Curriculum for Norwegian

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

Established as regulation by the Ministry of Education and Research, Nov. 11, 2019. Examinations policy established by the Ministry of Education and Research, June 29, 2020.

Valid from 01.08.2020

Valid to 31.12.2024

utgått

About the subject

Relevance and central values

Norwegian is an important subject when it comes to cultural understanding, communication, all-round education and development of identity. The subject shall provide the pupils with access to the texts, genres and linguistic diversity of the culture, and shall help them to develop language for thinking, communicating and learning. The Norwegian subject shall equip the pupils to participate in democratic processes and prepare them for a working life that requires varied competence in reading, writing and oral communication.

All subjects shall help the pupils to understand the value system for learning. The Norwegian subject shall provide the pupils with insight into the rich and diverse language and cultural heritage in Norway. Through working with the Norwegian subject, the pupils shall become confident language users who are aware of their own linguistic and cultural identity in an inclusive community in which multilingualism is valued as a resource. The subject shall develop the pupils' critical thinking abilities and equip them to participate in society through an exploratory and critical approach to language and text. The Norwegian subject shall provide the pupils with literary experiences and the possibility to express themselves creatively and inventively. Reading fiction and factual prose shall give the pupils the opportunity to reflect on important values and moral issues and shall help them to gain respect for human values and for nature.

Core elements

Text in context

The pupils shall read texts in order to experience, become engaged in, marvel at, learn about and acquire insight into the thoughts and living conditions of other people. The Norwegian subject builds on an expanded text concept. This means that the pupils shall read and experience texts that combine different forms of expression. They shall explore and reflect on fiction and factual texts in "bokmål" and "nynorsk" Norwegian (either can be optionally the first-choice and/or second-choice language), in Swedish and Danish, and in texts translated from Sami and other languages. The texts shall be linked to a cultural-history context and the pupils' contemporary time.

Critical approach to text

The pupils shall learn to reflect critically on the impact and credibility of the texts. They shall learn to use and vary language features and literary devices in an appropriate manner in their own oral and written texts. They shall

demonstrate the ability to judge digital sources and have an ethical and reflective approach in their communication with others.

Oral communication

The pupils shall have positive experiences when expressing themselves freely orally. They shall listen to and build on the input of others in conversations on subject-related matters. They shall present, narrate and discuss issues in an appropriate manner, both spontaneously and planned, in front of an audience and using digital resources.

Written text creation

The pupils shall experience that the teaching in writing the langauge is meaningful. They shall learn to write in both the written first-choice language ("bokmål" or "nynorsk") and the written second-choice language ("bokmål" or "nynorsk") in various genres and for various purposes, and learn to combine writing with other forms of expression. They shall also learn to assess the texts of others and to revise their own texts based on feedback.

Language as system and opportunity

The pupils shall develop knowledge about and a system of concepts for describing grammatical and aesthetic aspects of language. They shall master established standards of language and genres and shall be able to play with, explore and experiment with the language in creative ways.

Linguistic diversity

The pupils shall learn about the current language situation in Norway and be able to explore its historical background. They shall acquire insight into the relationship between language, culture and identity and shall be able to understand their own and others' language situation in Norway.

Interdisciplinary topics

Health and life skills

In the Norwegian subject, the interdisciplinary topic of health and life skills refers to developing the ability of the pupils to express themselves in writing and orally. This is the foundation for being able to express their feelings, thoughts and experiences, which is important for dealing with relationships and participating in a social community. Reading fiction and factual prose can both confirm and challenge the pupils' self-image, thereby contributing to identity development and life skills.

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Democracy and citizenship

In the Norwegian subject, the interdisciplinary topic of democracy and citizenship refers to developing the oral and written rhetorical skills of the pupils so they are able to express their own thoughts and opinions and to participate in societal and democratic processes. Through working with texts and utterances in a critical manner, the pupils shall train their ability to think critically and learn to address differences of opinion through reflection, dialogue and discussion. By reading fiction and factual prose, the pupils shall gain insight into the life situation and challenges of other people. This can help them to develop understanding, tolerance and respect for other people's opinions and perspectives, and build the foundation for constructive interaction.

Sustainability

In the Norwegian subject the interdisciplinary topic of sustainability shall develop the pupils' knowledge of how texts present nature, the environment and living conditions, both locally and globally. Through experiencing the diversity of texts in the Norwegian subject, reading critically and participating in dialogue, the pupils can develop the ability to understand and deal with differences of opinion and conflicts of interest that can arise when society transitions towards greater sustainability. The Norwegian subject shall help pupils to become aware of this issue and enable them to take action and influence society through language.

Basic skills

Oral skills

Oral skills in the Norwegian subject refers to the ability to interact with others through listening, narrating and talking. This means using rhetorical skills and expressing oneself in an appropriate manner in different spontaneous and planned communication situations, including the ability to plan and carry out various types of oral presentations adapted to the receiver. The Norwegian subject has special responsibility for developing oral skills. The development of oral skills in the Norwegian language spans from early interaction in play and subject-related activities to using the spoken knowledge more and more precisely and with more and more nuances in the various conversations and presentations in the Norwegian subject.

Writing

Writing in the Norwegian subject refers to the ability to express oneself in a wide range of fictional and factual genres. This means developing personal written forms of expression and mastering writing strategies, spelling and text composition. Writing is also a way of developing and structuring thoughts and

a method for learning. The Norwegian subject has special responsibility for developing written skills. The development of writing skills in Norwegian ranges from learning basic writing to planning, formulating and editing texts in various genres and adapted to the purpose, medium and receiver. Writing in the Norwegian subject means expressing oneself with increasing linguistic confidence in both the written first-choice and second-choice languages.

The first teaching of writing skills shall be in the pupils' written first-choice language.

Reading

Reading in the Norwegian subject refers to the ability to read texts on paper and on screens. This means the ability to read and reflect on fiction and factual prose, to master reading strategies adapted to the purpose of the reading and to assess texts critically. Reading in the Norwegian subject also refers to reading multimedia texts that may contain text, pictures, drawings, statistics and other forms of expression. The Norwegian subject has special responsibility for teaching reading skills. The development of reading skills in Norwegian spans the basic decoding of sounds to reading, interpreting and reflecting on texts in various genres for different purposes and of different lengths and complexities.

The first teaching of reading skills shall be in the pupils' first-choice language.

Digital skills

Digital skills in the Norwegian subject refers to finding, assessing and using digital sources when working with texts. This means using digital resources creatively in order to create multimedia texts and to develop critical and ethical awareness of what it means to present oneself and others in a digital format. The development of digital skills in the Norwegian subject progresses from creating simple multimedia texts to planning, developing and editing multimedia texts based on knowledge of how the different forms of expression are interrelated. This development also means demonstrating an increasing degree of independence and judgement in the choice and use of digital sources.

Competence aims and assessment

Competence aims and assessment Year 2

Competence aims after Year 2

The pupil is expected to be able to

- listen to and talk about fiction and factual prose in both "bokmål" and "nynorsk"
- borrow and read books from the library
- express perceptions of texts through play, singing, drawing, writing and other creative activities
- talk about and describe how the words we use can affect others
- play with rhyme and rhythm and listen to identify the various speech sounds and syllables in words
- combine letter sounds into words when reading and writing
- read with coherence and comprehension on paper and on screen and use simple strategies for reading comprehension
- listen, speak in turn and give grounds for one's own opinions in conversations
- describe and tell orally and in writing
- write texts using pen and paper and using a keyboard
- use upper-case and lower-case letters, periods, question marks and exclamation marks in texts and in conversations about one's own and others' texts
- create texts that combine text and pictures
- explore and talk about the structure and meaning of words and expressions
- explore one's own spoken language and talk about differences and similarities between spoken language and written language

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in Years 1 and 2 when they explore and use the language in play and interaction and in discussing perceptions on texts. They also demonstrate and develop competence when they combine letter sounds into words when reading and writing.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to engage in movement, play, using their senses and having a sense of wonder. The teacher shall also facilitate for the pupils to develop their oral and written speech by experimenting on their own and being creative. The teacher and the pupils shall engage in dialogue on the pupils' development in Norwegian. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading, writing and oral skills.

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Competence aims and assessment Year 4

Competence aims after Year 4

The pupil is expected to be able to

- read and listen to stories, fairy tales, lyrics, factual books and other texts in "bokmål" and "nynorsk" and in translation from Sami and other languages, and talk about what the texts mean to him or her
- choose books from the library based on one's own interests and reading skills
- read texts with fluency and comprehension and use reading strategies focused on learning
- explore and present texts through conversation, writing, play, movement and other creative expressions
- talk about the difference between opinions and facts in texts
- give oral presentations with and without digital resources
- combine various forms of expression in multimedia texts
- follow up input from others in dialogues on subject-related matter and ask questions to clarify and elaborate
- describe, relate and reason both orally and in writing and use the language creatively
- write texts with functional handwriting and with the use of a keyboard
- use commas and other punctuation marks in texts
- use grammatical terms about syntax, verb conjugation and declension of nouns and adjectives in conversations about language and one's own and others' texts
- reflect on how our use of language affects others and how we adapt and change our language to different situations
- compare words and expressions in Norwegian and other languages
- explore and talk about linguistic variation and diversity in the local environment
- explore the differences and similarities between written Norwegian first-choice language and written Norwegian second-choice language

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in Years 3 and 4 when they read with fluency and comprehension and use terminology appropriate for the subject in conversations about language and texts. They also demonstrate and develop competence when they explore subject content and express themselves in oral, written and multimedia texts.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by having the pupils learn through movement, play, using their senses

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and having a sense of wonder. The teacher shall facilitate for the pupils to learn through experimenting on their own and using creativity and their imagination to develop oral and written skills. The teacher shall also facilitate for the pupils to develop competence through practical work, conversations and the exchange of opinions. The teacher and the pupils shall engage in dialogue on the pupils' development in Norwegian. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

Competence aims and assessment Year 7

Competence aims after Year 7

The pupil is expected to be able to

- read poetry, short stories, factual texts and fiction in "bokmål" and "nynorsk", Swedish and Danish and talk about purpose, form and content
- read Sami texts in Norwegian and talk about the values that are expressed and how place names and personal names that contain Sami letters are pronounced
- find information in subject-related sources in libraries and digital media, assess the reliability of the sources and refer to the sources in one's own texts
- use reading strategies adapted to the purpose of the reading
- write texts with functional handwriting and with fluid keyboard typing
- listen to and develop input from others and justify one's own points of views in conversations
- reflect ethically on how he or she presents him or herself and others in digital media
- present subject-related topics orally with and without digital resources
- play with language and experiment with various language features, literary devices and types of presentation in oral and written texts
- describe, relate, reason and reflect in different oral and written genres and for different purposes
- write texts with a clear structure and master important rules for spelling, word inflection and punctuation
- provide feedback on the texts of fellow pupils based on criteria and use the feedback to revise one's own texts
- use subject-related terminology and knowledge about word classes and syntax in conversations about one's own and others' texts
- explore and describe the interaction between writing, pictures and other forms of expression and create one's own multimedia texts
- experiment with writing texts in the second-choice language

Utkast

- compare the spoken language in the local environment with other varieties of spoken language in Norway and with neighbouring languages
- explore and reflect on the relationship between language and identity

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in Years 5, 6 and 7 when they read short and long texts in various genres and talk about the form and content of the texts. They also demonstrate and develop competence when they talk about and present subject-related topics, use sources critically and reason, both orally and in writing. The pupils also demonstrate and develop competence when they use appropriate terminology in their descriptions of linguistic variations and in talking about their own and others' texts during writing processes.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to use creativity and imagination and work in a process-oriented way to develop oral and written skills. The teacher shall also facilitate for the pupils to develop competence through practical work, conversations and exchanges of opinion, as well as by allowing them to work on subject-related assignments, both on their own and together with others. The teacher and the pupils shall engage in dialogue on the pupils' development in Norwegian. The pupils shall be encouraged to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and how they have improved their skills. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral skills when working with language and text.

Competence aims and assessment Year 10

Competence aims after Year 10

The pupil is expected to be able to

- read fiction and factual prose in "bokmål" and "nynorsk" and translations from Sami and other languages, and reflect on the purpose, content, genre features, language features and literary devices in the texts
- compare and interpret novels, short stories, poetry and other texts based on historical context and their contemporary period
- describe and reflect on one's own use of reading strategies when reading fiction and factual texts

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- listen to and read texts in Swedish and Danish and explain their content and language features
- investigate and reflect on how texts present the life situation of young people
- recognise and use language features, literary devices and rhetorical language
- use sources critically, highlight quotes and refer to sources in a verifiable manner in one's own texts
- explore and assess how digital media affect and change language and communication
- use appropriate terminology and argue in a reasoned way in discussions, conversations, oral presentations and written texts on interdisciplinary and subject-related topics
- inform, relate, reason and reflect in various oral and written genres and for different purposes and adapted to the receiver and the medium
- write texts with functional coherence and correct punctuation and master spelling and word inflection in the written first-choice and second-choice languages
- use subject-related terminology and knowledge about grammar, text structure and genres in conversations on and revisions of texts
- express him or herself in different genres and experiment with genres in a creative way
- create multimedia texts and justify the choice of forms of expression
- explain the historical background of "bokmål" and "nynorsk" and reflect on the status of the official languages in Norway today
- explore linguistic variations and diversity in Norway and reflect on attitudes to different languages and language variants

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in Years 8, 9 and 10 when they read short and long texts in different genres, explore the context of the texts and reflect on how the context affects the interpretation of the text. They also demonstrate and develop competence when they use subject-related terminology, reason, reflect and experiment in oral and written genres and for different purposes. The pupils also demonstrate and develop competence when they use subject-related terminology when investigating and reflecting on variation in language and in conversations about their own and others' texts.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to use their imagination and to experience that experimenting with language is part of learning. The teacher shall facilitate for developing the ability of the pupils to persevere when reading long texts and exploring subject-related tasks. The teacher and the pupils shall engage in dialogue on the pupils' development in Norwegian, both oral and written, in the

first-choice and second-choice languages. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and what they have improved. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

For the half-year grade assessment in Years 8 and 9, the teacher shall award one grade in oral Norwegian and one in written Norwegian. The half-year assessment in written Norwegian shall be based on the pupils' writing competence in both the first-choice and second-choice languages. For the half-year assessment in Year 10, the teacher shall award three grades, as in the assessment of coursework after Year 10.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in Norwegian after completing Year 10. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thinking, and in various contexts. The teacher shall award a grade in oral Norwegian based on the competence demonstrated by the pupil when talking about subject-related content. The teacher shall award a grade in written Norwegian first-choice language and a grade in written Norwegian second-choice language according to the competence demonstrated by the pupil in a variety of texts in different genres and for different purposes. When assessing written Norwegian in the second-choice language, the teacher shall take into account that the pupils have had a longer formal education in the first-choice language than in the second-choice language.

Competence aims and assessment vg2 vocational education programmes

Competence aims after vg2 vocational education programmes

The pupil is expected to be able to

- read, analyse and interpret newer works of fiction in "bokmål" and "nynorsk" and in translations from Sami and other languages
- reflect on how texts present encounters between different cultures
- explain and reflect on the use of rhetorical language and language features and literary devices in factual prose texts
- listen to others, construct reasoned arguments and use rhetorical language in discussions
- use different sources in a critical, independent and verifiable manner
- communicate clearly and comprehensibly, both orally and in writing, in vocationally relevant genres

Utkast

- use relevant vocational terminology to present, explain and document subject-related topics and work processes in one's own education programme
- read technical material from one's own vocational field to find, combine and assess relevant information
- combine language features and forms of expression creatively in the creation of one's own texts
- assess and revise one's own texts based on feedback and subject-related criteria
- write texts with good structure and coherence and master punctuation and spelling in the written first-choice language
- compare distinctive features of Norwegian with other languages and demonstrate how language can be changed due to influence from other languages
- explain the prevalence of the Sami languages in Norway, the Norwegianization policy and linguistic rights the Sami have as an indigenous people

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in the vg2 vocational education programmes when they formulate texts in creative ways and when they explore vocational topics with a critical use of sources and present them in oral and written texts with structure and coherence. The pupils also demonstrate and develop competence when they use knowledge about the language as a system to explore and compare language, and when they reflect critically on their own and others' texts.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to find their own research questions to explore, alone and together with others. The teacher and the pupils shall engage in dialogue on the development the pupils show in Norwegian. The pupils shall be given the opportunity to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved, and to reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their oral and written competence in the subject.

For the half-year assessment, the teacher shall award one grade in Norwegian in accordance with the assessment of coursework.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in Norwegian after completing the vg2 vocational education programme. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thinking, and in various contexts. The teacher shall award one grade in Norwegian after the vg2 vocational education programmes, in which oral and written competences have equal value. The grade shall be awarded according to the competence demonstrated by the pupil when the pupil has presented subject-related content orally and according to the competence demonstrated by the pupil in written texts in different genres and for different purposes in the written first-choice language.

Competence aims and assessment vg1 programmes for general studies

Competence aims after vg1 programmes for general studies

The pupil is expected to be able to

- read, analyse and interpret newer works of fiction in "bokmål" and "nynorsk" and in translations from Sami and other languages
- reflect on how texts present encounters between different cultures
- explain and reflect on the use of rhetorical language, language features and literary devices in factual prose texts
- listen to others, construct well-reasoned arguments and use rhetorical language in discussions
- use different sources in a critical, independent and verifiable manner
- explain and discuss Norwegian subject-related or interdisciplinary topics orally
- write articles that explain and discuss topics that relate to the Norwegian subject or interdisciplinary topics
- use subject-related terminology to describe sentence structure and the relationship between sentences when working with texts
- combine language features, literary devices and forms of expression creatively in the creation of one’s own texts
- assess and revise one’s own texts based on feedback and subject-related criteria
- write texts with good structure and coherence and master punctuation and spelling in the written first-choice and second-choice languages
- compare distinctive features of Norwegian with other languages and demonstrate how language can be changed due to influence from other languages
- explain the prevalence of the Sami languages in Norway, the Norwegianization policy and linguistic rights the Sami have as an indigenous people

Formative assessment

Formative assessment shall help to promote learning and develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in the vg1 programmes for general studies when they express themselves creatively and when they explore subject-related topics with critical use of sources and present the findings in oral and written texts with structure and coherence. The pupils also demonstrate and develop competence when they use knowledge about the language as a system to explore and compare languages and when they reflect critically on the use of language features and literary devices in their own and others' texts.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by allowing the pupils to find their own research questions to explore, alone and together with others. The teacher and the pupils shall engage in dialogue on the development demonstrated by the pupils in oral Norwegian and written Norwegian in the first-choice and second-choice languages. The pupils shall have the opportunity to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they feel they have achieved and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to reflect on their learning and as the basis to revise their oral and written texts.

For the half-year assessment, the teacher shall award one grade in oral Norwegian and one in written Norwegian. The grade for oral Norwegian shall be awarded according to the competence demonstrated by the pupils in presenting subject-related matter orally. The grade for written Norwegian shall be awarded according to both short and long texts written by the pupil in different genres in both the first-choice and second-choice languages.

Competence aims and assessment vg2 programmes for general studies

Competence aims after vg2 programmes for general studies

The pupil is expected to be able to

- read Old Norse texts in translation and compare them to texts from more recent times
- read and interpret texts from 1500 to 1850 in a cultural-history context and discuss their relevance today
- explore and reflect on how texts from romanticism and romantic nationalism present humankind, nature and society and compare them to texts from more recent times

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- reflect on factual prose texts and explain the rhetorical situation that has prompted them
- write subject-related articles that explain and discuss texts in context
- use feedback and knowledge about language, text and genres to develop one's own texts
- use subject-related knowledge and rhetorical skills in discussions and presentations relating to the Norwegian subject
- use appropriate terminology in the subject to describe the distinctive features of Norwegian compared to Swedish, Danish and Old Norse
- explain the historical background of the language situation in Norway today

Formative assessment

Formative assessment shall help to promote learning and to develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in the vg2 programmes for general studies when they interpret texts in context and compare older and more recent texts in different media and genres. The pupils also demonstrate and develop competence when they use knowledge about the language as a system to develop their own texts and to compare languages.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by having the pupils create their own subject-related research questions and work creatively to find answers for them. The teacher shall facilitate for developing the ability of the pupils to persevere with larger tasks, whether reading long texts or exploring subject-related research questions. The teacher and the pupils shall engage in dialogue on the development the pupils demonstrate in oral Norwegian and in written first-choice and second-choice languages. The pupils shall be encouraged to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject.

For the half-year assessment, the teacher shall award one grade in oral Norwegian and one in written Norwegian. The grade for oral Norwegian shall be awarded according to the competence demonstrated by the pupils when presenting subject-related matter orally. The grade for written Norwegian shall be awarded according to short and long texts written by the pupil in different genres in the written first-choice and second-choice languages.

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Competence aims and assessment vg3 programmes for general studies

Competence aims after vg3 programmes for general studies

The pupil is expected to be able to

- analyse and interpret novels, short stories, plays, poetry and factual prose in "bokmål" and "nynorsk" from 1850 to the present and reflect on the texts in light of the cultural-history context and one's own contemporary time
- explore and reflect on how texts from the realist and modernist traditions present humankind, nature and society
- write essays that explore and reflect on the content of texts
- write literary interpretations and comparisons
- analyse forms of expression in multimedia texts in different media and assess how they interact
- use subject-related knowledge and precise terminology in exploratory conversations, discussions and oral presentations on topics relating to the Norwegian subject
- write rhetorical analyses and interpretations of factual prose texts
- master language morphology rules in the written first-choice and second-choice languages and write texts with verifiable use of sources and precise and nuanced language
- read subject-related literature, assess sources critically and write articles that explain and discuss topics relating to the Norwegian subject
- explain present-day changes in spoken Norwegian and reflect on relationships between language, culture and identity

Formative assessment

Formative assessment shall help to promote learning and to develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in the vg3 programmes for general studies when they analyse, interpret and compare texts and explore the context of the texts. The pupils also demonstrate and develop competence when they produce short and long texts in different genres for different purposes and receivers, and when they revise their own texts. They also demonstrate and develop competence when they reflect on language and texts using appropriate terminology, express themselves precisely and with nuances both orally and in writing, and master morphological language rules in the written first-choice and second-choice languages.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by encouraging the pupils to explore research questions relating to the Norwegian subject and to work creatively to find answers. The teacher shall

facilitate for developing the ability of the pupils to persevere when working on large assignments, whether this concerns reading long texts or exploring subject-related research questions. The teacher and the pupils shall engage in dialogue on the development the pupils demonstrate in Norwegian orally and verbally in the written first-choice and second-choice languages. The pupils shall be encouraged to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their competence in the subject

For the half-year assessment, the teacher shall award the same number of grades as in the assessment of coursework.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in Norwegian after completing vg3. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, which include understanding, reflection and critical thinking, and in various contexts. The teacher shall award a grade in oral Norwegian based on the competence demonstrated by the pupil when presenting subject-related content orally. The teacher shall award a grade in written Norwegian first-choice and second-choice languages based on the competence demonstrated by the pupil in a variety of texts written in different genres. In assessing written Norwegian second-choice language, the teacher shall take into account that the pupils have had a longer formal education in the written first-choice language than in the written second-choice language.

Competence aims and assessment vg3 supplementary programme for general university and college admissions certification

Competence aims after vg3 supplementary programme for general university and college admissions certification

The pupil is expected to be able to

- read Old Norse texts in translation and compare them to texts from more recent times
- read and interpret texts from 1500 to 1850 in a cultural-history context and discuss their relevance today
- investigate and reflect on how texts from the romantic and romantic nationalist periods present people, nature and society and compare them to texts from more recent times

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- reflect on factual prose texts and explain the rhetorical situation that has prompted them
- write subject-related articles that explain and discuss texts in context
- use feedback and knowledge about language, text and genres to develop one's own texts
- use subject-related knowledge and rhetorical skills in discussions and presentations
- use appropriate subject-related terminology to describe special features of Norwegian compared to Swedish, Danish and Old Norse
- explain the historical background of the language situation in Norway today
- analyse and interpret novels, short stories, plays, poetry and factual prose in "bokmål" and "nynorsk" from 1850 to the present day and reflect on the texts in light of the cultural-historical context and one's contemporary time
- explore and reflect on how texts from realism and modernism traditions present humankind, nature and society
- write essays that explore and reflect on the content of texts
- write literary interpretations and comparisons
- analyse forms of expression in multimedia texts in various media and assess how they interact
- use subject-related knowledge and precise terminology in exploratory conversations, discussions and oral presentations on subject-related topics
- write rhetorical analyses and interpretations of factual prose texts
- master morphological language rules in the written Norwegian first-choice and second-choice languages and write texts with verifiable use of sources and precise and nuanced language
- read subject-related literature, assess sources critically and write articles that explain and discuss subject-related topics
- explain present-day changes in spoken Norwegian and reflect on relationships between language, culture and identity

Formative assessment

Formative assessment shall help to promote learning and to develop competence in the subject. The pupils demonstrate and develop competence in Norwegian in the vg3 supplementary programme for general university and college admissions certification when they analyse, interpret and compare texts and explore the context of the texts. The pupils also demonstrate and develop competence when they produce short and long texts in different genres for different purposes and receivers and when they revise their own texts.

They also demonstrate and develop competence when they reflect on language and text using appropriate terminology, express themselves precisely and in a nuanced way, both orally and in writing, and master

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morphological language rules in written Norwegian first-choice and second-choice languages.

The teacher shall facilitate for pupil participation and stimulate the desire to learn by encouraging the pupils to explore subject-related research questions and work creatively to answer them. The teacher shall facilitate for developing the ability of the pupils to persevere with larger assignments, whether reading long texts or exploring subject-related research questions. The teacher and the pupils shall engage in dialogue on the development the pupils demonstrate in oral Norwegian and in written Norwegian first-choice and second-choice languages. The pupils shall be encouraged to experiment with the language. With the competence the pupils have demonstrated as the starting point, they shall have the opportunity to express what they believe they have achieved and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their oral and written competence in the subject

For the half-year assessment, the teacher shall award the same number of grades as in the assessment of coursework.

Assessment of coursework

The grade awarded for coursework shall reflect the overall competence of the pupil in the Norwegian subject after completing the vg3 supplementary programme for general university and college admissions certification. The teacher shall plan and facilitate for the pupils to demonstrate their competence in various ways, including through understanding, reflection and critical thinking, and in various contexts. The teacher shall award a grade in oral Norwegian based on the competence demonstrated by the pupil when presenting subject-related content orally. The teacher shall award a grade in written Norwegian first-choice and second-choice languages based on the competence demonstrated by the pupil in a variety of texts in different genres. When assessing written Norwegian second-choice language, the teacher shall take into account that the pupils have had a longer formal education in written Norwegian first-choice language than in written Norwegian second-choice language.

Type of assessment

Assessment of coursework

Year 10: The pupil shall be awarded three grades for coursework, one in oral Norwegian, one in written Norwegian first-choice language and one in written Norwegian second-choice language.

Vg2 vocational education programmes: The pupil shall be awarded one grade for coursework.

Vg3 programmes for general studies: The pupil shall be awarded three grades for coursework, one in oral Norwegian, one in written Norwegian first-choice language and one in written Norwegian second-choice language.

Vg3 supplementary programme for general university and college admissions certification: The pupil shall receive three grades for coursework, one in oral Norwegian, one in written Norwegian first-choice language and one in written Norwegian second-choice language.

Examination for pupils

Year 10: The pupil may be selected for a two-day written examination which comprises written Norwegian in the first-choice and second-choice languages. The examination shall have a preparation part. The written examination is prepared and graded centrally. The pupil may also be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg2 vocational education programmes: The pupil may be selected for an examination in written Norwegian first-choice language. The examination shall have a preparation part. The written examination is prepared and graded centrally. The pupil may also be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg3 programmes for general studies: The pupil may be selected for an examination in written Norwegian first-choice language. The written examination is prepared and graded centrally. The pupil may also be selected for an examination in written Norwegian second-choice language. The pupil may also be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Vg3 supplementary programme for general university and college admissions certification: The pupil may be selected for an examination in written Norwegian first-choice language. The written examination is prepared and graded centrally. The pupil may also be selected for an examination in written Norwegian second-choice language. The pupil may also be selected for an oral examination with a preparation part. The oral examination is prepared and graded locally.

Examination for external candidates

Year 10: See the provisions in force for primary and lower secondary education for adults.

Utkast

Vg2 vocational education programmes: The external candidate shall sit for an examination in written Norwegian first-choice language. The examination shall have a preparation part. The written examination is prepared and graded centrally. The external candidate shall also sit for an oral examination. The oral examination is prepared and graded locally. Each county authority determines whether external candidates shall be given a preparation part for locally prepared examinations.

Vg3 programmes for general studies: The external candidate shall sit for examinations in both written Norwegian first-choice and second-choice languages. The written examinations are prepared and graded centrally. The external candidate shall also sit for an oral examination. The oral examination is prepared and graded locally. Each county authority determines whether external candidates shall be given a preparation part for locally prepared examinations.

Vg3 supplementary programme for general university and college admissions certification: The external candidate shall sit for examinations in both written Norwegian first-choice and second-choice languages. The written examinations are prepared and graded centrally. The external candidate shall also sit for an oral examination. The oral examination is prepared and graded locally. Each county authority determines whether external candidates shall be given a preparation part for locally prepared examinations.

utgått