

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

Established as a regulation by the Ministry of Education and Research 05.07.2013.

Valid from 01.08.2013

Valid to 31.07.2022



Utgått

## Purpose

Norwegian for the Hearing Impaired 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 prepare themselves for participation in working life and democratic processes. Together with Norwegian Sign Language the subject creates arenas where pupils can find their own voice, express themselves, be heard and get answers – all based on the potential of the individual pupil.

Tuition in the subject should also help develop the pupils' linguistic competence based on the abilities and potential of each pupil with respect to language, auditory perception, communicative strategies and use of audiological equipment. Oral and literacy skills are both a goal in themselves and a prerequisite for learning 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.

In Norwegian for the Hearing Impaired the pupils will encounter a wide range of terms, signs, words and different types of spoken, written and composite texts where writing, picture and sound all play a part. The subject should help the pupils navigate this multiplicity of texts, and it 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. 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.

Norwegian for the Hearing Impaired spans from the historical to the contemporary, from the national to the global. By seeing Norwegian language and culture in a historical and national perspective, the pupils can gain a better understanding of the society they live in. International perspectives in the subject can help develop cultural understanding, tolerance and respect for others.

Norwegian and Sami are the two official languages in Norway, while the written language forms Bokmål and Nynorsk enjoy equal status, and Norwegian Sign Language is a fully recognised language. Norwegians speak a wide variety of dialects and sociolects, as well as languages other than Norwegian. Linguistic diversity is an asset in the development of linguistic competence in children and young people. In view of the language situation in Norway, children and young people should develop awareness of linguistic diversity and learn to read and write Norwegian.

Norwegian for the Hearing Impaired should be seen in the context of the Norwegian Sign Language curriculum. In combination the two languages provide the necessary foundations for the tuition of pupils who will go on to become functionally bilingual in Norwegian society. The two languages should also help create a basis for multilingualism and participation in international arenas.

## Main subject areas

The subject has been organised into main subject areas with associated competence aims.

The three 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 therefore be made relevant to the pupils by adapting it to the various study programmes.

There are competence aims in Norwegian for the Hearing Impaired 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.

**Summary of main subject areas:**

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

The main subject area of oral communication involves listening and communicating using varying degrees of speech in various settings. Listening and expressing oneself in Norwegian or in Sign Language are key to developing social and cultural competences. Listening is a proactive endeavour during which the pupils should use all their senses to learn and understand by comprehending, interpreting and evaluating statements made by others. By giving prepared oral presentations and engaging in spontaneous oral interaction, the pupils should develop their ability to communicate with each other and to express their own thoughts and ideas using a varied vocabulary within different genres.

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 encourage the pupils to read and requires them to read different types of texts, both in order to learn and for the experience itself. Critical assessment and analysis is also part of this main subject area. Reading 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. Good written communication requires a good vocabulary of words and terms, knowledge of written language conventions, an ability to structure text, and an ability to adapt text for a given purpose and recipient. Composite texts form a natural part of the texts that the pupils should read and create.

The main subject area of language, literature and culture covers Norwegian and Nordic languages and written culture and incorporates international perspectives on both Norwegian language and Sign Language. The relationships between Norwegian language, Sign Language and the status of minority languages also form part of this main subject area. 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.

## Teaching hours

Teaching hours are given in 60-minute units.

### PRIMARY

Years 1–7 2,059 hours

### LOWER SECONDARY

Years 8–10 678 hours

### GENERAL STUDY PROGRAMMES

Vg1: 113 hours

Vg2: 112 hours

Vg3: 168 hours

### VOCATIONAL STUDY PROGRAMMES

Vg1: 56 hours

Vg2: 56 hours

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

Vg3: 280 hours

### 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 for the Hearing Impaired are as follows:

*Oral skills* involve deriving meaning by lip-reading, listening and expressing oneself using varying degrees of speech or Sign Language chosen on the basis of the pupil's circumstances. Oral skills are associated with Sign Language situations, speech situations and combinations thereof and involve listening actively and being able to speak, both spontaneously and after preparation. It also involves being able to co-operate on subject-related topics, problems and texts using different languages, communicative strategies and media, and being able to adapt the language for a given purpose and recipient. A systematic approach to oral genres and strategies in increasingly complex listening and conversation situations is key to developing the pupils' oral skills.

*Writing skills* involve expressing oneself in an appropriate manner and communicating with others using written language. 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 ideas and thoughts and a method for learning. Taking pleasure in writing is key to developing writing skills. Writing texts in a wide range of genres using appropriate tools is an important aspect of the subject. This means being able to plan, create and refine texts adapted for a given purpose and recipient. Developing Norwegian writing skills requires a systematic approach to formal writing, textual knowledge and various writing strategies in order to be able to write increasingly complex texts.

*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 and taking a critical and independent perspective on the texts being read. To develop their 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. Reading training for deaf and hearing impaired pupils also involves drawing on their linguistic resources in the confluence between Norwegian and Sign Language.

*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. Numeracy skills are developed by 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 learning 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 the subject 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

### Oral communication

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

- listen out for, comprehend, retell and combine information
- listen, take turns to speak or sign and respond to others during conversations
- play, improvise and experiment with rhymes, rhythm, speech sounds, syllables, meaningful elements, signs and words
- explore their own hearing by recognising, listening out for and linking speech sounds to mouth position, printed letters and manual alphabet
- discuss how the choice of words, intonation, signs, mimicry and body language creates different meanings in texts
- greet others, ask questions and answer simple questions
- talk fluently about own feelings, experiences and knowledge
- describe own experiences of texts using signs, words, drawings, song, drama, rhythm and movement 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, written language and Sign Language
- use all their senses to contract sounds/letters into words
- read upper and lower case printed letters
- read simple texts with fluency and comprehension on paper and screen
- use upper and lower case letters and experiment with words in their own handwriting and on a keyboard
- use own knowledge and experience to understand and comment on the content of texts they read
- copy patterns from simple sample texts and employ other writing principles
- work creatively on drawing and writing in the context of reading

### Language, literature and culture

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

- discuss how Norwegian and Sign Language are different languages and how they are used in different situations
- discuss characters and plots in fairy tales and stories
- discuss the content and form of old and new songs, rhymes and poems
- discuss how words and images work together in picture books and other visual media
- find fiction and non-fiction in the library for own reading

### Oral communication

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

- listen out for, recount, explain and reflect on the content of spoken texts
- use mouth position, speech sounds and verbal phrases in communication with others
- follow up on input from others during academic discussions and ask clarifying and enlightening questions

- interact with others through dramatisations, conversations and discussions in Norwegian or Sign Language
- use appropriate vocabulary to discuss specialist topics, talk about their own experiences and express their personal opinions
- perform texts for fellow pupils in Norwegian or Sign Language

## Written communication

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

- read different types of texts for children with comprehension, fluency and cohesion
- find information by combining words, sentences, paragraphs and illustrations in texts on screen and paper
- read, reflect on and discuss own texts and those created by others
- recognise and use linguistic devices such as repetition, contrast and simple figurative language
- use a variety of notes as a basis for their own writing
- use adequate vocabulary to describe experiences, knowledge, feelings and own opinions
- write simple narrative, descriptive and persuasive texts, inspired by sample texts
- vary the choice of words and syntax in own writing
- write in a fluent and functional handwriting and use a keyboard when writing
- structure texts with a heading, introduction, main section and conclusion
- use and describe important word classes and punctuation in own texts and texts created by others
- apply frequently used grammatical structures, particles, elementary sentence patterns and spelling
- create texts that combine words or signs, picture and sound or visual effects with and without digital tools
- search for information, create, store and retrieve texts using digital tools
- use the library, internet and dictionaries to find information for own writing

## Language, literature and culture

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

- describe words, signs, modes of expression, some word classes and their function in Sign Language and Norwegian
- explain the difference between the use and choice of language in personal and long-distance communication
- discuss the origin and meaning of a selection of well known proverbs and idioms
- retell simple texts from Sign Language to Norwegian and from Norwegian to Sign Language
- discuss content and form in composite texts
- discuss songs, rhymes, poetry, stories and fairy tales from past and present in Norwegian and Sign Language and in translation from Sami and other languages
- describe genre characteristics in fairy tales and stories
- express own thoughts on and experience of children's literature, theatre, film, computer games and TV programmes
- express ideas about language, characters and plots in appropriate texts from different periods and cultures

## 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 pictures, song and music in performances and presentations in Norwegian or Sign Language

- take on different roles in drama activities, recitations and presentations in Norwegian or Sign Language
- express themselves using vocabulary appropriate to the content and communication situation
- present technical information adapted for a given purpose and recipient, with and 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 Norwegian and reflect on their content and form
- cite, summarise and reflect on key points in texts and ask questions relating to the texts
- 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 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
- write fluently in a personal and functional handwriting and use a keyboard in an appropriate manner
- give feedback on texts created by others based on technical criteria and to 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*

- carry out basic sentence analysis and demonstrate how texts are constructed using grammatical terminology and textual knowledge
- read place names containing particular North Sami letters and recognise certain words and expressions in one of the Sami languages
- identify linguistic characteristics in their own environment and compare with some other vernaculars
- provide examples of and reflect on how language can express and shape opinions towards individuals and groups of people
- recognise ambiguity in the Norwegian language
- discuss and evaluate fiction texts on the basis of own experiences in Norwegian or Sign Language
- compare and present characters and plots in children's and youth literature
- recognise characteristics of the Norwegian language forms Bokmål and Nynorsk
- be familiar with copyright rules on the use of sources
- use different types of digital and paper-based dictionaries

## Oral communication

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

- listen to, summarise main content and extract relevant information from spoken and visualised texts
- listen to and recognise some common slang and youth language
- describe in Norwegian or Sign Language how rhythm, volume of speech, intonation, mimicry and body language can help create linguistic content

- 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 technical information using relevant specialist terminology and appropriate digital tools and media adapted to different recipients
- assess their own oral presentations and those of others based on technical criteria.

## Written communication

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

- read and analyse a wide selection of texts in different genres and media in Norwegian and present possible interpretations
- navigate large volumes of texts on screen and paper in order to identify, combine and evaluate information relevant to the subject
- reproduce the content and identify themes in selected texts in Swedish and Danish
- write creative, informative, reflective and persuasive texts with justified opinions adapted for a given recipient and purpose
- express themselves using a varied vocabulary and master morphology, orthography and cohesion
- recognise the devices of humour, irony, contrast, comparison, symbols and metaphors and use some of them in own texts
- plan, create and refine own texts manually and digitally and evaluate them during the process by applying their knowledge of language and texts
- integrate, refer to and cite 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
- describe some of the characteristics of common vernaculars in Norway and discuss attitudes towards different vernaculars
- give an account of Sami language rights in Norway and of the prevalence of the Sami languages
- master grammatical terminology describing how the language is constructed
- explain the reasons why there are two equal language forms and give an account of the language debates and linguistic variations in Norway in the present day
- give an account of the process of having Norwegian Sign Language recognised as an official language and of the prevalence of Sign Language
- discuss how language can be perceived as discriminatory and intimidating
- give examples of and comment on how society, values and ways of thinking are portrayed in texts translated from Sami and other languages
- present important themes and modes of expression in a selection of key contemporary texts and some classical texts from Norwegian literature
- describe the interaction between aesthetic devices in composite texts and reflect on how we are influenced by sound, language and images
- explain and adopt fundamental principles of data protection and copyright when publishing and using texts
- present the results of in-depth study into an own-choice topic: an authorship, a literary topic or a linguistic topic, and justify the choice of text and topic

## 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
- understand and apply linguistic knowledge and terms when discussing texts and language



- apply knowledge of rhetorical appeals in presentations
- using Norwegian or Sign Language, discuss and reflect on their own language and code switching
- 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

## 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 various sample texts as references
- write creative texts using a variety of linguistic devices
- 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
- give a fluent written presentation using appropriate vocabulary and correct grammatical structures
- assess and revise their own texts based on technical criteria
- obtain, evaluate and use technical material and information from digital sources when working on own texts and observe the rules on data protection and copyright
- use digital tools to present and publish own texts and to communicate with others

## Language, literature and culture

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

- explain the relationship between minority and majority languages in Norway
- reflect on the relationship between language, culture and identity
- give examples of multilingualism and discuss the benefits and challenges of a multilingual society
- describe and evaluate how language and genres are used by representatives of different professions and in different social settings
- compare texts in Norwegian and Sign Language and reflect on similarities and differences
- give an account of a wide register of linguistic devices and explain their function
- discuss cross-cultural encounters and cultural conflicts on the basis of selected contemporary texts

## 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 in Norwegian or Sign Language
- apply their knowledge of rhetorical appeals in discussions and presentations
- adapt language and genre for a given purpose and recipient and use varied and accurate vocabulary and terminology
- 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 in order to form an opinion on the issues they raise and the values they represent
- write texts with a clear objective, good structure and cohesion
- write creative, informative and persuasive texts, reports, literary analyses, discussions and other expository texts
- express themselves using a varied vocabulary and master linguistic rules

## 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
- 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
- analyse the content and evaluate the use of devices in texts taken from different digital media
- explain how different interpretations of Norwegianness are expressed in key texts from the late 1700s to the 1870s and in a selection of contemporary texts
- compare narrative techniques and values in a selection of contemporary texts with narrative techniques and values in legends and folklore
- cite and evaluate sources in relevant academic situations

## Oral communication

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

- listen to, systematise and summarise information in spoken texts of varying complexity and reflect on their content
- listen to and evaluate argumentation in texts created by others and form an opinion on their content and purpose
- use varied and nuanced vocabulary, master proverbs and idiomatic forms of expression and adapt language and genre for a given purpose and recipient
- discuss and present subject-related 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
- write literary and rhetorical analyses, creative texts and expository texts based on subject-related texts
- write informative texts, reports and discussions with a clear objective, good structure and rational arguments
- express themselves using a precise and varied vocabulary and master linguistic rules
- apply their knowledge of texts, media and linguistic devices in their own writing
- 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 Sign Language variants and Norwegian vernaculars and reflect on factors that may affect the development of Sign Language and vernacular
- give an account of the Norwegian language debate and language policies from 1900 until the present day
- give an account of key similarities and differences between the Nordic languages
- give an account of the status of minority languages in Norway in the present day
- present a selection of translated and original Nordic 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 texts in different non-fiction genres
- interpret and evaluate complex composite texts
- complete an exploratory in-depth project of their choice on a linguistic or literary topic and select communication methods appropriate to the project

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- apply their knowledge of rhetorical appeals in discussions and presentations
- adapt language and genre for a given purpose and recipient and use varied and accurate vocabulary and terminology
- present subject-related topics and discuss the material being presented
- accurately convey technical information using digital media and tools
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- use rhetorical concepts to analyse and evaluate texts in different non-fiction genres
- interpret and evaluate complex composite 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	Arrangement
Year 10	The pupils should receive one coursework grade in written Norwegian
Level Vg2 vocational study programmes	The pupils should receive one coursework grade in written Norwegian
Level Vg3 general study programmes Vg3 Supplementary Studies to Qualify for Higher Education	The pupils should receive one coursework grade in written Norwegian

In the case of programmes of study lasting longer than one year, only the coursework grade from the highest level of upper secondary education will be stated on the training certificate or diploma.

### Exams

Year	Arrangement
Year 10	The pupils may be selected for a written exam in Norwegian. The written exam will be set and graded centrally.
Level Vg2 vocational study programmes	The pupils may be selected for a written exam in Norwegian. The written 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 Norwegian. The written exam will be set and graded centrally. The exam covers the entire subject (393 hours).
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**Exams for external candidates**

<b>Year</b>	<b>Arrangement</b>
Year 10	See the current arrangement for adults in primary and lower secondary education
Level Vg2 vocational study programmes	All external candidates must sit for a written exam in Norwegian. The written 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 for a written exam in Norwegian. The written exam will be set and graded centrally. The exam covers the entire subject (393 hours).

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