

## **Curriculum for Foreign Languages**

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

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## About the subject

### Relevance and central values

The foreign languages subject is based on understanding and being understood. The subject shall help to promote the pupils' personal development and facilitate for interacting with and experiencing joy in the encounter with other people and cultures. In a globalised world, there is a greater need to communicate in several languages. Formal and informal communication locally, nationally and internationally requires language skills and knowledge of other cultures and ways of life. This applies not least in educational studies and in working life. The subject can help pupils to develop their intercultural understanding.

All subjects shall help the pupils to understand and apply the value system for learning. Knowledge about a society's language and cultural diversity provides valuable insight into one's own and others' backgrounds. The subject shall help the pupils learn about different identities, values and ways of thinking, forms of expression, traditions and social conditions in areas where the language is spoken. This means that the pupils develop tolerance and an understanding that our views of the world are culture-dependent. Learning a new language, being able to communicate with others and gaining experience from cultural encounters make it possible to interpret the world in several ways. An important part of language learning is also exploring and critically assessing the use of sources, aids and learning strategies. The subject shall help the pupils to gain understanding of linguistic and cultural diversity. Through the subject, the pupils shall be allowed to experience that multilingualism is an asset, both in school and in society at large.

### Core elements

#### Communication

Communication is the core element of the subject. Learning a foreign language means understanding and being understood. The pupils shall develop knowledge and skills to communicate in a well-reasoned way both orally and in writing. The language shall be practised from the very beginning, both with and without the use of various media and tools.

#### Intercultural competence

Knowledge about and an explorative approach to other languages, cultures, ways of life and ways of thinking open for new perspectives on the world and ourselves. Intercultural competence means developing curiosity about, insight

into and understanding of cultural and linguistic diversity, both locally and globally, to interact with others.

## Language learning and multilingualism

Having knowledge about language and exploring one's own language learning improves the ability of the pupils to learn and understand language in a lifelong perspective. In the encounter with the foreign-languages subject, the pupils are already multilingual and have extensive language-learning experiences from various contexts. By transferring their linguistic knowledge and language learning experiences from other languages they know and are familiar with, learning becomes more effective and meaningful.

## Language and technology

Exploring and utilising subject-relevant language technology and new media provides additional opportunities for creative and critical learning, use and understanding of language, communication and intercultural competence.

## Interdisciplinary topics

### Democracy and citizenship

The interdisciplinary topic democracy and citizenship in the foreign-languages subject refers to training the ability of the pupils to think critically and learn to deal with differences of opinion and respect disagreements. This can open for additional ways of interpreting the world, help to cultivate curiosity and engagement and prevent prejudice.

## Basic skills

### Oral skills

Oral skills in the foreign-languages subject refers to creating meaning through listening, talking and conversing in different communication situations. The development of oral skills in the foreign-languages subject ranges from using the skills in everyday life to using them in increasingly more complex situations. This means using a gradually broader vocabulary and more language structures.

### Writing

Writing in the foreign-languages subject refers to creating different types of texts that communicate content. The development of writing skills in the foreign-languages subject goes from writing simple texts about everyday topics to producing increasingly complex texts about subject-related topics. This also means acquiring a gradually broader vocabulary, using more

language structures and using aids appropriately. The ability to use a keyboard with the language's characters or letters and to write the foreign language digitally is an important part of being able to write and to convey competence in this subject.

## Reading

Reading in the foreign-languages subject refers to understanding the content of different types of text, on paper and on screen. The development of reading skills in the foreign-languages subject ranges from understanding the main content of simple texts to understanding increasingly more content in complex texts in different genres. This means understanding increasingly more words, expressions and language structures and using strategies, aids and sources appropriately so that reading contributes to language learning and intercultural competence.

## Digital skills

Digital skills in the foreign-languages subject means using digital resources and media to expand the learning arena and to add valuable dimensions to the learning process. The development of digital skills in the foreign-languages subject progresses from using these resources for language learning and encounters with authentic language to using them more and more independently to communicate both orally and in writing, to acquire knowledge, explore culture and geography and create complex products. This means developing an aware and critical attitude to using digital sources, showing judgment in the use of digital media and resources and complying with rules for digital interaction and privacy protection.

# Competence aims and assessment

## Competence aims and assessment level I

### Competence aims after level I

The pupil is expected to be able to

- listen to and understand simple and clear speech about personal and everyday topics
- participate in simple conversations in everyday situations about activities and familiar topics
- talk about daily life and experiences and express opinions, also spontaneously
- read and understand adapted and simple authentic texts about personal and everyday topics

- write simple texts about daily life and experiences that tell, describe and inform, with and without aids
- use simple language structures, rules for pronunciation and spelling and the official alphabet or characters of the language to communicate in a way that is adapted to the situation
- use relevant learning and communication strategies, digital resources and experiences from earlier language learning in the learning process
- explore and describe ways of life, traditions and geography in areas where the language is spoken and identify connections to one's own background
- explore and describe artistic and cultural expressions from areas where the language is spoken and express one's own experiences

## Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in foreign languages on level I when they understand and use the language orally and in writing in everyday communication about familiar and personal topics with and without technical aids. They also demonstrate and develop competence when they have the opportunity to describe and reflect on the language and the society and culture where the language is spoken, if necessary also in Norwegian.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources to develop the pupils' reading skills and oral and writing skills. The pupils shall have the opportunity to experience that experimenting on their own and with others is part of learning a language. The teacher and the pupils shall engage in dialogue about their development in the foreign language. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in understanding and making themselves understood in the foreign language, orally and in writing.

## Assessment of coursework

The grade awarded for coursework shall express the overall competence of the pupil in the foreign language after completing the subject on level I. The teacher shall plan and facilitate for the opportunity for the pupils to demonstrate their competence in various ways, including through understanding, reflection and deliberation, and in various contexts. The teacher shall award a grade in the foreign language on level I based on the pupil's communicative and intercultural competence, where oral and written proficiency have equal emphasis.

## Competence aims and assessment level II

### Competence aims after level II

The pupil is expected to be able to

- listen to and understand clear speech about personal and subject-related topics and current affairs
- take part in conversations in a number of everyday situations about familiar and subject-relevant topics
- orally explain subject-relevant topics, describe experiences, events and plans and give reasons for opinions, also spontaneously
- read and understand different types of texts, including authentic ones, about personal and subject-relevant topics and current affairs
- write different types of texts about personal and subject-relevant topics and express and justify one's own opinions, with or without technical aids
- use basic language structures, rules for pronunciation and spelling and the official alphabet or characters of the language to communicate in a way that is adapted to the situation
- use relevant learning and communication strategies, digital resources and experiences from previous language learning in the learning process
- explore and explain diversity, social conditions and historical events in areas where the language is spoken and identify connections to one's own background
- explore and present artistic and cultural expressions from areas where the language is spoken and explain one's own experiences

### Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in foreign languages on level II when they understand and use the language orally and in writing in everyday situations and in communication about subject-related topics with and without technical aids. They also demonstrate and develop competence when they have the opportunity to describe and reflect on the language and the society and culture where the language is spoken.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by using a variety of strategies and learning resources. The teacher shall help pupils to develop reading skills and oral and written skills by being creative and experimenting on their own and with others. The pupils shall be allowed to experience that experimenting is part of learning a language. The teacher and pupils shall engage in dialogue about their development in the foreign language. With the competence the pupils have demonstrated as the

starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their own development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence to understand and make themselves understood in the foreign language in familiar and new communication situations, orally and in writing.

## Assessment of coursework

The grade awarded for coursework shall express the overall competence of the pupil in the foreign language after completing the subject on level II. The teacher shall plan and facilitate for the opportunity for the pupils to demonstrate their competence in various ways, including through understanding, reflection and deliberation, and in different contexts. The teacher shall award a grade in the foreign language based on the pupil's communicative and intercultural competence, where oral and written proficiency have equal emphasis.

## Type of assessment

### Assessment of coursework

After Year 10: The pupil shall receive one grade for coursework.

After vg2/vg3: The pupil shall receive one grade for coursework.

### Examination for pupils

After Year 10: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

After vg2/vg3: The pupil may be selected for a written examination. The written examination is prepared and graded centrally. The written examination is carried out digitally using the individual language's keyboard. The pupil may also be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

### Examination for external candidates

After Year 10: See the provisions in force for primary and lower secondary education for adults.

After vg2/vg3: The external candidate shall sit for a written examination. The written examination is prepared and graded centrally. The external candidate shall also sit for an oral examination. The written examination is carried out

digitally using the individual language's keyboard. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.