

## **Modern languages**

Modern languages is a subject that may include a large number of languages. These may differ widely in terms of everything from written form and pronunciation to their growth and use in diverse contexts such as everyday life, culture, politics and education. Proficiency in several languages increases opportunities for individuals to be part of different social and cultural contexts, and participate in study and working life globally. Knowledge of modern languages may also provide new perspectives on the world, improved opportunities for contacts and greater understanding of different ways of living.

### **Aim of the subject**

Teaching in the subject of modern languages should aim at helping students develop knowledge of the target language and the surrounding world, and confidence in their ability to use the language in different situations and for different purposes. Students should be given the opportunity, through using language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception, which means understanding the target language in speech and writing, and production and interaction, which means expressing themselves and interacting with others in speech and writing, and adapting their language to different situations, purposes and recipients. Teaching should also give students the opportunity to develop correctness in their use of language, and also the ability to express themselves with variation and complexity. Students should also be given the opportunity to develop their ability to use different strategies to support communication and to solve problems when language skills are inadequate.

Students should be given the opportunity to develop knowledge about living conditions, societal issues and cultural phenomena in different contexts and areas where the language is used. Teaching should stimulate students' curiosity in language and culture, and give them the opportunity to develop multilingualism where skills in different languages interact and reinforce each other. Teaching should also help students develop language awareness, and knowledge of how language is learned both inside and outside the classroom.

Teaching should, to the greatest extent possible, be carried out in the target language. Teaching should give students the opportunity to become familiar with different kinds of spoken and written language, and relate content to their own experiences and knowledge. Students should be given the opportunity to interact in speech and writing, and produce spoken language and texts of different kinds, both on their own and together with others, using different aids and media. Teaching should take advantage of the surrounding world as a resource for contacts, information and learning, and help students develop their understanding of how to search for, assess, select and acquire content from multiple sources of information, knowledge and experiences.

**Teaching in the subject of modern languages should give students the opportunities to develop the following:**

- 1) Understanding of the target language in speech and in writing, and the ability to interpret content.
- 2) The ability to express oneself and communicate in the target language in speech and writing.
- 3) The ability to use different language strategies in different contexts.
- 4) The ability to adapt language to different purposes, recipients and situations.
- 5) The ability to discuss and reflect on living conditions, societal issues and cultural phenomena in different contexts and areas where the language is used.

### **Courses in the subject**

Modern languages 1, 100 credits

Modern languages 2, 100 credits, which builds on the course, modern languages 1, or modern languages within the framework of students' choices in the compulsory school.

Modern languages 3, 100 credits, which builds on the course, modern languages 2, or modern languages within the framework of students' choices in the compulsory school.

Modern languages 4, 100 credits, which builds on the course, modern languages 3.

Modern languages 5, 100 credits, which builds on the course, modern languages 4.

Modern languages 6, 100 credits, which builds on the course, modern languages 5.

Modern languages 7, 100 credits, which builds on the course, modern languages 6.

## Modern languages 1

The course, modern languages 1, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Personal information; subject areas familiar to students; interests, everyday situations, people and places; opinions and feelings.
- Daily life and lifestyles in different contexts and areas where the language is used.

#### Reception

- Clearly spoken language and simple texts which are instructive, descriptive and communicative, also via different media and in combination with illustrations, e.g. film.
- Dialogues and discussions.
- Narratives and other fiction, also in spoken or dramatised form, as well as songs.
- Information and messages, e.g. signs and advertisements.
- Strategies for understanding key words and drawing conclusions about content, e.g. by means of pre-understanding.
- Different ways of searching for and selecting texts and spoken language from the internet and other media.
- Language skills, e.g. pronunciation, intonation and spelling in the language the students encounter.
- How words, fixed language expressions and everyday phrases are used in spoken language and texts in different situations.

#### Production and interaction

- Presentations, instructions, messages and descriptions in coherent speech and writing. Speaking and writing for contact and communication.
- Strategies for solving language problems in conversation, e.g. reformulations, gestures and questions.
- Language correctness in terms of e.g. pronunciation, intonation, words, polite phrases and other fixed language expressions.

### Knowledge requirements

## Grade E

Pupils understand **common words and simple phrases** in clearly spoken, simple language at a slow pace, and in short, simple texts about daily and familiar topics. Students show their understanding in a **very** simple form by giving an account of content, and also with **acceptable** results act on the basis of the message and instructions in the content.

To facilitate their understanding of content in the spoken language and texts, students choose and use **some** strategies for listening and reading.

Students choose texts and spoken language of a simple nature and from different media, and also use **with some relevance** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves simply **and understandably in single words and phrases**. To clarify and vary their communication, students work on, and make **individual** simple improvements to their own communications.

In oral and written interaction, students express themselves **understandably** and simply in **single** words and phrases. In addition, students choose and use **some** strategies to solve problems in and improve interaction.

Students comment in **very** simple forms on some phenomena in different contexts and areas where the language is used, and make simple comparisons with their own experiences and knowledge.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students understand **the main content and most obvious details** in simple language, clearly spoken at a slow pace, and also in short, simple texts about daily and familiar topics. Students show their understanding by giving in a **very** simple form an account of content **and details**, and also with **satisfactory** act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language of a simple nature from different media, and also use in **a relevant way** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves simply **and relatively clearly in phrases and sentences**. To clarify and vary their communication, students work on, and make **individual** simple improvements to their own communications.

In oral and written interaction, students express themselves **understandably** and simply in words, phrases and **sentences**. In addition, students choose and use **some different** strategies to solve problems in and improve their interaction.

Students comment in **very** simple forms on some phenomena in different contexts and areas where the language is used, and make simple comparisons with their own experiences and knowledge.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students understand **the main content and essential details** in simple language, clearly spoken at a slow pace, and also short, simple texts about daily and familiar topics. Students show their understanding in a simple form by giving an account of content **and details**, and also with **good** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language of a simple nature from different media, and use in **a relevant and effective way** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves simply, **relatively clearly, and to some extent coherently**. To clarify and vary their communication, students work on, and make **simple** improvements to their own communications.

In oral and written interaction, students express themselves **relatively clearly** and simply in words, phrases and **sentences**. In addition, students choose and use **several different** strategies to solve problems and improve their interaction.

Students comment in simple forms on some phenomena in different contexts in areas where the language is used, and make simple comparisons with their own experiences and knowledge.

## Modern languages 2

The course, modern languages 2, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Personal information; subject areas familiar to students; everyday situations, interests, people, places, activities and events; opinions, feelings and experiences.
- Daily life, lifestyles and social relations in different contexts and areas where the language is used.

#### Reception

- Clearly spoken language and simple texts which are instructive, descriptive and communicative, also via film and other media.
- Dialogues, interviews and discussions.
- Narratives and other fiction, also in spoken or dramatised form, as well as songs and poems.
- Information and messages, e.g. advertisements, timetables and news items.
- Strategies for understanding key words and contexts, and for adapting listening and reading to the content and form of the communication.
- Different ways of searching for and selecting texts and spoken language from the internet and other media.
- Language skills, e.g. pronunciation, intonation, grammatical structures, spelling, punctuation, and fixed expressions in the language the students encounter.
- How different formulations can be used for starting and finishing different kinds of communications and discussions.

#### Production and interaction

- Presentations, instructions, messages, stories, and descriptions in coherent speech and writing. Speaking and writing for contact and communication.
- Strategies such as reformulations, questions, and supportive phrases for solving language problems in conversation and written communication, and for participating in and contributing to discussions.
- Language correctness in terms of e.g. pronunciation, intonation, polite phrases and other fixed language expressions, as well as grammatical structures for clarity and adaptation to purpose and context.

## Knowledge requirements

### Grade E

Students understand **the most essential** content in clearly spoken, simple language at a relaxed pace in simple texts about daily and familiar topics. Pupils show their understanding by giving **in a simple form** an account with comments on content, and also with **acceptable** results act on the basis of the message and instructions in the content.

To facilitate their understanding of content in the spoken language and texts, students choose and use **some** strategies for listening and reading.

Students choose texts and spoken language of a simple nature and from different media, and also use **with some relevance** the selected material in their own production and interaction.

In oral and written communications of various kinds, students express themselves **simply and understandably in phrases and sentences**. To clarify and vary their communication, students work on, and make individual **simple** improvements to their own communications.

In oral and written interaction, students express themselves **understandably** and simply in words, phrases and sentences. In addition, students choose and use **some** strategies to solve problems in and improve interaction.

Students comment **in simple forms** on some phenomena in different contexts in areas where the language is used, and make simple comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand **the main content and clear details** in simple language, clearly spoken at a relaxed pace, and also simple texts about daily and familiar topics. Students show their understanding by giving **in a simple form** an account with comments on content **and details**, and also with **satisfactory** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language of a simple nature from different media, and also use **in a relevant way** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves simply, **relatively clearly, and to some extent coherently**. To clarify and vary their communication, students work on, and make simple improvements to their own communications.

In oral and written interaction, students express themselves **relatively clearly** and simply in words, phrases and sentences. In addition, students choose and use **some different** strategies to solve problems in and improve their interaction.

Students comment **in simple forms** on some phenomena in different contexts in areas where the language is used, and make simple comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **the whole and the important details** in clearly spoken, simple language at a relaxed pace in simple texts on daily and familiar topics. Students show their understanding by giving **in basic terms** an account with comments on content **and details**, and also with **good** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language of a simple nature from different media, and use in **a relevant and effective way** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves simply, **relatively clearly, and relatively coherently**. To clarify and vary their communication, students work on, and make simple improvements to their own communications.

In oral and written interaction, students express themselves **clearly** and simply in words, phrases and sentences, **and also to some extent adapted to purpose, recipient and situation**. In addition, students choose and use **several different** strategies to solve problems and improve their interaction.

Students comment **in basic terms** on some phenomena in different contexts and areas where the language is used, and can also make simple comparisons with their own experiences and knowledge.



## Modern languages 3

The course, modern languages 3, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Familiar subject areas; everyday situations, interests, people, places, activities and current events; opinions, feelings and experiences.
- Living conditions, social relations and cultural phenomena in different contexts and areas where the language is used.

#### Reception

- Clearly spoken, also with some regional features, and texts that instruct, describe, relate, discuss, and create relationships, also via film and other media.
- Conversations and coherent spoken language, such as dialogues and interviews.
- Narratives and other fiction, also in spoken or dramatised form, as well as songs and poems.
- Simple non-fiction prose of different kinds with different purposes, such as news.
- Strategies for understanding details and context, and also for adapting listening and reading to the form, content, and aim of the communication.
- Different ways of searching for, choosing and assessing content in texts and spoken language.
- Language skills, e.g. pronunciation, intonation and grammatical structures, and also fixed expressions in the language the students encounter.
- How texts and spoken language vary according to purpose and context.

#### Production and interaction

- Instructions, narratives and descriptions in coherent speech and writing. Discussions, conversations and writing for establishing contacts and communications in different situations.
- Strategies for solving language problems e.g. with the help of reformulations and explanations.
- Strategies for contributing to and actively participating in conversations e.g. by taking the initiative to interact, listen actively and concluding in a polite way.
- Language correctness in terms of e.g. pronunciation, intonation, fixed language expressions and grammatical structures for clarity, variation and adaptation to purpose, recipient and situation.

## Knowledge requirements

### Grade E

Students understand **the main content and clear details** in language, spoken at a relaxed pace, and also in simple texts on familiar topics. Students show their understanding by giving **in a simple form** an account with discussion and comments on content and details, and also with **acceptable** results act on the basis of the message and instructions in the content.

To facilitate their understanding of content in the spoken language and texts, students choose and use **some** strategies for listening and reading.

Students choose texts and spoken language from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written communications of various kinds, students express themselves **simply, understandably and to some extent** coherently. To clarify and vary their communication, students work on, and make **simple** improvements to their own communications.

In oral and written interaction, students express themselves **understandably and simply**. In addition, students choose and use **essentially** functional strategies which **to some extent** solve problems in and improve interaction.

Students discuss **in simple forms** some phenomena in different contexts and areas where the language is used, and also make **simple** comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand **the main content and clear details** in language, spoken at a relaxed pace, and also in simple texts on familiar topics. Students show their understanding by giving **in basic terms** an account with discussion and comments on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language from different media, and use in **a relevant way** the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves **simply, relatively clearly, and relatively** coherently. To clarify and vary their communication, students work on, and make **simple** improvements to their own communications.

In oral and written interaction, students express themselves **relatively clearly and simply, and also to some extent, adapted to purpose, recipient, and situation**. In addition, students choose and use functional strategies to solve problems in and improve their interaction.

Students discuss **in basic terms** some phenomena in different contexts and parts of the world where the language is used, and can also make **simple** comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **both the whole and** details in the language spoken at a relaxed pace, and in simple texts on familiar topics. Students show their understanding by giving a **well grounded** account with discussion and comments on content and details, and also with **good** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language from different media, and also **in a relevant and effective way** use the selected material in their own production and interaction.

In oral and written communications of different kinds, students express themselves **in relatively varied ways, clearly and relatively** coherently. **Pupils express themselves also with some ease and to some extent adapted to purpose, recipient and situation**. To clarify and vary their communication, students work on, and make **well grounded** improvements to their own communications.

In oral and written interaction, students express themselves **clearly and with some ease, and also with some adaptation to purpose, recipient and situation**. In addition, students choose and use **well** functioning strategies to solve problems and improve their interaction, **and develop it in a constructive way**.

Students discuss **in detail** some phenomena in different contexts and parts of the world where the language is used, and also make **well developed** comparisons with their own experiences and knowledge.

## Modern languages 4

The course, modern languages 4, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Current and familiar subject areas ; interests, daily situations, activities and processes; relationships and ethical issues; views, experiences, feelings and future plans.
- Living conditions, traditions, social relations and cultural phenomena in contexts and areas where the language is used.

#### Reception

- Spoken language, also with different regional and social features, and texts that instruct, describe, relate, discuss, argue and create relationships, also via film and other media.
- Conversations and coherent spoken language, such as dialogues and interviews.
- Fiction and other fiction, also in spoken and dramatised form, as well as songs and poems.
- Non-fiction prose of different kinds for different purposes e.g. reports.
- Strategies for understanding details and context, and also for adapting listening and reading to the form, content, and aim of the communication.
- Different ways of searching for, choosing and assessing content in texts and spoken language.
- Language skills e.g. pronunciation, intonation, grammatical structures, sentence structure, and also words with different registers, and fixed language expressions students will encounter in the language.
- How texts and spoken language can be varied for different purposes and contexts.
- How connecting words and other expressions are used to create structure and linguistically coherent entities.

#### Production and interaction

- Instructions, narratives and descriptions in coherent speech and writing. Conversation, discussion and argumentation for communication and contact in different situations.
- Strategies for solving language problems e.g. with the help of reformulations, questions and explanations.
- Strategies for contributing to and actively participating in conversations e.g. by giving confirmation, putting follow-up questions, and taking the initiative for new questions or topic areas.

- Language correctness in terms of e.g. pronunciation, intonation, fixed language expressions, sentence construction for clarity, variation and ease in communication.
- Processing their own and others' oral and written communications in order to vary, clarify, specify, and adapt them to purpose, recipient and situation.

## Knowledge requirements

### Grade E

Students understand **the main content and basic** details in language spoken at a moderate pace, and also in basic texts in various genres. Students show their understanding by giving **in basic terms** an account with discussion and comments on content and details, and also with **acceptable** results act on the basis of the message and instructions in the content.

To facilitate their understanding of content in the spoken language and texts, students choose and use **some** strategies for listening and reading.

Students choose texts and spoken language from different media and **with some relevance** use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves **simply, understandably** and **relatively** coherently. To clarify and vary their communication, students work on, and make **simple** improvements to their own communications.

In oral and written interaction in different contexts, students express themselves **understandably and simply**, and also **to some extent adapted** to purpose, recipient and situation. In addition, students choose and use **essentially** functional strategies which **to some extent** solve problems in and improve interaction.

Students discuss **in basic terms** some phenomena in different contexts and parts of the world where the language is used, and can also make **simple** comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand **the main content and essential details** in language spoken at a moderate pace, and also in basic texts in various genres. Students show their understanding by giving a **well grounded** account with discussion and comments on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language from different media, and use in **a relevant way** the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves **in relatively varied ways, clearly** and **relatively** coherently. **Pupils express themselves also with some ease and to some extent adapted to purpose, recipient and situation.** To clarify and vary their communication, students work on, and make **well grounded** improvements to their own communications.

In oral and written interaction in different contexts, students express themselves **clearly and with some ease**, and also **with some adaptation** to purpose, recipient and situation. In addition, students choose and use functional strategies to solve problems in and improve their interaction.

Students discuss **in detail** some phenomena in different contexts and parts of the world where the language is used, and also make **well developed** comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **both the whole and** the details in the language spoken at a moderate pace in basic texts in various genres. Students show their understanding by giving in a **well grounded and balanced way** an account with discussion and comments on content and details, and also with **good** results act on the basis of the message and instructions in the content.

To facilitate their understanding of the contents of the spoken language and texts, students choose and use **to some extent** strategies for listening and reading.

Students choose texts and spoken language from different media, and also **in a relevant and effective way** use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves **in relatively varied ways, clearly** and coherently. **Students express themselves with ease and some adaptation to purpose, recipient and situation.** To clarify and vary their communication, students work on, and make **well grounded** improvements to their own communications.

In oral and written interaction in different contexts, students express themselves **clearly and with ease**, and also **with some adaptation** to purpose, recipient and situation. In addition, students choose and use **well** functioning strategies to solve problems and improve their interaction, **and develop it in a constructive way.**

Students discuss **in detail and in a balanced way** some phenomena from different contexts and areas where the language is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.

## Modern languages 5

The course, modern languages 5, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Subject areas related to students' education, and societal and working life; current areas; events and processes; thoughts, views, ideas, experiences and feelings; relationships and ethical issues.
- Content and form in different kinds of fiction.
- Living conditions, attitudes, values and traditions, and also social, political and cultural conditions in different contexts and areas where the language is used. The growth of the target language and its position in the world.

#### Reception

- Spoken language, also with different social and dialect features, and texts that instruct, relate, summarise, explain, discuss, report and argue, also via film and other media.
- Coherent spoken language and conversations of different kinds, such as interviews.
- Literature and other fiction.
- Non-fiction of different kinds and for different purposes, e.g. manuals, popular science texts and reports.
- Strategies for listening and reading in different ways and for different purposes.
- Different ways of searching for, selecting and critically examining texts and spoken language.
- How words and phrases in oral and written communications create structure and context by clarifying introduction, causal context, time aspects, and conclusions.

#### Production and interaction

- Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.
- Strategies for contributing to and actively participating in discussions related to societal and working life.
- Processing their own and others' oral and written communications in order to vary, clarify and specify them in order to create structure and adapt them to the purpose and situation. This covers the use of words and phrases that clarify causal contexts and time aspects.

## Knowledge requirements

### Grade E

Students understand **the main content and basic** details in the language spoken at a varying pace and in clearly expressed texts in various genres. Students show their understanding by giving **in basic terms** an account with discussion and comments on content and details, and also with **acceptable** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to assimilate and critically examine the content of spoken and written language.

Students choose texts and spoken language from different media and in a relevant way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in **relatively** varied ways, **relatively** clearly and **relatively** coherently. Pupils express themselves also with **some** ease and **to some extent adapted** to purpose, recipient and situation. Students work on and make **simple** improvements to their own communications.

In oral and written interaction in different, and also more formal contexts, students express themselves clearly and with **some** ease, and also **with some** adaptation to purpose, recipient and situation. In addition, students choose and use **essentially** functional strategies which **to some extent** solve problems in and improve interaction.

Students discuss **in basic terms** some phenomena in different contexts and parts of the world where the language is used, and can also make **simple** comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand **the main content and essential** details in the language spoken at a varying pace and in clearly expressed texts in various genres. Students show their understanding by giving a **well grounded** account with discussion and comments on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to assimilate and critically examine the content of spoken and written language.

Students choose texts and spoken language from different media and in a relevant **and effective** way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in **relatively** varied ways, clearly, coherently and in **relatively structured ways**. Students express themselves with ease and **some adaptation** to purpose, recipient and situation. Students work on and make **well grounded** improvements to their own communications.



In oral and written interaction in different, and also more formal contexts, students express themselves clearly and with ease, and also with **some** adaptation to purpose, recipient and situation. In addition, students choose and use functional strategies to solve problems in and improve their interaction.

Students discuss **in detail** some phenomena in different contexts and parts of the world where the language is used, and also make **well developed** comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **both the whole and** details of the language spoken at a varying pace and in clearly expressed texts in different genres. Students show their understanding by giving in a **well grounded and balanced way** an account with discussion and comments on content and details, and also with **good** results act on the basis of the message and instructions in the content.

Students choose and use **with certainty** strategies to assimilate and critically examine content of spoken and written language.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in varied, clear, coherent **and structured ways**. Students express themselves with ease and **some adaptation** to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in different, and also more formal contexts, students express themselves clearly, **relative freely** with ease, and also with adaptation to purpose, recipient and situation. In addition, students choose and use **well** functioning strategies to solve problems and improve their interaction, **and develop it in a constructive way**.

Students discuss **in detail and in a balanced way** some phenomena from different contexts and areas where the language is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.

## Modern languages 6

The course, modern languages 6, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Concrete and abstract subject areas related to students' education and societal and working life; current subject areas; thoughts, views, ideas, experiences and feelings; ethical and existential issues.
- Themes, ideas, form and content in film and literature; authors and literary epochs.
- Living conditions, attitudes, values, traditions, social issues, and also cultural, historical, political and social conditions in different contexts and areas where the language is used.

#### Reception

- Spoken language, also with different social and dialect features, and texts also complex and formal, which relate, discuss, argue, report and provide descriptions, also via film and other media.
- Coherent spoken language and conversations of different kinds, such as debates, lectures and interviews.
- Contemporary and older literature, poetry, drama and songs.
- Non-fiction of different kinds and for different purposes, such as formal letters, popular science texts and reviews.
- Strategies for source-critical approaches when listening to and reading communications from different sources.
- Strategies to search for relevant information in larger amounts of text or longer sequences of spoken language and to understand perspectives and implied meaning.
- How structure and context are built up and how attitudes, perspectives and style are expressed in spoken and written language in various genres.
- How language, picture and sound are used to influence e.g. political speech and advertising.

#### Production and interaction

- Oral and written production and interaction in different situations and for different purposes where students argue, report, apply, reason, summarise, comment on, assess and give reasons for their views.
- Strategies for contributing to and actively participating in argumentation, debates and discussions related to societal and working life.

- Different ways of commenting on and taking notes when listening to and reading communications from different sources.
- Processing of language and structure in their own and others' oral and written communications, also in formal contexts. Adaptation to genre, situation and purpose.

## Knowledge requirements

### Grade E

Students understand the **main content and basic** details in the language spoken at a relatively rapid pace, and in texts in various genres, and in more formal contexts. Students show their understanding by giving **in basic terms** an account with discussion and comments, and draw conclusions on content and details, and also with **acceptable** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in **relatively** varied ways, clearly and in **relatively** structured ways. Students express themselves with ease and **some** adaptation to purpose, recipient and situation. Students work on and make **simple** improvements to their own communications.

In oral and written interaction in different, also formal and complex contexts, students express themselves clearly and with ease, and also with **some** adaptation to purpose, recipient and situation. In addition, students choose and use **essentially** functional strategies which **to some extent** solve problems in and improve interaction.

Students discuss **in basic terms** some phenomena in different contexts and parts of the world where the language is used, and can also make **simple** comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand the **main content and essential details** in the language spoken at a relatively rapid pace, and in texts in various genres, and in more formal contexts. Students show their understanding by giving a **well grounded** account with discussion and comments, and draw conclusions on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant **and effective** way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in varied, clear and structured ways. Students express themselves with ease and **some** adaptation to purpose, recipient and situation. Students work on and make **well grounded** improvements to their own communications.

In oral and written interaction in different, and also formal and complex contexts, students express themselves clearly, **relatively freely** and with ease, and also with adaptation to purpose, recipient and situation. In addition, students choose and use functional strategies to solve problems in and improve their interaction.

Students discuss **in detail** some phenomena in different contexts and parts of the world where the language is used, and also make **well developed** comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **both the whole and** details in the language spoken at a relatively rapid pace, and in texts in different genres and in more formal contexts. Students show their understanding by giving in a **well grounded and balanced way** an account with discussion and comments, and draw conclusions on content and details, and also with **good** results act on the basis of the message and instructions in the content.

Students choose and use **with certainty** strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications in various genres, students express themselves in varied, **balanced**, clear and structured ways. Students express themselves with ease and with adaptation to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in different, and also formal and complex contexts, students express themselves clearly, **freely** with ease, and also with adaptation to purpose, recipient and situation. In addition, students choose and use **well** functioning strategies to solve problems and improve their interaction, **and develop it in a constructive way**.

Students discuss **in detail and in a balanced way** some phenomena from different contexts and areas where the language is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.



## Modern languages 7

The course, modern languages 7, covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Theoretical and complex subject areas, also of a more scientific nature, related to students' education, chosen specialisation area, societal issues and working life ; thoughts, views, ideas, experiences and feelings; contemporary and historical cultural expression, e.g. literary epochs.
- Societal issues, cultural, historical, political and social conditions, and also ethical and existential issues in different contexts and areas where the language is used.

#### Reception

- Spoken language, also with different social and dialect features, and texts, also complex and formal, which narrate, discuss, argue, report, describe and investigate, also via films and other media.
- Coherent spoken language and dialogues of various kinds, e.g. debates, in-depth reports and lectures.
- Contemporary and older literature and other fiction in various genres, e.g. drama.
- Non-fiction of various kinds and with different purposes, such as texts of agreements, in-depth articles and scientific texts.
- Strategies for over viewing and structuring information in larger amounts of text or longer sequences of spoken language.
- Strategies for drawing conclusions about spoken language and texts regarding attitudes, perspectives, purposes and values, and for understanding implied meaning.
- How oral and written communications in different genres are structured. How stylistic and rhetorical devices are used for different purposes, and how language is used as an instrument to exercise power.

#### Production and interaction

- Oral and written production and interaction in different situations and for different purposes, where students argue from different perspectives, apply, reason, assess, investigate, negotiate and give reasons for their views.
- Oral and written communications in the chosen specialisation area.
- Strategies for using different types of sources, with source-critical awareness and established conventions for citing sources in the chosen specialisation area and in other areas.

- Strategies for participating in, leading and documenting discussions and written communication, e.g. in work processes and negotiating situations related to social and working life.
- Use of basic stylistic and rhetorical devices.
- Processing of language and structure in students' own and others' communications, in formal and complex contexts, and to create adaptation to genre, style and purpose.

## Knowledge requirements

### Grade E

Students understand the **main content and essential** details, and **with some certainty**, also implied meaning, in the language spoken at a relatively rapid pace, and in texts in various genres of an advanced nature. Students show their understanding by giving **in basic terms** an account with discussion and comments, and draw conclusions on content and details, and also with **acceptable** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to search for relevant information, structure it and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves in varied, clear and **structured ways**. Students express themselves with ease and **some** adaptation to purpose, recipient and situation. Students work on and make well grounded improvements to their own communications.

In oral and written interaction in different, also formal and complex contexts, students express themselves clearly, **relatively** freely and with ease, and also with adaptation to purpose, recipient and situation. In addition, students choose and use **essentially** functional strategies which **to some extent** solve problems in and improve interaction.

Students discuss **in basic terms** some phenomena in different contexts and parts of the world where the language is used, and can also make **simple** comparisons with their own experiences and knowledge.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### Grade C

Students understand the **main content and essential** details, and **with some certainty**, also implied meaning, in the language spoken at a relatively rapid pace, and in texts in various genres of an advanced nature. Students show their understanding by giving a **well grounded** account

with discussion and comments, and draw conclusions on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

Students choose and use **with some certainty** strategies to search for relevant information, structure it and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant **and effective** way use the selected material in their own production and interaction.

In oral and written communications in various genres, students express themselves in varied, **balanced**, clear and **structured ways**. Students express themselves with ease and with adaptation to purpose, recipient and situation. Students work on and make well grounded **and balanced** improvements to their own communications.

In oral and written interaction in different, and also formal and complex contexts, students express themselves clearly, freely with ease, and also with adaptation to purpose, recipient and situation. In addition, students choose and use functional strategies to solve problems in and improve their interaction.

Students discuss **in detail** some phenomena in different contexts and parts of the world where the language is used, and also make **well developed** comparisons with their own experiences and knowledge.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students understand **both the whole and** details, and also implied meaning in language spoken at a rapid pace, and in texts in various genres of an advanced nature. Students show their understanding by giving in a **well grounded and balanced way** an account with discussion and comments, and draw conclusions on content and details, and also with **good** results act on the basis of the message and instructions in the content.

Students choose and use **with certainty** strategies to search for relevant information, structure it, and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications in different genres, students express themselves **with good precision**, in varied ways, **with balance**, clearly and **in well structured ways**. Pupils express themselves with ease and **good** adaptation to purpose, recipient and situation. Students work on and make well grounded **and balanced** improvements to their own communications.

In oral and written interaction in different, also formal and complex contexts, students express themselves clearly, freely with ease, and also **with flexible and effective** adaptation to purpose, recipient and situation. In addition, students choose and use **well** functioning strategies to solve problems and improve interaction, **and develop it in a constructive way**.



Students discuss **in detail and in a balanced way** some phenomena from different contexts and areas where the language is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.