

## **Curriculum for English programme subjects**

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

Established as regulation by the Norwegian Directorate for Education and Training on 26 May, 2020 as delegated in letter on 13 September, 2013 from the Ministry of Education and Research, pursuant to the Act of 17 July, 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4, first paragraph.

Valid from 01.08.2021

## About the subject

### Relevance and central values

English programme subjects focus on language and communication development with the aim of contributing to all-round development and identity development. The subject shall help develop pupils' intercultural awareness, increase their understanding of the versatility of the English language and of the importance of using situationally adapted language. Learning English is essential for pupils when it comes to education, working life and interaction with people around the world.

All subjects are designed to help give pupils a strong foundation for learning. The subject shall help make pupils confident users of English, so they can use the language to learn, communicate and connect with others. A good command of English may help pupils develop good self-esteem, confidence and the opportunity to express themselves. Knowledge about and an investigative approach to other languages, societies, ways of life, communication methods and cultural expression pave the way for new perspectives of the world and ourselves. The subject shall help pupils to develop an understanding of and respect for cultural and linguistic diversity, and to reflect over the historical context in which cultural expression and social conditions are situated.

### Core elements

#### Communication

Communication involves creating meaning with language, and the ability to use language in both formal and informal settings. The pupils use their own strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources. The pupils shall experience, use and explore the language. The education gives pupils the opportunity to express themselves and interact in authentic situations.

#### Language learning

Language learning involves the further development of language awareness and knowledge about English as a system, and the ability to use language learning strategies. Knowledge of speech sounds, vocabulary and text structures at the word, sentence and global levels gives pupils choices and possibilities in communication and interaction. Language learning involves identifying connections between English and other languages with which the pupils are familiar, and understanding how the English language is structured.

## Encounters with English language texts

Language learning takes place during encounters with English language texts. The concept of text is defined in the broadest sense: oral and written, printed and digital, graphic and artistic, formal and informal, fiction and non-fiction, contemporary and historical. The texts may contain writing, images, sounds, drawings, graphs, numbers and other forms of expression intended to emphasise and convey a message. Working with English language texts helps give pupils knowledge about and experience with linguistic and cultural diversity, as well as insight into the ways of life, traditions and cultures of other people. By reflecting on, interpreting and critically assessing different types of English language texts, pupils acquire language and knowledge about culture and society. Developing this intercultural competence enables pupils to relate to different ways of life, ways of thinking and communication patterns. They acquire a foundation for seeing their own identity and those of others in a multilingual and multicultural context.

## Interdisciplinary topics

### Democracy and citizenship

English programme subjects address the interdisciplinary topic of democracy and citizenship by helping pupils develop an understanding that their perception of the world is culture-dependent. By learning English, pupils can encounter different societies and cultures by communicating with others around the world, irrespective of linguistic or cultural background. This can pave the way for new ways to interpret the world, help cultivate curiosity and involvement, and help prevent prejudice.

## Basic skills

### Oral skills

In English programme subjects, oral skills involve the formation of opinions through listening, speaking and conversing by using English at an advanced level. This concerns the relaying of information, adapting the language to the purpose, audience and situation, and choosing suitable strategies. The development of oral skills in English is about using oral language more accurately and with greater nuance in order to communicate about different topics in formal and informal situations to different audiences with different linguistic backgrounds. This also includes listening to, understanding and discussing different topics and problems to acquire specialized knowledge.

### Writing

Writing in English programme subjects involves being able to express ideas and opinions in an adapted and appropriate manner in various types of texts

on paper and on screen. Writing involves being able to plan, formulate and adapt texts that convey a message, adapt the language to the purpose, audience and situation, and choose appropriate writing strategies. This also involves using different sentence structures, a varied vocabulary and suitable linking words. In English programme subjects, writing skills include the creation of various types of unambiguous, well-structured, detailed texts about complex topics that convey viewpoints and knowledge. They also include the use of different types of sources in a critical and accountable way.

## Reading

Reading in English programme subjects involves the formation of opinions in various authentic and translated fictional and subject-specific texts. It involves reading varied texts and being able to understand a wide spectrum of demanding complex texts using appropriate reading strategies. It also involves retrieving and interpreting different types of explicit and implicit information. Reading skills in the English programme subjects involve the reading of varied and complex texts with fluency and comprehension, and increasingly being able to critically reflect on and assess different types of texts.

## Digital skills

Digital skills in the English programme subjects involve being able to use digital media and resources to strengthen language learning, the acquirement of relevant knowledge in the English subject and creation of different types of texts. This involves critical and reflective behaviour in digital forms of expression in the English language and when communicating with others. Digital skills involve the acquirement of knowledge to collect, explore and critically assess information from various English language sources independently.

# Competence aims and assessment

## Competence aims and assessment English 1

### Competence aims after English 1

The pupil is expected to be able to

- use suitable reading, listening, speaking and writing strategies adapted to the situation and purpose
- use rich and accurate vocabulary of a general and subject-specific nature in an appropriate and situationally based manner, both orally and in writing

- apply their knowledge of words, sentence structure, linking words and language use to improve their own language and texts
- produce various oral and written texts that are adapted to the situation with defined content, and appropriate style and structure
- use appropriate sources in a critical and accountable way
- read and use different types of texts in English as a basis for their own language learning and academic reflection
- use different subject-specific texts in English with topics from other subjects as a basis for their own language learning and academic reflection
- analyse and interpret fictional texts in English, including self-chosen texts
- reflect over language varieties in some English-speaking countries
- reflect over the influence and use of the English language in the exchange of information and opinions globally
- demonstrate comprehension, independent reflection and critical thinking during the analysis of some current social debates in English-speaking countries
- explore and present at least one self-chosen topic related to language, culture, society or science with critical use of English language texts and other sources

## Formative assessment

The formative assessment should help promote learning and the development of competence in the programme subjects. The pupils demonstrate and develop competence in English 1 when they communicate and interact in a nuanced and accurate manner with fluency and coherence, both orally and in writing, adapted to the purpose, audience and situation. They also demonstrate and develop competence when they create different types of texts and when they use sources in a critical, appropriate and accountable way.

The teacher facilitates pupil participation and encourages the desire to learn by using a variety of strategies and learning resources to develop pupils' reading skills, and (as well as?) oral and writing skills. The pupils are given the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher shall have conversations with the pupils regarding their development in English and the pupils shall have the opportunity to learn by trial and error. Based on the competence demonstrated by the pupils, they are given the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning to enable the pupils to use the guidance provided to develop their reading skills, writing skills, and oral and digital skills in the subject.

## Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in the English subject at the end of the education after completing English 1. It is based on the pupils' competence to produce and use oral and written texts, and competence in academic interpretation and discussion. The teacher plans and facilitates the pupils in demonstrating their competence in various ways, including understanding, reflection and critical thinking in various contexts. The teacher awards grades in English 1 based on the competence the pupil has demonstrated by enabling the pupils to demonstrate their competence in a range of assessment situations, both orally and in writing.

## Competence aims and assessment English 2

### Competence aims after English 2

The pupil is expected to be able to

- use suitable reading, listening, speaking and writing strategies adapted to the situation and purpose
- use rich, accurate and varied language of a general and subject-specific nature in an appropriate and situationally based manner, both orally and in writing
- produce different types of oral and written academic texts with defined content, and appropriate style and structure
- use appropriate sources in a critical and accountable way
- demonstrate independent reflection and critical thinking when reading and discussing different types of texts
- interpret and discuss some types of fictional texts in English considering their historical and cultural contexts
- explore and discuss the language, cultural and international political influence of some English-speaking countries
- compare and convey some social and political affairs in two English-speaking countries based on historical contexts
- explore and present at least one self-chosen topic from English 2 with critical use of English language texts and other sources

### Formative assessment

The formative assessment should help promote learning and the development of competence in the programme subjects. The pupils demonstrate and develop competence in English 2 when they communicate and interact in a nuanced and accurate manner with fluency and coherence, both orally and in writing, adapted to the purpose, audience and situation. They also demonstrate and develop competence when they create different

types of texts and when they use sources in a critical, appropriate and accountable way.

The teacher facilitates pupil participation and encourages the desire to learn by using a variety of strategies and learning resources to develop pupils' reading skills, and oral and writing skills. The pupils are given the opportunity to experience that experimenting on their own and with others is part of learning a new language. The teacher shall have conversations with the pupils regarding their development in English and the pupils shall have the opportunity to learn by trial and error. Based on the competence demonstrated by the pupils, they are given the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning to enable the pupils to use the guidance provided to develop their reading skills, writing skills, and oral and digital skills in the subject.

## Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in the English subject at the end of the education after completing English 2. It is based on the pupils' competence to produce and use oral and written texts, and competence in academic interpretation and discussion. The teacher plans and facilitates the pupils in demonstrating their competence in various ways, including understanding, reflection and critical thinking in various contexts. The teacher awards grades in English 2 based on the competence the pupil has demonstrated by enabling the pupils to demonstrate their competence in a range of assessment situations, both orally and in writing.

## Type of assessment

### Assessment of coursework

English 1: The pupils shall have one oral and one written grade awarded for coursework.

English 2: The pupils shall have one oral and one written grade awarded for coursework.

### Examination for pupils

English 1: The pupil may be selected for a written and/or oral examination. The written examination is prepared and graded centrally. The oral examination is prepared locally.

English 2: The pupil may be selected for a written and/or oral examination. The written examination is prepared and graded centrally. The oral examination is prepared and graded locally.

## **Examination for external candidates**

English 1: The external candidate shall sit for written and oral examinations. The written examination is prepared and graded centrally. The oral examination is prepared and graded locally. The regional country decides whether external candidates shall receive the preparatory part with local examinations.

English 2: The external candidate shall sit for written and oral examinations. The written examination is prepared and graded centrally. The oral examination is prepared and graded locally. The regional country decides whether external candidates shall receive the preparatory part with local examinations.