

## **Curriculum in Social Science vg1/vg2**

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

Established as a regulation by the Ministry of Education and Research 15.11.2019. Examination scheme established by the Ministry of Education and Research 29.06.2020

Valid from 01.08.2020

## About the subject

### Relevance and central values

Social Science (samfunnskunnskap) is a key subject helping the pupils to become engaged and deliberating members of society. Through social science, the pupils shall learn to discuss and reflect on topics together, and be respectful of the diversity of opinions. The subject shall help the pupils to understand what can have impact on their identity and self-esteem, and provide them with the opportunity to explore their local community, as well as national and global contexts and issues. In this way, social science shall strengthen the pupils' understanding of the society they live in, and how society shapes them. The pupils shall understand that they can contribute to the sustainable development of society by being active citizens who can have an impact on society and working life, both now and in the future.

All subjects shall help the pupils to understand the value system for learning. Social science shall also provide the pupils with the tools they need to become active citizens who develop their understanding of fundamental democratic values, such as the right of participation, equality, freedom of speech and respect for human rights. This subject shall therefore develop their skills and abilities to deliberate on societal issues, judge the reliability of digital sources, explore and be ethically aware, and to contribute to their understanding of how other people can have different value systems and different perspectives than their own. The subject shall provide the pupils with an insight into Norwegian and Sami values and cultural expressions.

### Core elements

#### Sense of wonder and exploration

The pupils shall be encouraged to have a sense of wonder, reflect on and assess how our knowledge of society has been developed and established. They shall be given the opportunity to be curious and actively search for and create knowledge together with others. The pupils shall collect and use information from numerous and varied sources to address issues in society and their own lives. They shall learn to make critical assessments of the sources according to their purpose and possible bias, and how reliable and relevant they may be.

#### Diversity of perspectives and deliberations on society

The pupils shall learn to assess from various perspectives how the parts of a society are interconnected. They shall be encouraged to question the organisation of power, and how power works. The pupils shall also develop an

understanding of culture, and learn to appreciate why people make different choices.

## Citizenship and sustainability

The pupils shall learn to assess the background and consequences of, and the possible alternatives for, sustainability on the individual, national and global levels. Citizenship and sustainability involve an understanding of democratic citizenship, the societal dimension of sustainable development and how people collaborate, organise themselves and make decisions within society. This also involves the pupils' training in coping strategies so that they will be able to collaborate in democratic processes and the development of society. Important content shall be presented through both local and global perspectives, including indigenous and minority perspectives.

## Identity and life skills

The pupils shall understand how people develop their identity, and how they interact with one another. Based on their own life experiences, the pupils shall gain an understanding of who they are, and how they can master their own lives.

## Interdisciplinary topics

### Health and life skills

The social science subject addresses the interdisciplinary topic of health and life skills by developing the pupils' knowledge of what and who can have an impact on their identity, self-esteem, security and sense of belonging. In the subject, the pupils shall encounter such themes as gender, sexuality, boundary setting, drug and alcohol abuse, digital footprints and personal finances. This knowledge can help equip them to make smart life choices and to gain an understanding of and respect for diversity, and for other peoples' values and life choices.

### Democracy and citizenship

The social science subject addresses the interdisciplinary topic of democracy and citizenship by increasing the pupils' critical awareness of the society they belong to. The pupils shall explore the ways in which they can impact the society around them, both in the present day and in the future. This means that the pupils learn how to improve their skills in listening to and being challenged by people with different viewpoints. Through this subject, the pupils shall learn to identify areas in which human rights are being challenged, for example human trafficking and oppression. The subject shall also provide them with knowledge of national and international institutions and agreements, including the effect international conventions have on the rights

of indigenous peoples. Therefore, this means strengthening the pupils' understanding of the connections between the rights and obligations of the individual so that they can be active citizens.

## Sustainability

The social science subject addresses the interdisciplinary topic of sustainability by providing pupils with an understanding of the ways in which they can contribute as active citizens to the sustainable development of society. This means that the pupils learn to understand the connections between individual choices, societal structures and balance in nature. The pupils shall also reflect on how politics, conflicts, economics, technology and the use of resources are interwoven and have impact on groups in society. Sustainable solutions shall include appreciation of such values as equality and diversity.

## Basic skills

### Oral skills

Oral skills in social science refers to the pupils learning to formulate and express their own opinions and arguments. These skills shall be developed through the pupils' ability to listen to, assess, respond to and develop other people's contributions so they can develop greater understanding and respect for a diversity of opinions. The pupils develop their oral skills in the subject of social science when they discuss, reflect on and present their work, both independently and as a group. By participating in oral activities in class, the pupils can put into words their own learning processes and competence in the subject.

### Writing

Writing in social science refers to the pupils learning to structure their thoughts, and to formulate and work with texts that have been adapted for the purpose. This means discussing, sharing and conveying information in their writing with the help of digital tools. The pupils improve their competence in the subject by writing texts in which they use subject-specific terminology and methods, different perspectives and various sources.

### Reading

Reading in social science refers to the pupils learning to explore, interpret and compare information, and to critically assess different sources. The pupils shall also learn to use a variety of sources in order to familiarise themselves with subject-specific topics and current affairs. Using reading skills in social science also refers to their ability to reflect on how texts with varying perspectives can express different thought processes and arguments.

## Numeracy

Numeracy in social science to the pupils learning to collect, work with, interpret and analyse data, and then assess the information and statistics that have been presented in graphs and tables. Using numeracy skills in social science means that the pupils shall have better understanding of and find arguments for subject-specific topics and connections. The pupils shall learn to improve their numeracy skills so that they can manage their spending and understand their personal finances.

## Digital skills

Digital skills in social science refers to the pupils learning to use digital tools to find, use and navigate in digital sources, and to select information and arguments. This means being able to exercise critical evaluation of sources, and referencing sources in a reliable way. The pupils shall be able to use different types of media to create digital products and to assess and improve their own products. They shall develop an understanding of how algorithms impact their search for information, develop their evaluation of digital sources and follow the rules and standards for digital interaction, communication, personal protection and copyright.

# Competence aims and assessment

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The pupil is expected to be able to

- explore and present one's work on contemporary topics or debates using methods, sources and digital resources from the social-science field, and argue for one's own and others' opinions and values
- explore how interests and ideological points of view affect our arguments and choice of sources, and reflect on how this is manifested through different opinions
- explain the process of socialisation and discuss how identity and self-esteem of young people are influenced through socialisation
- discuss how personal finances, commercial influences and consumerism affect people on the individual, group and societal levels
- reflect on challenges associated with setting boundaries, and discuss how different values, norms and laws apply to gender, sexuality and the body

- reflect on one's own digital footprint, explore who has access to one's digital traces, and discuss how data and personal data can be used or misused
- obtain information on the different forms of social inequality in Norway and discuss the connection between inequality and social exclusion
- reflect on equalities and inequalities in cultural expression, identity and lifestyles within and between the majority and minority groups in Norway and the Sápmi/Sábme/Sáepmie
- explore and describe how the organisation of society and working life in Norway has changed, and discuss how the Nordic Model attempts to deal with the challenges the individual and society face
- explore and discuss how business and industry, innovation and technology shape and affect working life and local communities in Norway
- reflect on what it means to be a citizen, and compare how political systems are organised in different countries and areas
- assess how the exercise of power affects people on the individual and societal level
- explain the foundations of human rights and explore and give examples of violations of human rights, nationally and globally
- assess the causes of and initiatives that can be taken to prevent racism, discrimination and hate speech, and discuss the boundaries for freedom of speech
- explore a challenge or conflict at the local, national or global level and discuss how the chosen challenge or conflict affects different groups
- discuss the connection between economic growth, living standards and quality of life in a global and sustainability perspective

## Formative assessment

The aim of formative assessment is to contribute to the learning process and to develop the pupils' competence in the subject. The pupils demonstrate and develop their competence in social science when they show that they can reflect on the conditions in society, and critically assess and discuss different contexts and perspectives. The pupils also demonstrate and develop their competence in the subject through their ability to use methods from the field of social science, as well as their use of digital resources to research and assess societal issues. The pupils further demonstrate and develop their competence when they reflect on their role as a participant in the society they live in, what has shaped them as people, and how they can influence their own and other peoples' lives, both now and in the future.

The teacher shall facilitate pupil participation and stimulate their desire to learn through the oral, written and practical methods used to acquire and demonstrate their competence in the subject, and by enabling them to be curious and encouraging them to actively seek knowledge. The teacher shall be in dialogue with the pupils to help them develop their skills in this subject.

The pupils shall be encouraged to experiment on their own in the subject. Based on the competence the pupils have demonstrated, they shall be given the opportunity to express themselves on what they have experienced and learned, and reflect on their own development in the subject. The teacher shall guide the pupils on further learning and adapt the teaching so that the pupils can use this guidance to develop their competence in social science.

## **Assessment of coursework**

The grade awarded for coursework shall reflect the overall competence of the pupil in social science after completing the subject. The teacher shall plan and facilitate for various ways for the pupils to demonstrate their competence, including showing their understanding, reflection and deliberation in various contexts. The teacher shall award grades in social science based on the competence the pupils have demonstrated in the combined use of their knowledge and skills.

## **Type of assessment**

### **Assessment of coursework**

Vg1 education programme for general studies: The pupil shall receive one grade for coursework.

Vg2 education programmes for Sports, Music, Dance and Drama, Art, Design and Architecture and Media and Communication: The pupil shall receive one grade for coursework.

Vg2 vocational education programme: The pupil shall receive one grade for coursework.

### **Examination for pupils**

Vg1 education programme for general studies: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg2 education programmes for Sports, Music, Dance and Drama, Art, Design and Architecture and Media and Communication: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg2 vocational education programme: The pupil may be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

## **Examination for external candidates**

Vg1 education programme for general studies: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether the locally given examinations shall have a preparation part.

Vg2 programmes for Sports, Music, Dance and Drama, Art, Design and Architecture and Media and Communication: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.

Vg2 vocational education programme: The external candidate shall sit for an oral examination. The oral examination is prepared and graded locally. Each county authority decides whether locally given examinations shall have a preparation part.