

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

Laid down as a regulation by the Norwegian Directorate for Education and Training on 22 March 2006 as delegated in a letter of 26 September 2005 from the Ministry of Education and Research pursuant to the Act of 17 July 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4 first paragraph.

Valid from 01.08.2006

Valid to 31.07.2016



Utgått

Purpose

To live in fellowship with others entails the ability to adapt to community norms as well as individuals' desire for freedom through personal choice. Where the needs of society and individual preferences intersect, the question often arises as to what a society ought to be and how it should be organized in order to safeguard human rights and the welfare of its citizens as well as possible. The programme subject Politics, the individual and society shall generate knowledge, develop skills and foster attitudes related to life and living together with others in a society. It shall stimulate the pupil to think, comprehend and reflect on the interaction between the individual and society.

The programme subject Politics, the individual and society shall aid in developing independent individuals who learn to become better citizens through their encounter with the world at large, other cultures and teaching materials. This task invites the expansion of the individual's tolerance for multiplicity, based on the notion that social life is not always the same for everyone. The programme subject Politics, the individual and society is an educative subject designed to stimulate involvement and democratic participation through social and value-related issues.

Working with this programme subject shall influence and develop the pupil's capacity for cooperation, creativity and analytical thinking. The teaching in the programme subject shall provide experience and cognition as a basis for personal growth and social development from a lifelong perspective. The teaching in Politics, the individual and society shall pave the way for the use of varied learning venues and learning strategies. The programme subject shall develop competence that can serve as a basis for participation in vocational life and for further studies.

Structure

Politics, the individual and society comprises four main subject areas: Social sciences, Social geography, Sociology and social anthropology and Politics and human rights. These programme subjects can be chosen independently of each another.

These programme subjects have been structured into main subject areas, for which competence aims have been formulated. The main subject areas complement each other, and should be viewed in relation to one another.

Overview of the main subject areas:

Programme subject	Main subject areas					
Social sciences	Social science working methods	Phases of life	Welfare differences	Social problems	The Welfare State and human rights	
Social geography	Sociogeographical tools and methods	Population and settlement geography	Economic geography	Change in cities and regions	Development geography	
Sociology and social anthropology	Social science modes of thought	Cultural understanding	Socialization	Production and labour	Distribution of goods	
Politics and human rights	Political processes and institutions	Democracy and co-citizenship	International political systems and	International cooperation and conflicts	Human rights values	Human rights in practical politics

			players			
--	--	--	---------	--	--	--

Main subject areas

The main subject area Social science working methods deals with how social science researchers work, and with methodological and ethical questions relating to research. It is also concerned with how methods can be tested through planning, implementation, analysis and interpretation of studies.

The main subject area Phases of life deals with socialization and the growing-up environment during childhood and adolescence, marital and cohabitation issues and the challenges of old age. It is also concerned with how the challenges of the various phases of life are related to personal resources, the circumstances of one's surroundings and to society at large.

The main subject area Welfare differences involves an analysis of welfare differences in Norway. It deals in particular with the welfare situation of immigrants and the disabled.

The main subject area Social problems is concerned with the causes and effects of social problems. The abuse of children and youngsters, crime and drug abuse are also key subjects.

The main subject area The welfare state and human rights deals with the principles of the Welfare State, legislation and political governance, as well as present and future challenges facing the Welfare State.

The main subject area Sociogeographical tools and methods deals with geographical work methods and levels. It is also concerned with geographical information systems, sociogeographical map analysis and with statistical data.

The main subject area Population and settlement geography deals with demographical conditions and relationships. Settlement patterns and global population development are also included in the main subject area. Also covered are such aspects as population growth, population policies and migration.

The main subject area Economic geography deals with the relationship between resources, finances and social change. It also encompasses recent localization theory and the effect of technology on the global economy, the division of labour and the environment.

The main subject area Change in cities and regions deals with different aspects of regions and how change in cities can affect living conditions among populations. The assessment of local planning projects is included in the main subject area, as is the term location and factors that can affect a location.

The main subject area Development geography is about how development theories account for poverty and elaborate on strategies for development. Furthermore, it includes political geography, environmental challenges and socio-geographical conditions in Norway as compared with those in poor countries.

The main subject area Social science modes of thought deals with modes of thought in sociology and social anthropology, social behaviour and social systems. It is also concerned with how social scientists acquire knowledge about a society.

The main subject area Cultural understanding deals with similarities and differences between cultures. Also dealt with are the following: Stability and change in cultures, family and kinship schemes, the functions of marriage and the significance of religion for the individual and society.

The main subject area Socialization deals with socialization in dissimilar cultures and primary and secondary groups and with the role of the mass media in socialization. It is also concerned with communication between people and with social deviations.

The main subject area Production and labour concerns production in different cultures and eras, as well as the significance of work for the individual and for society. It includes organizational theories, work environment, the Knowledge and Information Society, and the international division of labour.

The main subject area Distribution of goods deals with power and the distribution of power with respect to political ideologies. It also covers layering, class, social inequality and mobility.

The main subject area Political processes and institutions is about political influence and the relationships between values and political actions in Norway. Formal features of political activity and the role of the mass media as a political player are also integral to the main subject area.

The main subject area Democracy and co-citizenship deals with continuity in and breach of democratic traditions and the requisite conditions for citizenship and democratic forms of government. The main subject area is also concerned with the position of indigenous peoples, and national and ethnic minorities within democracy.

The main subject area International political systems and players is concerned with political systems, agreements and important international players. Power and the use of power in intergovernmental relations are also included in the main subject area, and the influence of the media in international politics also plays a key role.

The main subject area International cooperation and conflicts is concerned with forms of collaboration and with regional and global conflicts. It also deals with issues related to peace, security and the environment.

The main subject area Human rights values deals with the development of human rights and the ethical and legal foundation of such rights. Also included in the main subject area are important declarations and conventions in international politics.

The main subject area Human rights in practical politics involves the analysis of what causes violations of human rights. Also dealt with are institutions that promote and enforce human rights, as well as various schemes and initiatives that could prevent the violation of human rights.

Teaching hours

Teaching hours are given in 60-minute units.

Social sciences: 140 teaching hours per year

Social geography: 140 teaching hours per year

Sociology and social anthropology: 140 teaching hours per year

Politics and human rights: 140 teaching hours per year

Basic skills

Basic skills are integrated into the competence aims for this course in areas where they contribute to the development of and are part of the subject competence. In the Politics, the individual and society programme subject, basic skills are understood as follows:

Being able to express oneself orally in Politics, the individual and society involves presenting social themes in a manner that others can grasp. This, in turn, means being able to discuss relevant social

issues and justify one's standpoints on the basis of expert knowledge. Also involved is the ability to listen and to respond well to others.

Being able to express oneself in writing in Politics, the individual and society involves presenting texts independently, clearly, and in a structured manner. This means discussing social themes in logical order, so that they can be assessed in terms of one another. Also involved is the ability to work with and draw together texts in order to create an overview.

Being able to read in Politics, the individual and society involves appropriating a broad range of specialized texts. Reading means being focussed on the intentions and the core message of a text and discovering what conveys the gist of the meaning. Reading also involves making use of information gleaned from the Internet, reference works and newspapers, and being able to extract information from statistics, graphical presentations, maps, illustrations and photos.

Numeracy in Politics, the individual and society involves distilling key trends from a set of figures, interpreting tables and graphical presentations and showing context through the use of numbers.

Being able to use digital tools in Politics, the individual and society involves searching for, critically evaluating, choosing and utilizing sources and sociological information on the Internet. It also includes utilizing various programmes for processing information and presenting tables, graphical presentations and maps.

Competence aims

Social science working methods

The aims of the studies are to enable pupils to

- describe the phases of social science research and assess methodological and ethical issues in research
- discuss how social scientists can be influenced by their cultural background, and elaborate on and discuss the challenge of maintaining objectivity in social research
- give an account of important hallmarks of qualitative and quantitative social research, and discuss the advantages and disadvantages of the various methods
- formulate social issues and discover, process and present information in terms of them
- use the methods of the social sciences to implement and analyse smaller studies and interpret the results

Phases of life

The aims of the studies are to enable pupils to

- define terms and concepts related to socialization and use them to compare socialization in different periods of history in Norway
- give an account of crucial needs of children and adolescents, and elaborate on and discuss how one's childhood environment can affect the ability to meet those needs
- give an account of theories concerning the choice of spouse; analyse the causes of marital problems, and elaborate on and discuss how problems can be prevented and resolved
- analyse circumstances that can affect older people's participation in professional and social life, and assess different forms of care of the elderly
- describe the phases of mental crises and elaborate on and discuss the qualifications for coping with crises

Welfare differences

The aims of the studies are to enable pupils to

- define the term welfare, locate information on welfare differences in Norway, and discuss the ramifications of these differences
- reflect on the expression The Good Life and discuss whether indigenous populations, ethnic and national minorities might have a different understanding of The Good Life from that of the majority population
- give an account of the causes of migration, elaborate on and discuss the principles governing Norwegian immigration policies, and assess schemes and initiatives that might facilitate the integration of immigrants into Norwegian society
- describe and analyse the challenges that the disabled often encounter, and assess the facilitation of their participation in society

Social problems

The aims of the studies are to enable pupils to

- define the term social problems and make use of sociological theories to analyse the causes of the problems
- discuss the consequences of social problems for individuals and for society as a whole
- analyse the causes of the abuse of children and adolescents, and elaborate on and discuss how such abuse can be prevented
- give an account of theories of what causes crime, assess society's response system, and elaborate on and discuss measures that might prevent crime
- cite theories of the causes of substance abuse, and use these theories to explain how substance abuse can be prevented and treated

The welfare state and human rights

The aims of the studies are to enable pupils to

- give an account of key principles and legislation upon which the welfare state is built, and provide examples of how such principles can be self-contradictory
- give an account of how the welfare state is administered, financed and governed politically
- analyse the challenges facing the welfare state and discuss the role of the welfare state in the future
- describe the human rights situation in Norway and elaborate on and discuss the challenges facing the authorities and volunteer organizations in their efforts to promote human rights
- assess their own opportunities to promote human rights

Sociogeographical tools and methods

The aims of the studies are to enable pupils to

- explain what a geographical approach involves
- read, interpret and make use of the most important kinds of analogue and digital maps, as well as carry out socio-geographical map analyses
- locate and give an account of geographical information systems (GIS), and use GIS in their work with socio-geographical subjects
- define social development issues and analyse them with the aid of qualitative data and methods
- locate, utilize and analyse sociogeographical statistics and diagrams

Population and settlement geography

The aims of the studies are to enable pupils to

- define key demographic terms and describe the main features of a demographic transition in different countries
- discuss the reasons for the development of population patterns in Norway in recent times

- compare theories about population development, and elaborate on and discuss the consequences of population policies
- give an account of global population developments, and explain and discuss population changes
- give an account of the reasons for, and assess the consequences of, migration patterns internationally

Economic geography

The aims of the studies are to enable pupils to

- elaborate on and discuss the relationship between resources and economic activity and show how this can lead to social change
- analyse sociogeographical conditions in Sámi settlement areas
- give an account of localization and relocalization factors that have a bearing on business activity today
- reflect on how technology and communication affect the global economy and the division of labour

Change in cities and regions

The aims of the studies are to enable pupils to

- present the various geographical levels, elaborate on and discuss the concept of regions, and describe the different types of regions
- give an account of the reasons why regions are formed, and account for regional change
- describe the form, function and inner differentiation of cities, and discuss the ways in which this affects the living conditions of population groups
- evaluate consequences of local planning projects
- explain the terms place and place identity, and assess the ways in which local, regional and global trends can affect places

Development geography

The aims of the studies are to enable pupils to

- give an account of key development theories and show how they can account for poverty
- present a variety of strategies for development
- elaborate on and discuss how the development in poor countries can represent a challenge to living standards in the wealthier parts of the world
- explain the term sustainable development and elaborate on and discuss environmental challenges that follow in the wake of economic globalization
- compare socio-geographical conditions in Norway with a country in a poorer part of the world

Social science modes of thought

The aims of the studies are to enable pupils to

- give an account of modes of thought in sociology and social anthropology, and use them to explain social contexts
- define the term social behaviour, and compare theories that account for social behaviour
- define the term social system, give examples of structure and function in social systems, and give an account of what is required if social systems are to continue
- give an account of the ways in which sociologists and social anthropologists gain knowledge about society
- carry out sociological studies based on the pupils' own questions, and present their results

Cultural understanding

The aims of the studies are to enable pupils to

- give an account of the different meanings of the term culture, and reflect on the sense of expressions such as "Norwegian culture"
- use social science modes of thought to compare cultures
- analyse the reasons for cultural differences, and identify factors that keep cultures stable make them change
- explain the difference between the terms egocentric and ethnocentric, use these terms to analyse the causes of conflicts between individuals and among groups, and discuss possible solutions to these conflicts
- give an account of family and kinship arrangements, and elaborate on and discuss the functions of marriage in different cultures
- give examples of psychological needs that religion can satisfy, give an account of the cultural functions of religions, and reflect on the role that religion and ethics occupy as a source of norms in modern society

Socialization

The aims of the studies are to enable pupils to

- define key terms related to socialization and use them to compare socialization in different cultures
- compare socialization in primary and secondary groups and reflect on socialization as a lifelong process
- elaborate on and discuss the role of the mass media in socialization
- analyse the schools as a social system, and discuss initiatives for greater pupil participation
- give an account of the various forms of communication between people, discuss the ways in which new technology can lead to changes in means of communication, and elaborate on and discuss the ramifications of such changes
- discuss the reasons for social deviation and reflect on society's responses to social deviation

Production and labour

The aims of the studies are to enable pupils to

- compare production in different cultures and time periods
- discuss the function of work in society and explain how work can satisfy crucial human needs
- give an account of organizational theories, and use them to assess the hallmarks of a good working environment
- give an account of the reasons for the development of the Knowledge and Information Society, and discuss the effects of this development on the individual and on society at large
- explain the term international division of labour, and elaborate on and discuss the relationships between production and social change from a global perspective

Distribution of goods

The aims of the studies are to enable pupils to

- give an account of principles for the distribution of goods, and discuss how these principles relate to power relationships in a given society
- explain how political ideologies cope with power and distribution issues, and elaborate on and discuss notions of justice and distribution
- locate, process and present information on the distribution of goods in Norway
- recite and make use of theories on layering and class to account for social inequality
- define the term social mobility, give an account of the prerequisites for social mobility, and elaborate on and discuss the ramifications of the impact of high and low mobility

Political processes and institutions

The aims of the studies are to enable pupils to

- describe and interpret the main features of political developments in Norway after 1814
- elaborate on and discuss the relationships between values, attitudes and political actions
- give an account of the electoral roll, electoral system and channels of political influence
- present the decision-making processes used in relevant political cases
- give an account of important Norwegian and Sámi political institutions and agencies, and explain what functions they have
- describe and explain shifts in power and influence among political institutions and players in modern society
- elaborate on and discuss the role of the mass media as a political player

Democracy and co-citizenship

The aims of the studies are to enable pupils to

- give an account of the main features in the development of democracy
- locate distinguishing characteristics of democracy and explain how democratic institutions work
- elaborate on and explain the conditions for citizenship and democratic forms of government
- give an account of the relationships between human rights and democracy
- elaborate on and discuss the position of the indigenous people and that of national and ethnic minorities in Norway

International political systems and players

The aims of the studies are to enable pupils to

- present and compare dissimilar political systems
- give an account of legal rules and agreements in international politics, and their domain
- compare the different forms and uses of power, and assess the role of international players in world society
- describe and analyse the manner in which political decisions are influenced by internationalization
- discuss the mass media's role as a player on the international scene
- describe the difference between state and nation, and elaborate on and discuss issues related to multinational states and nations with a presence in several states

International cooperation and conflicts

The aims of the studies are to enable pupils to

- give an account of regional and global forms of collaboration
- elaborate on and discuss such issues as peace and security, economy, environment, development and foreign aid in terms of international collaboration
- describe and assess international regions beset by conflict and problems

Human rights values

The aims of the studies are to enable pupils to

- explain the term human rights and give an account of the main features in the development of human rights
- explain the difference between declaration and convention, and give an account of major human rights declarations and conventions

- discuss what human rights means in everyday life in terms of legal and ethical norms

Human rights in practical politics

The aims of the studies are to enable pupils to

- give examples of violations of civil and political rights, and of social, economic and cultural rights in different parts of the world, and analyse the reasons for such violations
- give an account of institutions that administrate and enforce human rights, and elaborate on and discuss measures that promote human rights
- assess the role of human rights in international politics

Assessment

Provisions for final assessment:

Overall achievement grades

Programme subject	Provision
Social sciences	The pupils shall have an overall achievement mark.
Social geography	The pupils shall have an overall achievement mark.
Sociology and social anthropology	The pupils shall have an overall achievement mark.
Politics and human rights	The pupils shall have an overall achievement mark.

Examination for pupils

Programme subject	Provision
Social sciences	The pupils may be selected for a written or oral exam. The written exam is prepared and marked centrally. The oral exam is prepared and marked locally.
Social geography	The pupils may be selected for an oral exam. The oral exam is prepared and marked locally.
Sociology and social anthropology	The pupils may be selected for an oral exam. The oral exam is prepared and marked locally.
Politics and human rights	The pupils may be selected for a written or oral exam. The written exam is prepared and marked centrally. The oral exam is prepared and marked locally.

Examination for external candidates

Programme subject	Provision
Social sciences	The external candidates shall sit for a written exam. The written exam is prepared and marked centrally.
Social geography	The external candidates shall sit for an oral exam. The oral exam is prepared and marked locally.
Sociology and social anthropology	The external candidates shall sit for an oral exam. The oral exam is prepared and marked locally.
Politics and human rights	The external candidates shall sit for a written exam. The written exam is prepared and marked centrally.

The provisions for assessment are stipulated in the regulations of the Norwegian Education Act.