Maija Rask

Government Counsellor
Eeva-Riitta Pirhonen

APPENDIX 4

Recommendation of the Finnish National Board of Education for the Core Curriculum for Instruction in the Native Languages of Immigrant Students in General Upper Secondary Education

The fundamental role of instruction in the native languages is to support students' growth into active and balanced members of their respective linguistic and cultural community and the Finnish linguistic and cultural community. Together with instruction in the Finnish/Swedish as a second language or Finnish/Swedish as the mother tongue syllabus, instruction in students' own native language will reinforce their multicultural identity and build a foundation for functional bilingualism.

Native language instruction will create a foundation for students to understand concepts that are necessary in different school subjects. The content areas will be emphasised in proportion to the number of lessons available, the language proficiency profiles of the students, the size of the teaching group and the characteristics of the language being taught.

Instruction is based on students' linguistic and cultural experiences. It will pay attention to the fact that students are different in terms of their initial level and that foreign-language students receive little support from the environment for learning their own language. Instruction will make frequent use of the peer group, while providing students with plenty of opportunities to speak and listen to their native language at school. Students will be encouraged and supported to develop both their thinking and personal usage. Focused instruction in the native language will be supported through co-operation between home and school.

Objectives of instruction

When planning instruction, due consideration must be given to the fact that the objectives of command of the native language cannot be set on a par with those assigned to native speakers of Finnish or Swedish.

The objectives of instruction are for students to

- become aware of the structure and usage of their own native language;
- expand their vocabulary and improve their reading comprehension;
- be able to make diverse use of spoken and written texts in their native language;
- be capable of expressing themselves in their native language confidently and naturally in different speech situations;
- be capable of writing for different purposes;
- consolidate their knowledge of their own culture and literature;
- show appreciation for their own language and culture and become motivated to further develop their native language skills.

Assessment

Assessment must focus diversely on different areas of linguistic skills and knowledge. Course grades will be influenced by written and oral contributions, the degree of active participation and interest in studies.

Courses

Speaking, reading, writing and language observation will be linked to the objectives and contents of each course.

1. Native language and its usage (ÄIM1)

The course links language instruction in general upper secondary education with basic education and will reinforce command of vocabulary and basic structures. The course will begin with an analysis of students' native language skills and their previous knowledge and awareness of their own language and culture. Students will familiarise themselves with use of their native language and its variations within the specific language area. They will listen to their native language in different situations and discuss their traditions, upper secondary school studies and issues relating to Finnish society. They will also expand their vocabulary and define basic concepts of different fields in their own language.

2. Linguistic knowledge and correctness (ÄIM2)

Students will delve deeper into the structure and special characteristics of their own language in comparison with the Finnish/Swedish language. They will practise using their own language in writing, proceeding from personal intentions to more demanding communication tasks. With languages that do not use the Latin alphabet, the writing technique of the specific language will be consolidated, possibly also involving the use of computers.

3. Culture in the language area (ÄIM3)

Students will familiarise themselves with the cultural traditions of their language and cultural area, including oral folk traditions, religion and beliefs in accordance with the significance assigned to these in the culture in question. They will compare the characteristics of their own culture with Finnish culture. The themes will be examined diversely through reading, speaking and writing about them.

4. Communication and society (ÄIM4)

Students will, as far as possible, familiarise themselves with the language area's current media texts, such as news items, advertisements, articles and news reports, and discuss and write about topics of personal interest. They will investigate the current conditions within their own language area. Students may present and analyse their chosen newspaper article, radio or television programme orally or in writing.

5. Literature and other art forms (ÄIM5)

Students will familiarise themselves with some noted authors and artists in their own language or language area. They will read a literary work together and discuss its content and language. Students may either read and summarise a work of their own choice or focus on a specific form of art and describe it. On appropriate occasions, students may present the culture, arts and literature of their own language area.

6. The world of knowledge (ÄIM6)

In order to expand their vocabulary and learn modern scientific concepts, students will familiarise themselves with texts from different branches of science that are relevant to other school subjects. They will discuss current issues from different fields. They will write and present their own article or factual text. It is also possible to implement a more extensive project dealing with a specific theme.