

NORWEGIAN A1

Overall grade boundaries

Grade:	E	D	C	B	A
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

The range and suitability of the work submitted

Almost every essay submitted this year met the basic standard, both concerning suitability of material that was analyzed and the research questions.

Candidate performance against each criterion

A: research question

As every year, many students would benefit from choosing better research questions. If the research question does not allow for investigation that is appropriate for a literary topic, a lot of good effort may be in vain.

B: introduction

Some students do not have an introduction, or do not state their objectives in the introduction. They should of course be instructed to remember to do this.

C: investigation

As a general rule, many candidates would benefit from widening their use of sources of the appropriate kind. Some uses little source material, or source material of an inappropriate nature. They would benefit from showing the examiner that they understand the difference between good sources for a literary essay and sources that are not appropriate (texts written by other students, or commercial sites as sources on an author's quality).

Few candidates refer to dictionaries (for example of literary terms) or encyclopaedias, or works on literary history. A short conversation with students on what kind of source material is appropriate for their specific task is always a good idea.

D: knowledge and understanding of the topic studied

Students who chose inappropriate research questions tended to score low on this criterion.

E: reasoned argument

The candidates seemed to master this aspect quite well.

F: application of analytical and evaluative skills appropriate to the subject

The candidates seemed to master this aspect quite well.

G: use of language appropriate to the subject

The students did not seem to have problems with this criterion. If they had problems, it tends to be with their language in general, not subject specific difficulties.

H: conclusion

Many students tend to forget to include new questions in the conclusion.

I: formal presentation

The quality varies immensely on this criterion. Every candidate should be able to score well on this criterion, and should be instructed to apply a principle of consequence above all else (i.e. use the same rules throughout the whole essay). Students should be instructed on the value of reading through their essay when they're done, and just look for such formal elements. The instruction has quite clear rules that everyone should be able to follow.

J: abstract

Some students did not include an abstract. This should be easy to avoid for them.

Recommendations for the supervision of future candidates

See each category above.

Further comments

Problems encountered this year were not too different from the problems of last session.