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Utgått

Purpose

As human beings we are part of a historical process; a long series of historic incidents and events have influenced the development of society. In Social science pupils shall learn about cultural diversity around the world, past and present, and learn to reflect over the traditional and the modern. In this way the subject shall promote knowledge, help in identity formation and lead to a sense of security in the pupils' own society and own culture.

Through action and reflective thought, the community of individuals can mould itself and its individuals and influence and be influenced by their surroundings. As a moral individual a person is responsible for the consequences of his or her actions, which also includes the consequences of actions initiated by others. The subject of Social science allows pupils to develop an understanding of how they can influence the local community, the global community and their own situation in life.

Knowledge about society and politics is valuable in itself while at the same time being a prerequisite for participation in democratic processes. Knowledge about the political system in Norway and in international society allows pupils to learn how politics is characterised by cooperation, conflict, influence and the use of power in different forms. The subject of Social science provides pupils with the tools to analyse, discuss and elaborate on questions about historical and contemporary societies and to identify and discuss the balance of power.

To achieve sustainable development it is necessary to understand the relationship between nature, human situations and man-made surroundings. Work in the subject of Social science shall raise knowledge about the relationship between production and consumption and the consequences of using resources and living one's life – and how that affects the environment, climate and sustainable development. Working in the subject will make it easier for pupils to understand the value of and challenges to technology and entrepreneurship, and they will develop knowledge about working life and global and national economics and personal economy.

Social science is divided into various main subject areas, which united amount to a comprehensive whole. The subject shall promote the ability to reason and solve problems in society through discussion and by stimulating the desire and ability to seek knowledge about society and cultures. Knowledge about the society around us will inspire curiosity and wonder in pupils and stimulate reflection and creative work. In this way the individual can better learn to understand himself and others, develop competence and influence the world we live in, and be motivated to acquire insight and strive for lifelong learning.

Main subject areas

Social science is a common core subject for all primary, lower secondary and upper secondary education programmes. Learning in the subject shall therefore be made as relevant as possible for pupils by adapting the subject to the different education programmes.

The subject has 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. The main subject area called The Researcher is essential to all the other main subject areas within primary, lower secondary and upper secondary education.

At the primary and lower secondary level Social science includes the main subject areas of The Researcher, Civic life, Geography and History. Social science has competence aims after the fourth, seventh and tenth year levels at the primary and lower secondary levels.

In upper secondary education the subject includes these main subject areas: The Researcher, the Individual, society and culture, Work and commercial life, Politics and democracy and International affairs. Geography and History are continued as common core subjects in the programme for general studies. Civic life is integrated in each main subject area.

In upper secondary education, Social studies has competence aims after first year of upper secondary school (VG 1) in the education programme for specialisation: programme area for science subjects and the programme area for language subjects, social studies and economics. In general studies within the programme areas for social studies and economics, the

Within the programme area for arts, crafts and design studies, Social studies has competence aims after the second year of upper secondary school (VG 2). Social science has competence aims after the second year of upper secondary school (VG2) in the programme area for arts, crafts and design studies.

Social science has competence aims after the second year of upper secondary school (VG 2) within the vocational education programmes and in education programmes for sports and music, dance and drama.

Overview of the main subject areas:

Year Level	Main subject areas				
1.-10	The Researcher	History	Geography	Civic life	
Vg1/Vg2	The Researcher	The individual, society and culture	Working and commercial life	Politics and democracy	International affairs

The main subject area is essential to all the other main subject areas in the subject. That is why one shall work with the competence aims for The Researcher at the same time as one works toward the aims for the other main subject areas. The main subject area deals with how one builds an understanding of the social sciences by means of curiosity, wonder and creative activities. Stimulating critical assessment about established and new knowledge in social sciences using sources and source criticism is an essential theme of the main subject area. The Researcher also covers communication, discussion and development of knowledge and competence regarding the social sciences.

The main subject area deals with developing an overview and insights into human history and investigating, discussing and elaborating on how human beings and society have changed over time. History also includes how humans create pictures and shape their own understanding of the past, and how this has influenced the present. Stimulating critical and reflective participation in society are central elements of the main subject area.

The main subject area covers locating and extending natural and man-made conditions on earth, and intends to stimulate an understanding of how and why these influence one another. Mapping out and discussing change processes are central themes of the main subject area, together with pondering the meaning of sustainable development. Geography deals with the use of maps and giving an account of the similarities and differences between town and country, and among nations and regions.

The main subject area covers themes like socialisation, politics, economics and culture and deals with a sense of community and the differences and contrasts from a contemporary perspective. The interaction between cultural norms and societal control on the one hand and individual actions and choices on the other are key elements of the main subject area. The value of equality, co-citizenship and developing democratic skills is an important dimension in the main subject area of Civic life.

The main subject area covers socialisation, personal finances, multicultural society, religion's role in culture, forms of cohabitation and criminality. It also focuses on indigenous peoples, ethnic and national minorities and how xenophobia and racism can be counteracted, and who and what influence the lives of young people in our society.

The main subject area covers business and industry, companies, founding an enterprise, career choices and unemployment. It also deals with business organizations, employers and employment, the formation of wages and about the working community today and the principles and values that all these factors are based on.

The main subject area covers the political system on all levels and the welfare state. It deals with political parties and the things that can threaten a democracy. The main subject area also emphasises the connections placed on the system of government, the state governed by law and human rights.

The main subject area covers international cooperation, terrorism, conflicts, conflict resolution and peace work. It also deals with globalisation, distribution of wealth and resources and sustainable development, and about Norway's role as an operator on the international stage.

Teaching hours

Teaching hours are given in 60-minute units:

PRIMARY SCHOOL

Year levels 1-7: 385 teaching hours

LOWER SECONDARY SCHOOL

Year levels 8-10: 249 teaching hours (256 hours for year level 10 in 2013-2014)

THE EDUCATION PROGRAMME FOR SPECIALISATION IN GENERAL STUDIES – THE PROGRAMME AREA FOR NATURAL SCIENCE AND MATHEMATICS STUDIES AND THE PROGRAMME AREA FOR LANGUAGES, SOCIAL SCIENCES AND ECONOMICS STUDIES

Year 1 of upper secondary school (Vg1): 84 teaching hours

VOCATIONAL EDUCATION PROGRAMMES, THE EDUCATION PROGRAMME FOR MUSIC, DANCE AND DRAMA, THE EDUCATION PROGRAMME FOR SPORTS AND PHYSICAL EDUCATION AND THE EDUCATION PROGRAMME FOR SPECIALISATION IN GENERAL STUDIES – ARTS, CRAFTS AND DESIGN STUDIES

Year 2 of upper secondary school (Vg2): 84 teaching hours

Basic skills

The basic skills are integrated in the competence aims where they contribute to development of the competence in the subject, while also being part of this competence. In Social studies, basic skills are understood as follows:

Oral skills in Social science involve being able to understand, describe, compare and analyse sources and problems using facts, theories, definitions and technical terms through debates, presentations and in expressing one's opinion. Oral skills also deal with listening to, evaluating, responding to, developing and communicating input from others. The development of oral skills in Social science begins with learning to listen and expressing one's opinion in simple oral texts and gradually develops to expressing basic viewpoints and listening to others from a secure professional point of view. Oral skills in Social science are practiced within a process that starts with the ability to back up one's remarks with references, often based on personal opinions, which develop into relevant themes and specific terminology and using reason with an increasing degree of argumentation, discussion and precise use of professional and academic terminology. An understanding of different viewpoints, the ability to put things in perspective and express disagreements in a reasonable manner while respecting the opinions of others is also a part of oral skills.

Being able to express oneself in writing in Social science involves being able to express oneself, assert one's ideas and provide the grounds for one's point of view, and to communicate and share this knowledge in written form. It also involves comparing, discussing and elaborating on causes, effects and interrelationships. Furthermore, it deals with being able to evaluate the value of sources, hypotheses and models and being able to present the result from investigations in social sciences in written form. The ability to evaluate and process own texts is also a part of such skills. Developing

writing proficiency in Social science involves gradual training in building simple factual sentences and formulating specific questions, and the ability to repeat and summarise texts and be able to formulate problems and structure discursive text using source references. Practicing critical and varied use of sources to reach substantial conclusions with an increasingly more extensive vocabulary and increasing awareness of social science themes are central parts of the process.

Being able to read in Social studies means exploring, interpreting and reflecting over factual texts to understanding one's own society and the societies of other peoples and other periods and places. It also involves being able to process and use information from images, films, drawings, diagrams, tables and charts, and searching for information in a purposeful manner using critical assessment, being aware of one's choices and being able to select and eliminate sources of information. The development of reading proficiency in Social science involves gradually understanding text and visual presentations to interpreting, assessing and developing strategies for the critical acquisition of knowledge. Reading for the purpose of information retrieval and reading source text in a critical manner to find information from simple, suitable sources and to evaluate such information is a very useful skill. The next step is for pupils to train their ability to search for information independently, compare information from different sources and evaluate the information critically as to credibility and purpose.

Numeracy in Social science involves the ability to gather, work with and evaluate figures about topical themes and present these in tables, graphs, figures and diagrams. Numeracy in Social science also deals with the use, comparison, analysis and presentation of statistical figures that illustrate development and variation. The ability to carry out investigations with figures and use basic arithmetic based on social science databases and also interpret figures with a critical eye are central themes in the subject. It also involves using scales, rules, standards etc., reckoning in time and applying math to the use of money and manage personal economy. Mathematical skills will develop gradually so the pupil can learn to uncover and master strategies for counting, classifying, using and presenting data. Furthermore, the ability to summarise, compare and interpret statistical information will be developed along with the ability to analyse and assess data and use it critically. Working with data that illustrates development and variation with the goal of understanding statistical objectives is a central theme of the subject.

Digital skills in Social science involves the ability to use digital resources to explore websites, search for information, practice the use of source criticism and select relevant information about subjects related to the social sciences. These skills also cover the use of digital presentation and collaboration tools to prepare, present and publish multimedia products. Digital skills also involve being able to communicate and cooperate through digital channels about social science themes and comply with the rules and norms for web-based communication, including personal data protection and copyright law. The development of digital skills in the subject of Social science involves learning to use digital tools and digital media to acquire knowledge in the subject and demonstrate one's competence and one's ability to improve knowledge in the field. Digital skills in the subject of Social science are learned through a process that begins with the use of digital tools to find and communicate the content of one's findings. The ability to use varied search strategies will develop further so pupils can make critical choices and express themselves in a professional manner and reflect over ones choices.

Competence aims

The Researcher

The aims of the studies are to enable pupils to

- formulate questions about themes from the social sciences, reflect on and participate in thematic discussions
- locate and present information about themes from the social sciences from suitable sources – including digital sources - and evaluate information that is useful and credible
- use basic netiquette for digital interaction and have knowledge of the rules for personal data protection that relate to digital media
- use methods for counting and classifying directed at investigations within the social sciences and present basic expressions in amounts and quantities for diagrams and tables
- write basic texts about social science themes and use basic terminology from the field

- create and illustrate stories about humans living under different conditions and compare their ways of living
- give examples of how humans have different opinions, that the meeting between different peoples can be rewarding and conflictive and converse about empathy and human dignity

History

The aims of the studies are to enable pupils to

- use the concepts past, present and future in relation to oneself and one's own family
- converse about how Stone Age man lived as hunters and gatherers and fabulate about the first people who came to this country after the ice receded from the mainland
- describe central characteristics of Sami culture and way of life up to the Christianisation of the Sami people
- describe the main features of the bronze and iron ages and give an account of how agriculture changed life in Norway and in Scandinavia
- converse about and explain why 17th of May and 6th of February are celebrated, and tell others about national days in other countries
- find information on and present a story about one's own family from a generation or two ago and tell something about how they lived and how gender roles have changed since then
- recognise historical remnants in one's own local environment and examine local collections, monuments and artefacts

Geography

The aims of the studies are to enable pupils to

- locate one's home town, local municipality and county on a map
- name and locate the Scandinavia countries, the seven oceans and all the continents and find their geographic names on a map
- describe land formations and use geographic names to explore the landscape near one's school and home
- tell about important geographical areas and land formations in Norway and in some other countries
- converse about cities, peoples and languages and plan and present a journey
- indicate and inform oneself according to compass points and explain why time differences exist
- compare life and work in Norway with some other countries

Civic life

The aims of the studies are to enable pupils to

- converse about variations in types of families and about the relationships and tasks of a family
- explain the rights of children and the different expectations girls and boys meet in everyday life, and converse about how expectation can be experienced
- describe how boys and girls spend money and discuss matters that influence consumption
- converse about themes related to sexuality, setting limits, violence and respect
- prepare an overview of norms that regulate the interhuman relationships and talk about the consequences of breaking with norms
- design and practise rules for interacting with others and participate in making democratic decisions in the school community
- discuss and elaborate on opinions about justice and equality

The Researcher

The aims of the studies are to enable pupils to

- formulate questions related to the social sciences, recommend possible explanations and illustrate questions through investigation
- discuss social science themes with respect for the viewpoints of others, use relevant terminology from the field and distinguish between opinion and fact
- read texts about human beings that lived under different conditions and discuss and elaborate on why they thought, acted and experienced events differently
- situate a series of historical incidents in perspective and from a modern viewpoint along a timeline on a map
- carry out and present investigations that require counting and reckoning by using information from tables and diagrams
- find and use information about social sciences when searching through digital sources, evaluate one's findings and comply with the rules for netiquette
- use digital tools to present work in the social sciences and comply with the rules for personal data protection and copyright
- write social science texts using relevant terminology and a number of sources

History

The aims of the studies are to enable pupils to

- tell others about the main characteristics of social development in Norway from the Viking period and to the end of the Danish-dominated period, and explain in detail a key topic from this period
- give an account of how the Nordic states and Russia established the borders between them along the Northern Cap until the first half of the 1800s and give an account of how this affected the culture and living conditions of the Sami people and their relationship at this time with these states
- elaborate on which national minorities exist in Norway and describe the main characteristics of the history and living conditions of these minorities
- describe the living conditions and social development of women and men regarding gender equality in Norway
- situate previous river cultures along a timeline and on a map and present the central characteristics of these cultures
- examine Greek and Roman communities in antiquity and find examples of how their cultures have influenced our own period of history
- elaborate on central characteristics of the following epochs: the Middle Ages, the Renaissance and the Enlightenment in Europe and discuss reasons for this division into periods
- use historical maps and present trips of discovery and exploration made by Europeans, describe cultural encounters and how the different cultures perceived these encounters

Geography

The aims of the studies are to enable pupils to

- use an atlas, find information from printed thematic maps and digital map services and locate neighbouring municipalities, counties in Norway, the traditional Sami areas and the largest countries in the world on a map
- register and interpret traces left by the Ice Age in the place where one lives and explain what the Ice Age meant to the formation of the terrain and the country as a whole
- explain relations between natural resources, industry, settlements and living conditions
- compare and show similarities and differences between countries in Europe and countries in other regions of the world
- give an account of climatic and vegetation zones around the world and how humans exploit these
- explain how production and consumption can destroy ecosystems and pollute soil, water and air, and discuss and elaborate on how this might be prevented and repaired
- describe how we in Norway use resources from other regions of the world
- register refugee flows, explain why some people flee from their country of origin, and discuss how it might feel to arrive in a foreign country as a refugee

Civic life

The aims of the studies are to enable pupils to

- give examples of and discuss how commercial influences from different media can affect consumer habits and personal economy
- converse about love and respect, variations of sexual orientation, married life and family, and discuss the consequences of a lack of respect for our differences
- describe the roles in one's own life and examine the expectations that come with these roles
- give examples of how gender roles and sexuality are presented in different media and discuss the different expectations this can create
- discuss and elaborate on issues about the use and abuse of alcohol and other substance abuse
- elaborate on what a society is, and reflect upon why people seek to come together in communities
- give an account of the most important institutions of power in Norway and their main responsibilities, and discuss the differences between living in a democracy versus living in a undemocratic society
- give an account of what a political party is, and discuss some main differences between the political parties in Norway
- give an account of the opportunities, obligations and rights that children and adolescents have
- provide examples of different cultural symbols and give an account of what we mean by the concepts of identity and culture
- elaborate on the main characteristics of the Sami society today
- present a modern societal conflict and discuss and elaborate on recommended solutions
- discuss the objectives of the United Nations and other international collaborations, including cooperation and work by indigenous peoples, and explain the role Norway plays in such cooperation and cooperation

The Researcher

The aims of the studies are to enable pupils to

- formulate questions about social conditions, plan and carry out a survey and discuss and elaborate on the findings and results from the survey, orally and in writing
- use concepts from the social sciences in academic discussions and presentations using different kinds of digital tools and build further on contributions from others
- use statistical sources to calculate and describe tendencies and variations in social science debates, and evaluate whether the statistics provide credible information
- show how incidents can be presented in different manners and discuss how special interests and ideologies can cloud one's view about what was experienced of fact and truth
- reflect on social science questions using information from different digital and printed sources and discuss the objectives and relevance of one's sources
- identify social science arguments, facts and assertions in social debates on Internet, evaluate these critically and evaluate rights and consequences of publishing something on Internet
- create stories about people from different societies in the past and present and show how their living conditions and values influenced their thoughts and actions
- write social science texts with precise use of terminology, provide the reasoning and grounds for one's conclusions and refer to sources

History

The aims of the studies are to enable pupils to

- find examples of events that have helped shape modern Norway, and reflect on how society might have been different if these events had developed differently
- discuss and elaborate on the ideal of human dignity, discrimination and the development of racism from a historical perspective with a view to the present

- present the main characteristics of the history and culture of the Sami people from the mid-1800s up to the present, and discuss and elaborate on the consequences of the Norwegian policy of Norwegianisation and the Sami people's fight for their rights
- present important features of developments in Norwegian history in the 1800s and the first half of the 1900s and explain how these influenced the society we have today
- explain the emergence of the welfare state and describe characteristics of modern Norway
- explain technological and social changes due to the industrial revolution
- discuss and elaborate on the ideas and forces that led to the American struggle for freedom and the French revolution, and the consequences these had for the development of democracy in Norway
- elaborate on imperialism and provide examples of de-colonisation
- discuss and elaborate on the causes and effects of the key international conflicts of the 1900s and 2000s
- discuss and elaborate on important changes in society in recent times and reflect on how today's society opens to new changes

Geography

The aims of the studies are to enable pupils to

- locate and document overviews of main geographic characteristics of the world and compare different countries and regions
- read, interpret and use printed and digital maps, and be able to use and read scales and legends on a map
- explain the basic forces of nature focusing on internal and external forces on earth, movement in air masses, circulation of water, weather, climate and vegetation, and discuss and elaborate on the relationship between nature and society
- describe and explain natural and cultural landscapes in the local community
- investigate how people exploit natural resources, other resources and technology in Norway and other countries around the world, and discuss the premises for sustainable development
- investigate and discuss the use and misuse of resources, consequences this might have for the environment and society, and conflicts this can create locally and globally
- compare size, structure and growth of populations and analyse population trends, urbanisation and migration in modern times
- map out variations in living conditions in different parts of the world, explain the main difference between being poor and being rich, and discuss and elaborate on measures that can lessen this difference

Civic life

The aims of the studies are to enable pupils to

- give an account of how different political parties present different values and interests, connect this to current social science issues and argue one's own point of view
- give an account of political institutions in Norway and compare them with institutions in other countries
- explain what cooperation, participation and democracy mean on a national, local, organizational and educational scale
- give an account of the main principles of the UN Charter, the Universal Declaration of Human Rights and the most essential UN Conventions (such as the ILO Convention concerning the rights of indigenous peoples), explain how these are laid down in legislation and discuss and elaborate on the consequences of violating human rights
- explain how opinions about love and sexuality can vary in and among cultures
- analyse gender roles as they are portrayed through sexuality and explain the difference between desired sexual contact and sexual assault
- discuss how crimes are dealt with and discuss the reasons for and consequences of crime, and explain how a state governed by law functions
- give an account of the concepts of attitude, prejudice and racism and evaluate how attitudes can be influenced and how the individual and society can counteract prejudice and racism
- explain and discuss cultural variations and elaborate on the opportunities and challenges in multicultural communities

- describe how consumer patterns have developed in Norway and elaborate on consumer rights
- describe the development and consequences of using tobacco and narcotics in Norway and discuss attitudes to intoxicants
- describe the main characteristics of the Norwegian economy and how our economy is connected to the global economy

The Researcher

The aims of the studies are to enable pupils to

- formulate a problem from current social science issues and write a discursive text using terminology, varied sources and referencing to sources
- explore local, national or global problems of current interest and discuss and elaborate on the different recommendations for solutions, orally and in writing, with precise use of social science terminology
- use a variety of digital search strategies to find and compare information that describes problems from different points of view and evaluate the objectives and relevance of one's sources
- use concurrent and contradictory information from statistics to discuss and elaborate on a social science issue
- discuss and elaborate on social science themes in a digital arena for discussion and evaluate one's understanding in light of input from the other participants in the arena

The individual, society and culture

The aims of the studies are to enable pupils to

- define key concepts associated with socialisation and apply these to examine features of socialisation of young people in Norway
- discuss and elaborate on consumer rights and discuss consumer ethical responsibilities
- calculate income and plan family budgets using various tools and assess how saving and loans influence personal economy
- analyse the extent of different forms of criminality and assault, discuss and elaborate on ways to prevent such behaviour, and explain how a modern state governed by law functions
- define the concept of culture and explain how culture, gender roles and different forms of family and cohabitation vary from place to place, and how these have changed over time
- describe the main features of Sami culture today and reflect on what it means to be an indigenous person
- discuss how religious, ethnicity and cultural variation create opportunities and challenges
- discuss and elaborate on the causes of prejudice, racism and discrimination and what measures can counteract these

Working and commercial life

The aims of the studies are to enable pupils to

- use digital tools to collect information on numerous professions and discuss opportunities and challenges in the labour market today
- reflect on the value of having employment and what characterises a good working environment
- elaborate on causes of unemployment and discuss ways of reducing unemployment
- discuss ethical problems related to the workplace and employment
- give an account of employee and employer organizations and their place in working life and explain the factors that influence wages and working conditions
- evaluate the opportunities for and challenges to establishing a company and illustrate some of the main features of the profit and loss accounts and balance sheet
- discuss and elaborate on the value of gender equality and the consequences of a labour market segregated by gender

Politics and democracy

The aims of the studies are to enable pupils to

- explore and discuss how one can participate in and influence the political system through different means and channels
- give an account of the various challenges faced by democracy, including issues of representation for indigenous peoples and minorities
- discuss how power and influence vary due to ethnicity and socio-economic conditions
- discuss the relationship between systems of government, a state governed by law and human rights
- elaborate on the type of government and the most important political bodies in Norway and discuss and elaborate on a pluralist democracy in relation to indigenous peoples and minorities
- analyse basic differences between the political parties in Norway
- elaborate on key features of Norwegian economic policy
- discuss the main principles of the Norwegian welfare state and the challenges this system faces
- discuss the concepts economic growth, standard of living, quality of life and sustainable development and the relationship between these

International affairs

The aims of the studies are to enable pupils to

- define the concept of power and provide examples of how power is practised in the world
- define the concept of globalisation and assess various consequences of globalisation
- elaborate on the EU's aims and governing bodies and discuss Norway's relationship to the EU
- find examples of different types of conflicts and human rights violations and discuss and elaborate on what the United Nations and other international operators can do
- give an account of the different explanations for why the gap between poor and rich countries exists and discuss measures to reduce poverty around the world
- discuss the characteristics and causes of terrorism

Assessment

Provisions for final assessment:

Overall achievement assessment

Year Level	Provision
Year level 10	The pupils shall receive an overall achievement mark.
Year 1 of Upper secondary school (Vg1) education programme for specialisation in general studies – programme area for natural science and mathematics studies and the programme area for languages, social sciences and economics studies	The pupils shall have one overall achievement grade.
Year 2 of Upper secondary school (Vg2) education programme for specialisation in general studies - programme area for arts, crafts and design studies	
Year 2 of Upper secondary school (Vg2) education programme for sports and physical education and the education programme for music, dance and drama	
Year 2 of Upper secondary school (Vg2) vocational education programme	

Examinations for pupils

Year Level	Provision
Year level 10	The pupils may be selected for an oral examination. The oral examination is prepared and graded locally.
Year 1 of Upper secondary school (Vg1) education programme for specialisation in general studies – programme area for natural science and mathematics studies and the programme area for languages, social sciences and economics studies	The pupils may be selected for an oral examination. The oral examination is prepared and graded locally.
Year 2 of Upper secondary school (Vg2) education programme for specialisation in general studies – programme area for arts, crafts and design studies	
Year 2 of Upper secondary school (Vg2) education programme for sports and physical education and the education programme for music, dance and drama	
Year 2 of Upper secondary school (Vg2) vocational education programme	

Examinations for external candidates

Year Level	Provision
Year level 10	See the provision in force for primary and lower secondary education for adults.
Vg1 education programme for specialisation in general studies – programme area for natural science and mathematics studies and the programme area for languages, social sciences and economics studies	External candidates shall sit for an oral examination. The oral examination is prepared and graded locally.
Vg2 education programme for specialisation in general studies – programme area for arts, crafts and design studies	
Vg2 education programme for sports and physical education and the education programme for music, dance and drama	
Vg2 vocational education programme	

The general provisions on assessment have been laid down in the Regulations relating to the Norwegian Education Act.