

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

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Utdannings-
direktoratet

Purpose

The English language is used everywhere. When we meet people from other countries, in Norway or abroad, we need English for communication. English is used in films, literature, songs, sports, business, products, trades and entertainment, and through these channels many English words and expressions have found their way into our own language. When we want information on something of private or professional interest, we often search for it in English. Moreover, English is increasingly used in education and working life, in Norway and abroad.

To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language. Thus we need to develop our vocabulary and our skills in using the systems of the English language; its phonology, grammar and text structuring. We need these skills to listen, speak, read and write, and to adapt our language to an ever increasing number of topics, areas of interest and communication situations. We must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, we must also be able to take cultural norms and conventions into consideration.

When we are aware of the strategies we use to learn a foreign language, and the strategies that help us to understand and be understood, the acquisition of knowledge and skills will be easier and more meaningful. It is also important for each of us to establish our own goals for learning, to determine how these can be satisfied and to assess the way we use the language. Learning English may also give us better insight into our native language and other languages we know, thus becoming an important element in our personal development and making a significant contribution to our communicative abilities.

In addition to learning the English language, this subject will also contribute insight into the way we live and how others live, and their views on life, values and cultures. Learning about the English-speaking world will provide a good basis for understanding the world around us and how English developed into a world language. Literature in English, from nursery rhymes to Shakespeare's sonnets, may instil a lifelong joy of reading and provide a deeper understanding of oneself and others. English texts, films, music and other art forms may also inspire the pupil's own artistic expression and creativity in many genres and media.

Thus English as a school subject is both a tool and a way of gaining knowledge and personal insight. It will enable the pupils to communicate with others on personal, social, literary and interdisciplinary topics. It will give insight into how individuals think and live in the English-speaking world. Communicative skills and cultural insight can promote greater interaction, understanding and respect between people with different cultural backgrounds. In this way linguistic and cultural competence contributes to the all-round personal development and fosters democratic commitment and a better understanding of responsible citizenship.

Main subject areas

The subject has been structured into main areas with competence aims. These main subject areas supplement each other and must be considered together.

This subject is a common core subject for all the upper secondary education programmes. Learning in this subject shall therefore be made as relevant as possible for pupils by adapting each subject to his/her education programme as much as possible.

English has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary school and after the first year in the programmes for general studies (Vg1) or after the second year of vocational education programmes (Vg2).

Overview of the main areas:

Year of School	Main Subject Areas
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1–10			
First year (Vg1)	Language learning	Communication	Culture, society and literature
Second year (Vg2) (vocational education programmes)			

The main area language learning focuses on knowledge about the language, language usage and insight into one's own language learning. Being able to assess one's own language use, define one's own needs and select strategies and ways of working are requirements for attaining this. The main focus is on seeing what is involved in learning a new language and seeing relationships between English, one's native language and other languages.

The main area of communication focuses on using the English language to communicate. Communication is achieved through listening, reading, writing, prepared oral production and spontaneous oral interaction, including the use of appropriate communication strategies. It also includes participation in various social arenas, where it is important to train to master an increasing number of genres and forms of expression. Good communication requires knowledge and skills in using vocabulary and idiomatic structures, pronunciation, intonation, spelling, grammar and syntax of sentences and texts.

New media and the development of a linguistic repertoire across subjects and topics are an important part of this main area. Knowing how to be polite and taking social conventions into consideration in any number of linguistic situations are also important skills to master. This goes hand in hand with adapting the language to the recipient and the situation, including distinguishing between formal and informal, written and spoken registers.

The main area culture, society and literature focuses on cultural understanding in a broad sense. It is based on the English-speaking world and covers key topics connected to social issues, literature and other cultural expressions. This main area also focuses on developing knowledge about English as a world language with many areas of use. Working with various types of texts and other cultural expressions is important for developing linguistic skills and understanding how others live, and their cultures and views on life. Reading literature may also help to instil the joy of reading in pupils and provide the basis for personal growth, maturity and creativity.

Teaching hours

Teaching periods are given in 60-minute units:

Primary school

Years 1 to 4: 138 teaching hours

Years 5 to 7: 228 teaching hours

Lower secondary school

Years 8 to 10: 227 teaching hours

Programmes for general studies

Vg1: 140 teaching hours

Vocational education programmes

Vg1: 84 teaching hours

Vg2: 56 teaching hours

Basic skills

Basic skills are integrated in the competence objectives where they contribute to the development of competence in the subject, while also being part of this competence. In the subject of English, the basic skills are understood as follows:

Being able to express oneself in writing and orally in English is a key part of developing English linguistic competence and is a common thread throughout the competence objectives at all levels. These skills are important tools in working on understanding and using English in increasingly varied and demanding contexts across cultures and subject fields. Having oral skills means being able to both listen and speak.

Being able to read English is part of the practical language competence and means being able to read and understand, to explore and reflect upon increasingly more demanding texts and thus gain insight across cultures and disciplines. Developing reading skills in English also improves general reading skills.

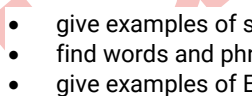
Numeracy in English means being able to supplement mathematical competence in one's native language with the necessary terms in English. Exploiting information from graphs, tables and statistics is important for understanding English texts.

Being able to use digital tools in English allows for authentic use of the language and opens for additional learning arenas for the subject of English. English-language competence is in many cases a requirement for using digital tools, and using such tools may also help the development of English linguistic competence. Important features of the English subject in digital contexts include being critical of sources and aware of copyright issues and protection of personal privacy.

Competence aims

Language learning

The aims of the studies are to enable pupils to

- 
- give examples of situations where it might be useful to have some English-language skills
 - find words and phrases that are common to English and the native language
 - give examples of English terms and phrases connected to personal interests

Communication

The aims of the studies are to enable pupils to

- understand and use some common English words and phrases that have a connection with the local community
- use the most basic English phonology and language rhythms through practical-aesthetic forms of expression
- greet people, ask questions and answer simple oral questions
- understand simple instructions given in English
- recognise some words, expressions and simple sentences in spoken and written texts
- use letters and experiment with writing English words and expressions
- use numbers in communication
- use the language through several senses and media

Culture, society and literature

The aims of the studies are to enable pupils to

- discuss aspects of the day-to-day life of children in some English-speaking countries
- participate in English child culture and children's literature using words, pictures, music and movement

Language learning

The aims of the studies are to enable pupils to

- identify areas where English is useful for him or her
- find similarities between words and expressions in English and his/her own native language
- use dictionaries and other aids in his or her own language learning

Communication

The aims of the studies are to enable pupils to

- understand and use common English words and phrases connected to day-to-day life, recreation and interests, both orally and in writing
- use the basic sound system
- use some common grammatical structures, words, simple sentence structures and spelling patterns
- use simple spoken phrases to obtain help in understanding and being understood
- understand the meaning of words and phrases based on the context they are used in
- understand the main content of simple spoken presentations of familiar topics
- use some polite expressions and take part in simple everyday dialogues
- use some stock expressions that are common in familiar situations, both orally and in writing
- express himself/herself through drama, role play and improvisation
- read and understand the main points in texts about familiar topics
- write short messages and simple sentences that describe, narrate and ask
- indicate prices, amounts and sizes
- use digital tools to find information and create text

Culture, society and literature

The aims of the studies are to enable pupils to

- give some examples of English-speaking countries
- compare some aspects of the way of living, traditions and customs in Norway and English-speaking countries
- join in nursery rhymes, songs and stories in English
- express thoughts and emotions in the encounter with English-language literature and child culture
- prepare oral or written texts inspired by English-language literature and child culture

Language learning

The aims of the studies are to enable pupils to

- identify and use various situations to expand his/her own English-language skills
- give examples of various ways of learning English words and expressions
- identify some linguistic similarities and differences between English and the native language
- use the basic terms from grammar and text structuring
- describe his/her own work in learning English

- use digital and other aids in his/her own language learning

Communication

The aims of the studies are to enable pupils to

- master a vocabulary that covers everyday situations
- use basic rules and patterns for pronunciation, intonation, spelling, grammar and various sentence structures
- express himself/herself in writing and orally to obtain help in understanding and being understood
- understand various oral and written presentations on self-selected topics
- participate in conversations on everyday situations
- use polite expressions and other phrases that are appropriate for the situation and suitable in various contexts
- express an opinion on various topics
- use listening, speaking, reading and writing strategies that are suitable for the purpose
- give brief spoken and written presentations on a topic
- read and understand texts of varying lengths and in various genres
- write texts that narrate, describe or give messages
- talk about currency, measures and weights
- use digital tools to find information and to prepare texts

Culture, society and literature

The aims of the studies are to enable pupils to

- talk about some persons, places and events in English-speaking countries
- compare the way people live and socialise in various cultures in English-speaking countries and in Norway, including the Sami culture
- read and talk about English-language literature for children and young people from various media and genres, including prose and poetry
- compare characters and content in a selection of children's books written in English
- express his/her own reactions to film, pictures and music
- express himself/herself creatively, inspired by English literature from various genres and media

Language learning

The aims of the studies are to enable pupils to

- use various situations, work methods and strategies to learn English
- identify important linguistic similarities and differences between English and the native language and use this knowledge in his or her own language learning
- use various aids critically and independently
- use basic terminology to describe grammar and text structure
- describe and assess his/her own work in learning English

Communication

The aims of the studies are to enable pupils to

- master vocabulary that covers a range of topics
- use basic grammatical and text structures of English orally and in writing
- understand spoken and written texts on a variety of topics
- express himself/herself in writing and orally with some precision, fluency and coherence
- adapt his/her spoken and written English to the genre and situation
- present and discuss current events and interdisciplinary topics
- read and understand texts of different lengths and genres

- select listening, speaking, reading and writing strategies adapted to the purpose and situation
- write texts that narrate, describe, argue or give messages, with the appropriate basic structure and adequate paragraphing
- use content from various sources independently and critically
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- communicate via digital media
- describe and interpret graphic representations of statistics and other data

Culture, society and literature

The aims of the studies are to enable pupils to

- discuss the way young people live, how they socialise, their views on life and values in Great Britain, the USA, other English-speaking countries and Norway
- explain features of history and geography in Great Britain and the USA
- describe the situation for some indigenous peoples in English-speaking countries
- recognise some regional accents from English-speaking countries
- read and discuss a representative selection of literary texts from the genres poetry, short stories, novels and drama from the English-speaking world
- describe theme and composition in texts and visual expressions
- prepare and discuss his/her own oral or written texts inspired by literature and art

Language learning

The aims of the studies are to enable pupils to

- exploit and assess various situations, working methods and strategies for learning English
- describe and evaluate the effects of different verbal forms of expression
- assess and comment on his/her progress in learning English
- use a wide selection of digital and other aids independently, including monolingual dictionaries

Communication

The aims of the studies are to enable pupils to

- understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme
- understand oral and written presentations about general and specialised themes related to his/her own education programme
- express him/herself in writing and orally in a varied, differentiated and precise manner, with good progression and coherence
- select and use appropriate reading and listening strategies to locate information in oral and written texts
- select and use appropriate writing and speaking strategies that are adapted to a purpose, situation and genre
- take the initiative to begin, end and keep a conversation going
- read texts from different genres and with different objectives
- write formal and informal texts with good writing structure and coherence based on themes that interest him/her and which are important for society
- read and write texts related to his/her own education programme
- select and use content from different sources independently, critically and responsibly
- use technical and mathematical information in communication
- produce composite texts using digital media
- select an in-depth study topic within his/her own education programme and present this to the other pupils

Culture, society and literature

The aims of the studies are to enable pupils to

- discuss social and cultural conditions and values from a number of English-speaking countries
- present and discuss international news topics and current events
- give an account of the use of English as a universal world language
- discuss and elaborate on English texts from a selection of different genres, poems, short stories, novels, films and theatre plays from different epochs and parts of the world
- discuss literature by and about indigenous peoples in the English-speaking world

Assessment

Provisions for final assessment:

Overall achievement grades

Year	Provision
Year 10	Pupils shall have one overall achievement grade for written work and one overall achievement grade for oral performance.
Vg1 programmes for general studies Vg2 vocational education programmes	Pupils shall have one overall achievement grade.

Examinations for pupils

Year	Provision
Year 10	Pupils may be selected for a written examination. Written examinations are prepared and graded centrally. Pupils may also be selected for an oral examination. Oral examinations are prepared and graded locally.
Vg1 programmes for general studies Vg2 vocational education programmes	Pupils may be selected for a written examination. Written examinations are prepared and graded centrally. Pupils may also be selected for an oral examination. Oral examinations are prepared and graded locally. Examinations are based on the entire subject (140 teaching hours).

Examinations for external candidates

Year	Provision
Year 10	See the provision in force for primary school education for adults.
Vg1 programmes for general studies Vg2 vocational education programmes	External candidates shall sit for written and oral examinations. The written examination is prepared and graded centrally. The oral examination is prepared and graded locally. Examinations are based on the entire subject (140 teaching hours).

The general provisions on assessment have been laid down in the Regulations relating to the Norwegian Education Act.

Utgått