

# Norwegian Subject Curriculum

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

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## Purpose

Norwegian is a key subject with regard to cultural understanding, communication, enlightenment and developing an identity. By actively using the Norwegian language, children and young people are introduced to culture and society and become prepared for participation in working life and democratic processes. Norwegian language tuition provides an arena in which they can find their own voice, express themselves, and be heard and get answers.

Tuition in the subject should also develop the pupils' linguistic competence according to the abilities and potential of each individual pupil. Oral skills and competences in reading and writing are both a goal in themselves and a prerequisite for learning and comprehension in all subjects and in every year of study. The subject should stimulate the pupils' desire to read and write, and it should help them develop good learning strategies.

The pupils encounter a wide range of texts in the subject. Tuition in the subject is based on a text concept that encompasses spoken, written and composite texts in which writing, sound and images all interact. The pupils should learn how to navigate this multiplicity of texts, and the subject should provide room for both stimulation and reflection. During the course of study they should read fiction and non-fiction, develop their capacity for critical thought, and acquire a perspective on the history of the written word. Using oral and written communication, they will be able to put their thoughts into words and to convey their opinions and reflections. They should produce their own texts in different styles using appropriate tools, and they should adapt language and form to suit a variety of purposes, recipients and media. Eventually they will be able to study specialist topics in more depth and to better convey specialised content to others.

The subject spans from the historical to the contemporary, from the national to the global. By seeing Norwegian language, culture and literature in a historical and international perspective, the pupils can gain a better understanding of the society in which they live. Norway's cultural heritage offers a multitude of texts that can take on new and unexpected meanings when perspectives are broadened. Our cultural heritage is a living tradition that evolves and recreates itself, and tuition in the Norwegian language should encourage the pupils to become active contributors to this process.

Norwegian and Sami are the two official languages in Norway, while the written language forms Bokmål and Nynorsk enjoy equal status. Norwegians speak a wide variety of dialects and vernaculars, but also languages other than Norwegian. Linguistic diversity is an asset in the development of linguistic competence in children and young people. In view of this language situation, children and young people should develop awareness of linguistic diversity and learn to read and write both Bokmål and Nynorsk. The aim of the tuition is to reinforce the pupils' linguistic self-confidence and identity, to develop their language comprehension, and to provide them with a good starting point for mastering the two written language forms both socially and in the workplace.

The Norwegian curriculum is also studied by pupils with Sami or Finnish as their second language. Tuition in Norwegian combined with tuition in their second language should help improve these pupils' bilingual competence. For pupils receiving bilingual tuition it is therefore important that there is a degree of integration between the two subjects.

## Main subject areas

The subject has been organised into main subject areas with associated competence aims. The subject areas complement each other and should be seen in the context of each other.

The subject is a core subject on all study programmes in upper secondary education and training. The tuition should be made relevant to the pupils by adapting it to the various study programmes.

There are competence aims in Norwegian after Years 2, 4, 7 and 10 at the primary and lower secondary stages, and after Levels Vg1, Vg2 and Vg3 on upper secondary general study programmes. On vocational study programmes there are competence aims after Level Vg2 and after completing Supplementary Studies to Qualify for Higher Education.

There are no competence aims for the written secondary language form (Nynorsk or Bokmål) after Level Vg2 on vocational study programmes.

Pupils on vocational study programmes, pupils receiving tuition in Sami or Finnish as a second language, and other pupils exempt from tuition and assessment in the secondary language form should only write in their primary language form.

### Summary of main subject areas:

Year/Level	Main subject areas		
1–10 Vg1–Vg3	Oral communication	Written communication	Language, literature and culture

## Oral communication

The main subject area of oral communication covers listening and speaking in various settings. Listening is a proactive endeavour during which the pupils should learn and understand by comprehending, interpreting and evaluating statements made by others.

By giving prepared oral presentations and engaging in spontaneous verbal interaction, the pupils should develop their ability to communicate with each other and to express knowledge, thoughts and ideas using a varied vocabulary within different genres. Oral communication also involves adapting language, forms of expression and presentation to different communication situations.

## Written communication

The main subject area of written communication covers reading and writing the Norwegian language. It ranges from the pupils' first introduction to reading and writing to the systematic advancement of their literacy skills for the duration of their course of study. Reading training should stimulate the pupils' desire to read and their ability to read and write. This means that they should read a variety of texts, both in order to learn and for the experience itself. The tuition should also help make the pupils conscious about their own development as readers and writers.

Writing involves expressing, processing and communicating thoughts and opinions in different types of texts and genres. Composite texts form a natural part of the texts that the pupils should read and create. Good written communication requires good vocabulary, an ability to structure text, knowledge of written language conventions, and an ability to adapt text for a given purpose and recipient.

## Language, literature and culture

The main subject area of language, literature and culture covers Norwegian and Nordic oral and written culture, also incorporating international perspectives. The pupils should develop an independent understanding of Norwegian language and literature and gain an insight into how language and text have evolved and continue to evolve over time.

The pupils should acquire knowledge of the language as a system and of the language in use. They should read and reflect on a large and varied selection of old and new texts in

different genres and from different media. They should also familiarise themselves with the traditions of Norwegian writing in a comparative perspective between past and present and in light of external impulses.

## Teaching hours

Teaching hours are given in 60-minute units:

### PRIMARY

Years 1–4: 931 – applies to pupils not studying Sami or Finnish as a second language

Years 5–7: 441 – applies to pupils not studying Sami or Finnish as a second language

Years 1–4: 642 – applies to pupils studying Sami or Finnish as a second language

Years 5–7: 312 – applies to pupils studying Sami or Finnish as a second language

### LOWER SECONDARY

Years 8–10: 398 – applies to pupils not studying Sami or Finnish as a second language

Years 8–10: 284 – applies to pupils studying Sami or Finnish as a second language

### GENERAL STUDY PROGRAMMES

Vg1: 113 – applies to pupils not studying Sami or Finnish as a second language

Vg1: 103 – applies to pupils studying Sami or Finnish as a second language

Vg2: 112 – applies to pupils not studying Sami or Finnish as a second language

Vg2: 103 – applies to pupils studying Sami or Finnish as a second language

Vg3: 168 – applies to pupils not studying Sami or Finnish as a second language

Vg3: 103 – applies to pupils studying Sami or Finnish as a second language

### VOCATIONAL STUDY PROGRAMMES

Vg1: 56 – applies to pupils not studying Sami or Finnish as a second language

Vg1: 45 – applies to pupils studying Sami or Finnish as a second language

Vg2: 56 – applies to pupils not studying Sami or Finnish as a second language

Vg2: 45 – applies to pupils studying Sami or Finnish as a second language

### SUPPLEMENTARY STUDIES TO QUALIFY FOR HIGHER EDUCATION ON VOCATIONAL STUDY PROGRAMMES

Vg3: 281 – applies to pupils not studying Sami or Finnish as a second language

Vg3: 219 – applies to pupils studying Sami or Finnish as a second language

## Basic skills

Basic skills are integrated into the competence aims, where they help develop and form part of the pupils' academic skills. Basic skills in Norwegian are as follows:

*Oral skills* involve deriving meaning by listening, discussing and speaking while adapting the language for a given purpose and recipient. The subject has a particular responsibility for developing the pupils' ability to master different verbal communication situations and to plan and give different types of oral presentations. A systematic approach to different oral genres and strategies in increasingly complex listening and speaking situations is key to developing the pupils' oral skills. This means acquiring specialist knowledge by listening actively and by understanding and using the spoken language with increasing nuance and precision when discussing subject-related topics, problems and texts of increasing volume and complexity.

*Writing skills* involve expressing oneself in genres relevant to the subject in an appropriate manner. This means being able to write texts relevant to the subject and using linguistic terminology. Writing Norwegian is also a way of developing and structuring thoughts and a method for learning. The subject has a particular responsibility for developing the pupils' ability to plan, create and refine increasingly complex texts adapted for a given purpose and recipient. A systematic approach to formal writing skills, knowledge about texts and different writing strategies is key to developing writing skills. This means being able to express oneself with increasing linguistic confidence in both the primary and secondary language form.

*Reading skills* involve deriving meaning from contemporary and historical texts from a wide range of genres. This means immersing oneself in texts and gaining an insight into other people's thoughts, experiences and creativity. It also involves being able to find information and understand logical reasoning and presentation in different types of text on screen and paper and taking a critical and independent perspective on the texts being read. In order to develop their Norwegian reading skills pupils must read much and often, and they must work systematically on reading strategies appropriate to the objective of the reading, and on different types of texts in the subject. They should progress from basic decoding and comprehension of simple texts to understanding, interpreting, reflecting on and evaluating increasingly complex texts in different genres.

*Numeracy* involves interpreting and understanding information in texts containing figures, quantities or geometrical shapes. This means being able to evaluate, reflect on and communicate about complex texts containing graphic representations, tables and statistics. Developing numeracy involves deriving comprehensive meaning from increasingly complex texts where different forms of expression must be seen in the context of each other.

*Digital skills* involve using digital tools, media and resources to obtain and process information, creating and editing different types of text, and communicating with each other. In this context it is important to be able to consciously evaluate and use sources. Digital skills are part of literacy training in Norwegian and involve identifying, using and eventually evaluating and citing digital sources in written and spoken texts as well as producing increasingly complex texts. It also involves developing knowledge of copyright and data protection and taking a critical and independent view of different types of digital sources.

## Competence aims

### Competence aims after Year 2

#### Oral communication

*The aims of the studies are to enable pupils to*

- listen, take turns to speak and respond to others during conversations
- listen to texts in both Bokmål and Nynorsk and discuss them
- listen out for, comprehend, retell and combine information
- play, improvise and experiment with rhymes, rhythm, speech sounds, syllables, meaningful elements and words
- discuss how the choice of words, use of voice and intonation create meaning
- talk fluently about events and experiences
- put own feelings and opinions into words
- describe own experiences of texts using words, drawings, song and other aesthetic forms of expression

#### Written communication

*The aims of the studies are to enable pupils to*

- demonstrate an understanding of the relationship between speech sound and letter and between spoken language and written language
- connect sounds to form words
- read upper and lower case printed letters
- read simple texts with fluency and comprehension on paper and screen
- use own knowledge and experience to understand and comment on the content of texts they read
- write sentences with upper and lower case letters and full stops in own handwriting and on a keyboard
- write simple descriptive and narrative texts
- work creatively on drawing and writing in the context of reading
- reproduce patterns from simple sample texts and other writing sources

#### Language, literature and culture

*The aims of the studies are to enable pupils to*

- discuss the origin and meaning of a selection of well known proverbs, terms and idioms
- discuss the concepts of dialect, Bokmål and Nynorsk
- discuss how words and images work together in picture books and other visual media
- discuss the content and form of old and new songs, rhymes and poems
- discuss characters and plot in fairy tales and stories
- find fiction and non-fiction in the library for own reading

### Competence aims after Year 4

#### Oral communication

*The aims of the studies are to enable pupils to*

- listen out for, retell, explain and reflect on the content of spoken texts
- understand some Swedish and Danish speech
- use appropriate vocabulary to discuss specialist topics, talk about their own experiences and express their thoughts and opinions
- interact with others through play, dramatisations, conversations and discussions
- follow up on input from others during academic discussions and ask clarifying and enlightening questions
- vary tone of voice and intonation when presenting texts

## Written communication

*The aims of the studies are to enable pupils to*

- read different types of texts in Bokmål and Nynorsk with fluency and comprehension
- find information by combining words and illustrations in texts on screen and paper
- recognise and use linguistic devices such as repetition, contrast and simple figurative language
- read, reflect on and discuss own texts and those created by others
- use a variety of notes and sample texts as a basis for their own writing
- write simple narrative, descriptive and persuasive texts
- write in a fluent and functional handwriting and use a keyboard when writing
- structure texts with a heading, introduction, main section and conclusion
- vary the choice of words and syntax in own writing
- create texts that combine words, sounds and images, with and without digital tools
- search for information, create, store and retrieve texts using digital tools
- use the library and internet to find material for own writing

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- describe word classes and their functions
- explain how the use of language can offend others
- describe own vernacular and compare it with that of others
- discuss content and form in composite texts
- express own thoughts on and experience of children's literature, theatre, film, computer games and TV programmes
- discuss songs, rhymes, poems, stories and fairy tales from past and present in Bokmål, Nynorsk and in translation from Sami and other languages
- express own ideas about language, characters and plots in texts from different periods and cultures

## Competence aims after Year 7

### Oral communication

*The aims of the studies are to enable pupils to*

- listen to and process input from others while distinguishing between opinion and fact
- express and justify own views while respecting the views of others
- use song, music and images in performances and presentations
- take on different roles in drama activities, recitations and presentations
- express themselves using a varied vocabulary adapted to the communication situation
- present technical information adapted for a given purpose and recipient, with or without digital tools
- assess oral presentations given by others based on technical criteria

## Written communication

*The aims of the studies are to enable pupils to*

- read a wide selection of Norwegian and translated texts in different genres in both Bokmål and Nynorsk and reflect on their content and form
- cite, summarise and reflect on the key points in a text
- read simple texts in Swedish and Danish and retell and comment on the content
- understand and interpret information from different forms of expression in a composite text
- master key rules of morphology and orthography and write texts with varied syntax and functional punctuation
- write fluently in a personal and functional handwriting and use a keyboard in an appropriate manner
- write texts with a clearly expressed theme and create coherence between sentences and paragraphs
- write narrative, descriptive, reflective and persuasive texts using patterns from sample texts and other sources, and adapt own texts to a given purpose and recipient
- experiment with writing simple texts in the secondary language form
- give feedback on texts created by others based on technical criteria and modify their own texts based on feedback they receive
- use digital sources and tools to create composite texts with hyperlinks and a variety of aesthetic devices
- select and evaluate information from the library and digital information channels

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- give examples of a few similarities and differences between spoken and written language
- carry out basic sentence analysis and demonstrate how texts are constructed using grammatical terminology and textual knowledge
- compare the language and use of language in Bokmål and Nynorsk texts
- read and pronounce place names containing particular North Sami letters and recognise certain words and expressions in one of the Sami languages
- compare vernaculars in their own environment with other vernaculars and with the written language forms Bokmål and Nynorsk
- provide examples of and reflect on how language can express and shape opinions towards individuals and groups of people
- present own interpretations of characters, plots and themes in a varied selection of children's and youth literature in Bokmål and Nynorsk and in translation from Sami
- evaluate texts on the basis of own experiences and with an understanding of the language and content
- be familiar with copyright rules on the use of sources
- use different types of digital and paper-based dictionaries

## Competence aims after Year 10

### Oral communication

*The aims of the studies are to enable pupils to*

- listen to, summarise main content and extract relevant information from spoken texts
- listen to, comprehend and reproduce information from Swedish and Danish
- discuss the form, content and purpose of literature, theatre and films and present interpretative readings and dramatisations



- participate in discussions with reasoned opinions and rational arguments
- present linguistic and multidisciplinary topics using relevant terminology and appropriate digital tools and media
- assess their own oral presentations and those given by others based on technical criteria

## Written communication

*The aims of the studies are to enable pupils to*

- navigate large volumes of texts on screen and paper in order to identify, combine and evaluate information relevant to the subject
- read and analyse a wide selection of texts in different genres and media in Bokmål and Nynorsk and present possible interpretations
- reproduce the content and identify themes in selected texts in Swedish and Danish
- write different types of text using patterns from sample texts and other sources
- recognise the devices of humour, irony, contrasts and comparisons, symbols and metaphors and use some of them in their own texts
- plan, create and refine own texts manually and digitally and evaluate them along the way by applying their knowledge of language and texts
- express themselves using a varied vocabulary and master morphology, orthography and cohesion
- write creative, informative, reflective and persuasive texts in Bokmål and Nynorsk using rational arguments and adapted to a given recipient, purpose and medium
- integrate, cite and quote relevant sources in a verifiable way where appropriate

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- recognise rhetorical appeals and methods of persuasion
- discuss how language can be perceived as discriminatory and intimidating
- give an account of some characteristics of common vernaculars in Norway and discuss attitudes towards different vernaculars and towards the written language forms Nynorsk and Bokmål
- master grammatical terminology describing how the language is constructed
- use grammatical terms to compare Nynorsk and Bokmål
- explain the reasons why there are two equal language forms and give an account of the language debate and linguistic variations in Norway in the present day
- give an account of the prevalence of the Sami languages and of Sami language rights in Norway
- present themes and modes of expression in a selection of key contemporary texts and some classical texts in Norwegian literature
- give examples of and comment on how society, values and ways of thinking are portrayed in texts translated from Sami and other languages
- describe the interaction between aesthetic devices in composite texts and reflect on how we are influenced by sound, language and images
- present the results of in-depth study into two own-choice topics: an authorship, a literary topic or a linguistic topic, and justify the choice of texts and topic
- explain and adopt fundamental principles of data protection and copyright when publishing and using texts

## Competence aims after Level Vg1 general study programmes and Level Vg2 vocational study programmes

### Oral communication

*The aims of the studies are to enable pupils to*

- listen to and be receptive to the arguments of others and use relevant and rational arguments in discussions
- apply linguistic knowledge and terms when discussing texts and language
- apply specialist knowledge and terminology from own study programme in conversations, discussions and presentations about school, society and work
- combine auditive, written and visual forms of expression and use different digital tools in presentations
- apply knowledge of rhetorical appeals in presentations
- master different roles in conversations, discussions, dramatisations and presentations

## Written communication

*The aims of the studies are to enable pupils to*

- read a representative selection of contemporary texts, fiction and non-fiction, in Bokmål and Nynorsk and in translation from Sami and then reflect on their content, form and purpose
- write texts with themes and technical terminology reflecting their own study programme, using patterns from various sample texts
- adapt language and modes of expression to different writing situations at school, in society and at work
- use various aesthetic forms of expression in composite texts
- assess and revise their own texts based on technical criteria
- give an account of argumentation used in texts created by others and write own persuasive texts in Bokmål and Nynorsk
- write creative texts in Bokmål and Nynorsk using a variety of linguistic devices
- obtain, evaluate and use technical material from digital sources when working on own texts and observe the rules on data protection and copyright

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- describe grammatical characteristics of the Norwegian language and compare them with other languages
- describe and evaluate how language and genres are used by representatives of different professions and in different social settings
- give examples of multilingualism and discuss the benefits and challenges of a multilingual society
- discuss cross-cultural encounters and cultural conflicts on the basis of selected contemporary texts
- give an account of a wide register of linguistic devices and explain their function
- interpret and evaluate the relationships between content, form and purpose in composite texts

## Competence aims after Level Vg2 general study programmes

### Oral communication

*The aims of the studies are to enable pupils to*

- listen to, evaluate and provide constructive feedback on oral presentations given by others
- apply their knowledge of rhetorical appeals in discussions and presentations
- present subject-related topics and discuss the material being presented
- accurately convey technical information using digital media and tools

## Written communication

*The aims of the studies are to enable pupils to*

- read and analyse texts in Bokmål and Nynorsk in different genres and form an opinion on the issues they raise and the values they represent
- read and analyse some key texts in Swedish and Danish
- write texts with a clear objective, good structure and cohesion
- express themselves using a varied vocabulary and master linguistic rules
- write creative, informative and persuasive texts, reports, literary analyses, discussions and other expository texts in Bokmål and Nynorsk

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- give an account of key similarities and differences between Old Norse and modern Norwegian
- give an account of the Norwegian language debate and language policies in the 19th century
- explain the argumentation employed in non-fiction texts by applying their knowledge of rhetoric
- analyse the content and evaluate the use of devices in texts taken from various digital media
- compare narrative techniques and values in a selection of contemporary texts with narrative techniques and values in legends and folklore
- describe how different interpretations of Norwegianness are expressed in key texts from the late 1700s to the 1870s and in a selection of contemporary texts
- read a selection of key Norwegian texts and some European texts from the Middle Ages to the Romantic era, place them in a cultural-historical context, and comment on their form and content
- cite and evaluate sources in relevant linguistic situations

## Competence aims after Level Vg3 general study programmes

### Oral communication

*The aims of the studies are to enable pupils to*

- listen to, systematise and summarise information in spoken texts and reflect on their content
- listen to and evaluate argumentation in spoken texts in different media formats and form an opinion on their content and purpose
- discuss linguistic and multidisciplinary topics using specialist terminology and coherent arguments
- apply rhetorical and digital skills to produce and present composite texts
- devise and perform a limited literary programme

### Written communication

*The aims of the studies are to enable pupils to*

- navigate large volumes of text of varying complexity and select, summarise and evaluate relevant information
- read a selection of contemporary texts in Bokmål and Nynorsk and discuss how these texts relate to the modern day both linguistically and thematically
- apply knowledge of texts, genres, media and linguistic devices to plan, create and refine own texts with a clear objective, good structure and rational arguments

- express themselves using a precise and varied vocabulary and master linguistic rules
- write creative, informative and expository texts, literary analyses and rhetorical analyses in Bokmål and Nynorsk based on texts relevant to the curriculum
- use sources in a critical and verifiable way and master digital citation

## **Language, literature and culture**

*The aims of the studies are to enable pupils to*

- give an account of the characteristics of a selection of Norwegian vernaculars and reflect on factors that may affect the development of vernacular
- give an account of the Norwegian language debate and language policies from 1900 until the present day
- give an account of characteristics of Sami languages and culture and of the consequences of Norwegian language and assimilation policies
- give an account of key similarities and differences between the Nordic languages
- present a selection of translated and original Nordic texts
- interpret and evaluate complex composite texts
- analyse, interpret and compare a selection of key Norwegian texts and some international texts from different literary traditions from the Romantic era until the present day and place them in a cultural-historical context
- use rhetorical concepts to analyse and evaluate different types of non-fiction texts
- complete an exploratory in-depth project of their choice on a linguistic or literary topic and select communication methods appropriate to the project

## **Competence aims after Supplementary Studies to Qualify for Higher Education – vocational study programmes**

### **Oral communication**

*The aims of the studies are to enable pupils to*

- listen to, evaluate and provide constructive feedback on oral presentations given by others
- apply their knowledge of rhetorical appeals in discussions and presentations
- present subject-related topics and discuss the material being presented
- accurately convey technical information using digital media and tools
- listen to, systematise and summarise information in spoken texts and reflect on their content
- listen to and evaluate argumentation in spoken texts in different media formats and form an opinion on their content and purpose
- discuss linguistic and multidisciplinary topics using specialist terminology and coherent arguments
- apply rhetorical and digital skills to produce and present composite texts
- devise and perform a limited literary programme

### **Written communication**

*The aims of the studies are to enable pupils to*

- read and analyse texts in Bokmål and Nynorsk in different genres and form an opinion on the issues they raise and the values they represent
- read and analyse some key texts in Swedish and Danish
- write texts with a clear objective, good structure and cohesion
- express themselves using a varied vocabulary and master linguistic rules
- write creative, informative and persuasive texts, reports, literary analyses, discussions and other expository texts in Bokmål and Nynorsk

- navigate large volumes of text of varying complexity and select, summarise and evaluate relevant information
- read a selection of contemporary texts in Bokmål and Nynorsk and discuss how these texts relate to the modern day both linguistically and thematically
- apply knowledge of texts, genres, media and linguistic devices to plan, create and refine own texts with a clear objective, good structure and rational arguments
- express themselves using a precise and varied vocabulary and master linguistic rules
- write creative, informative and expository texts, literary analyses and rhetorical analyses in Bokmål and Nynorsk based on texts relevant to the curriculum
- use sources in a critical and verifiable way and master digital citation

## Language, literature and culture

*The aims of the studies are to enable pupils to*

- give an account of key similarities and differences between Old Norse and modern Norwegian
- give an account of the Norwegian language debate and language policies in the 19th century
- explain the argumentation employed in non-fiction texts by applying their knowledge of rhetoric
- analyse the content and evaluate the use of devices in texts taken from various digital media
- compare narrative techniques and values in a selection of contemporary texts with narrative techniques and values in legends and folklore
- describe how different interpretations of Norwegianness are expressed in key texts from the late 1700s to the 1870s and in a selection of contemporary texts
- read a selection of key Norwegian texts and some European texts from the Middle Ages to the Romantic era, place them in a cultural-historical context, and comment on their form and content
- cite and evaluate sources in relevant linguistic situations
- give an account of the characteristics of a selection of Norwegian vernaculars and reflect on factors that may affect the development of vernacular
- give an account of the Norwegian language debate and language policies from 1900 until the present day
- give an account of characteristics of Sami languages and culture and of the consequences of Norwegian language and assimilation policies
- give an account of key similarities and differences between the Nordic languages
- present a selection of translated and original Nordic texts
- interpret and evaluate complex composite texts
- analyse, interpret and compare a selection of key Norwegian texts and some international texts from different literary traditions from the Romantic era until the present day and place them in a cultural-historical context
- use rhetorical concepts to analyse and evaluate different types of non-fiction texts
- complete an exploratory in-depth project of their choice on a linguistic or literary topic and select communication methods appropriate to the project

## Assessment

Provisions for final assessments:

### **Overall achievement grades**

Year/Level	Arrangement
Year 10	The pupils should be given three coursework grades: one in the written primary language form, one in the written secondary language form, and one in Norwegian oral skills.

Level Vg2 vocational study programmes	The pupils should receive one coursework grade.
Level Vg3 general study programmes Vg3 Supplementary Studies to Qualify for Higher Education	The pupils should be given three coursework grades: one in the written primary language form, one in the written secondary language form, and one in Norwegian oral skills.

**Exams**

Year/Level	Arrangement
Year 10	The pupils may be selected for a two-day written exam in the primary and secondary Norwegian language forms. The written exam will be set and graded centrally. The pupils may also be selected for a Norwegian oral skills exam. The oral exam will be set and graded locally.
Level Vg2 vocational study programmes	The pupils may be selected for a written exam in the primary language form. The written exam will be set and graded locally. The pupils may also be selected for a Norwegian oral skills exam. The oral exam will be set and graded locally. The exam covers the entire subject (112 hours).
Level Vg3 general study programmes Vg3 Supplementary Studies to Qualify for Higher Education	All pupils must sit for a written exam in the primary language form. The pupils may also be selected for a written exam in the secondary language form. The written exam will be set and graded centrally. The pupils may also be selected for a Norwegian oral skills exam. The oral exam will be set and graded locally. The exam covers the entire subject (393 hours).

**Exams for external candidates**

Year/Level	Arrangement
Year 10	See the current arrangement for adults in primary and lower secondary education
Level Vg2 vocational study programmes	All external candidates must sit a written exam in the primary language form. The written exam will be set and graded locally. External candidates must also sit a Norwegian oral skills exam. The oral exam will be set and graded locally. The exam covers the entire subject (112 hours).
Level Vg3 general study programmes Vg3 Supplementary Studies to Qualify for Higher Education	All external candidates must sit a written exam in the primary and secondary language forms. The written exam will be set and graded centrally. External candidates must also sit a Norwegian oral skills exam. The oral exam will be set and graded locally. The exam covers the entire subject (393 hours).

General provisions on assessments are described in the Regulations to the Education Act.