ENGLISH ACADEMIC WRITING IN NORWEGIAN

UPPER SECONDARY SCHOOL:

To what extent does upper-secondary school ESL instruction, based on LK06, help pupils develop academic writing skills?

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Abstract

This thesis investigates the situation for the teaching of English academic writing teaching at the Norwegian upper-secondary school following the implementation of the new curriculum, known as the Knowledge Promotion curriculum (referred to also as LK06). The Core Curriculum of LK06 requires that "the pupils shall be prepared for further education after they completed their upper-secondary school education".

In order to investigate the above-mentioned issue, I used the term "intermediate academic article" introduced in a previous thesis by Sparboe (2008). The criteria designated to the intermediate academic paper comprise of the basic criteria the pupils need to learn, in order to be able to start their academic studies with regard to writing academic papers. This thesis also introduces *the preparatory academic writing path,* as the road leading the pupils and students to the construction of the ideal academic article.

A list of the criteria associated with the intermediate academic paper has been made based on the views of well-known scholars in the field of academic writing, functioning as the main tool for the investigation conducted in this thesis. The LK06's syllabuses for English VG2 and VG3, the respective textbooks and final examinations for the English VG3 level were also analysed based on the criteria stated in that list.

My findings revealed that the demands and guidelines mentioned in LK06 deal with the issue of academic writing, unlike the case with R-94 as found by Sparboe (2008). I concluded that the educational authorities behind the construction of LK06 had the goal of preparing of the pupils with regard to academic writing in mind, when developing LK06. They pave "the preparatory academic path", by gradually developing their requirements with regard to addressing the criteria necessary for the intermediate academic paper in LK06. Furthermore, the findings show that the textbooks, examinations and teachers also follow the LK06 in this regard and equip the pupils with the necessary knowledge regarding the intermediate academic paper.

At the end of the thesis, I suggest that the educational authorities follow the US and UK examples of and continue the construction of the preparatory academic writing path for the higher education of the students. By doing this, the overarching effect of English academic writing, implanted in the LK06 will be preserved as a path stretching from upper-secondary school, to higher education.

Sammendrag

Denne oppgaven undersøker situasjonen for undervisningen av akademisk engelsk skriving i norske videregående skoler etter innføringen av den nye læreplanen *Kunnskapsløftet* (omtalt også som LK06). I den generelle delen av læreplanen for LK06 kreves det at: "elevene skal være forberedt for videre utdanning etter at de har avsluttet sin videregående utdanning".

For å undersøke den ovennevnte problemstillingen brukte jeg begrepet "mellom- akademisk artikkel", introdusert i en tidligere masteroppgave ved Sparboe (2008). Kriteriene utpekt til mellom- akademiske artikkel består av de grunnleggende kriteriene elevene trenger å lære, for å kunne starte sine akademiske studier med hensyn til å skrive akademiske oppgaver. Videre, introduserer denne oppgaven *den forberedende akademiske skrivebane*, som en vei for elever og studenter til å bygge opp akademiske skriveferdigheter.

En liste med kriterier knyttet til mellom- akademisk artikkel har blitt samlet basert på kjente forskere innen akademisk skriving. Disse fungerer som grunnelement for min undersøkelse. Lærebøker som LK06, engelsk VG2, VG3 og avsluttende eksamen for engelsk VG3 nivå, ble analysert basert på kriteriene nevnt i den listen.

Mine funn viser at de krav og retningslinjer som er nevnt i LK06, ivaretar retningslinjene for god akademisk artikkelskriving. Jeg konkluderer med at de pedagogiske myndighetene bak byggingen av LK06, under utarbeidelsen av LK06, forbereder den akademiske skrivebanen med gradvis å utvikle sine krav til akademiske engelske skriveferdigheter i LK06. Videre funn viser at lærebøker, eksamen og lærere også følger LK06 i denne forbindelse og utstyrer elevene med nødvendig kunnskap om den mellom- akademiske artikkelsjangeren.

På slutten av masteroppgaven, oppfordrer jeg at utdanningsmyndighetene følger USA og Storbritannia eksempel med å styrke studentenes akademiske skriveferdigheter under høyere utdanning. På denne måten, vil opplæringen i engelsk akademisk skriving som fremheves i LK06 fortsette inn i studentenes høyere utdanning.

Acknowledgments

I would like to sincerely thank my Lord, as if He had not assisted me, this thesis would not have fallen into place.

I would like to express my deepest gratitude to my supervisor, Associate Professor at the University of Oslo, Dr. Glenn Ole Hellekjær. His broad knowledge and understanding of the different angles of English language has worked as an inspirational source for me, not only throughout this thesis, but for the past three years. I hope I will never forget the patience and assistance he showed throughout this work.

Hereby I would like to express my gratitude to Dr. Lynn P. Nygaard, all the teachers, students and schools who took part in my survey and allowed me to interview them.

Last but not least, I would like to appreciate the understanding and support my family and friends showed during the writing of this thesis.

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1.0 Introduction

My reason for choosing this topic was the personal challenges I have faced with regard to academic writing in my studies in Norway. For the past 10 years of my university level studies in this country, I have been struggling to master the academic article. Initially, I believed that my difficulties were due to my background from upper-secondary level in another country, with a quite different education system. I was so caught up in my own problems, that I did not ask whether other students educated in the Norwegian school system also were struggling with the same problem. However, asking other students from Norway about this matter did not give a clear answer either. That was due to the problems I had with conveying my difficulties to them. The different aspects and angles of the academic paper, the different criteria that it possesses and the significance of the role it plays in the academic world, were all veiled factors to me. Some understanding was missing on my part, yet I could not put it into words.

It is essential for upper-secondary level pupils who want to continue their studies in the academic level, to be equipped with the elementary knowledge necessary for studying in this level. This has also been mentioned as one of the overall goals of the Knowledge Promotion curriculum, (hereafter also referred to as LK06)[1], to prepare the pupils for further studies.[2] John G. Taylor, a British author of several books regarding the academic writing starts his latest book *Writing Academic English, A guide for Norwegians in the preparation of articles and thesis* with the following remarks:

> It was inevitable that as an Englishman, my colleagues and associates would ask: 'Do you have a moment to glance through this?' - thereupon thrusting a 350 page thesis into my hands. The ultimate solution was to write a book. (Taylor, 2007: 12) Why would anybody want to write a handbook about writing in English for Norwegians who already think that they can write English – and probably do? (Taylor, 2007: 15)

This hints at a serious problem concerning the academic writing in English by Norwegians. It also indicates that, this issue has not been properly addressed throughout the studies of many Norwegians. Taylor continues addressing the importance of writing academic papers in English by providing the following reasons:

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[1] Standing for: Læreplanverket for kunnskapsløftet
[2] Academic studies

> In recent years it has not only become desirable, it has become *essential* to write in English. The first reason is that sponsors such as the Norwegian Research Council frequently stipulate that financial support is dependent upon publication in English. And there is a reason for this. The academic world has become increasingly international, and English is the international language for communication.... A language consultant can do only so much. Grammar, punctuation and syntax are his bread and butter. But he cannot change the *style*[3] so as to clarify a point which is unclear in the original. It is also surprising how many authors write in English just because it is the *in thing* to do. (Taylor, 2007: 16)

This is proof for the existence of a problem even among those who finish their Ph. D. degrees with regard to English academic writing. One can ask, to which extent this stems from weaknesses in upper-secondary education.

Many are not even properly aware what academic writing is. That is why an introduction of what academic writing is, will be given in chapter two. This is followed by an investigation of whether the upper-secondary school ESL[4] instruction helps the pupils to develop academic writing skills or not. In simple terms, whether pupils leaving the upper-secondary school possess the skills and knowledge needed to learn and master academic writing.

Another issue is the absence of a specific course where there will be taught how to write academic papers in higher education, for instance at the University of Oslo (UIO).[5] It is expected that the pupils already know how to construct an academic paper upon their entry to the academic world. Especially for those studying subjects related to literature and languages, the possession of this knowledge is taken for granted.

In comparison, when it comes to writing academic papers, in the United States, there are obligatory courses about writing academic articles. In a way, these courses follow up what was already planted in the minds of the pupils during their upper-secondary studies.

> First-year writing, or 'freshman composition', is usually a required course at the beginning of university study in the United States. Depending on university policy, first-year students may take remedial/basic writing courses, freshman composition, or more advanced writing courses. As the provision of writing instruction has increased,

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[3] My highlighting
[4] English as a second language
[5] The study is limited to UIO and other academic educational institutions have not been scrutinised.

higher-level courses in academic writing have been developed…. For many of the same reasons, UK universities have also recently begun to provide courses dedicated to teaching academic writing. (Coffin *et al.*, 2003: 6-7)

To return to Norway, in 2008 Hellekjær wrote an article called "A Case for Improved Reading Instruction for Academic English Reading Proficiency." In that article he asserted:

In Norway it has been taken for granted that upper secondary level instruction in English as a Foreign Language (hereafter referred to as EFL) develops the proficiency needed for higher education. Indeed, this might even seem reasonable since English is taught for all ten years of elementary school and from one to three years of upper secondary. Norwegian students also receive extensive media exposure from subtitled English films and TV programs. Furthermore, Norwegian 16-year-olds did well in a comparative, eight-country European study of English proficiency (Bonnet 2004). However, this assumption of adequacy has been challenged in two doctoral studies. Lehmann (1999), and Hellekjær (2005) found *serious weaknesses in university and college students' writing*[6] and academic reading proficiency respectively.
(Hellekjær, 2008: 1-2)

The two above-mentioned quotations (i.e. Coffin *et al.*'s and Hellekjær's) clearly indicate the need for Norwegian pupils to learn about the academic writing in English. As Coffin *et al.* (2003: 6-7) claim, in the US and UK[7], the educational authorities have decided to make English academic writing an obligatory course in their higher education system. Based on the same reasoning, this should be as relevant for Norwegian pupils and students. One reason is because no matter how rich the Norwegian pupils' knowledge of English is compared to other learners of English language, and no matter how much they are exposed to English language in their everyday life, they fall short compared to the native speakers of English. Thus, when even native speakers in the US and UK are taking courses to improve their academic writing skills, this is good reason for Norway to join them in making this obligatory in upper-secondary studies, as well as higher education. That is to say, if the goal of the Norwegian curriculum of preparing the pupils in upper-secondary level for higher education is to be more than empty words.[8]

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[6] My highlighting
[7] Both having English as their official language
[8] The Core Curriculum, Education Act

With the increasing recognition of the centrality of writing to learning and assessment in higher education, the movement to include writing across the curriculum (WAC) and writing in the disciplines (WID) has grown. The WAC movement is premised not only on the notion that writing is a tool for learning but also that *because academic writing happens in specific disciplinary contexts[9], instruction in such writing should also be located in these courses[10]*. One benefit of incorporating writing in the disciplines is that students can see how different forms of writing occur in different contexts. WAC/WID pedagogy also emphasises *the sequencing[11]* of writing tasks throughout a course so that students build *gradually[12]* into particular forms of writing (Coffin *et al.*, 2003: 7)

The inclusion of the academic writing article in upper-secondary level courses which play a preparatory role for higher education, is essential. Coffin *et al.* talk here about the inclusion of academic writing in the academic studies. Yet in order to prepare the pupils for learning the criteria associated with academic writing, there is the need to start from the upper-secondary and the teaching of the intermediate academic paper[13]. In addition to the inclusion of academic writing teaching in the upper-secondary courses, Coffin *et al.* also emphasises that this teaching should be performed in a gradual manner. This, in a way is pointing to a *preparatory path[14]* which leads the pupils to the ultimate academic paper genre by teaching them about the intermediate academic genre and then introducing them to other criteria which the academic article is known by.

1.1 Research statement

There is much that indicates that many students face difficulties with regard to academic writing due to the lack of proper teaching in upper-secondary education. These problems were partially blamed on the previous curricula, namely R94 & L97. Back in 2008, Magnus Loe

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[9] The issue of *context* and *genre* will be discussed in chapter two. However this point shows the necessity of the inclusion of academic writing in the academic studies and by that emphasises on the socio-cultural way of learning academic writing.
[10] My highlighting
[11] My highlighting
[12] This point will be addressed in the next chapter
[13] This term was first introduced in Magnus Loe Schultz Sparboe's thesis (2008), *English Academic Writing in Norwegian Upper-secondary School.*
[14] In the course of chapter two this term will be clarified

Schultz Sparboe conducted the investigation which this thesis follows up, with the difference that the scrutiny of his thesis was based on the previous curricula i.e. R94 & L97. This thesis aims at investigating the situation of teaching academic writing following the introduction of the new curriculum, namely the LK06. The research statement in this thesis is: "*To what extent does upper-secondary school ESL instruction according to LK06, help pupils develop academic writing skills?*"

The time chosen for writing this thesis is another important factor which must be considered. The first pupils who completed upper-secondary studies according to the LK06, graduated in spring 2009. These pupils started their upper-secondary education in 2006 i.e. the year in which LK06 was implemented, and graduated in 2009. This means that, the first respondents necessary for conducting research on, regarding the topic of this thesis, are now in place.

It must also be made clear here, that this thesis does not solely apply to pupils who are to study English as a subject in higher education. As was mentioned earlier by Taylor (2007: 16), other students who are studying in Norway also need to learn about constructing academic papers in English. Therefore, in order to cover a wide variety of subjects for the academic studies of the pupils, the research in this thesis covers both variants of English at the VG3 level of upper-secondary school (i.e. *English literature and culture & Social Studies English*). English for vocational purposes has not been included since it was not found relevant for this thesis. However, while especial emphasis has been put on academic papers in subjects related to social sciences and humanities; this thesis is just as relevant for academic papers in the natural sciences.

The prime focus in this thesis is on LK06, its general part (i.e. the Core Curriculum), the Quality Framework and its English subject curricula. The textbooks, examinations and teaching sessions of the Literature and Culture variant of English, as well as Social Studies that are taught at VG3 level, are scrutinised with regard to the teaching of academic writing. One of the International English textbooks which are being taught at the upper-secondary VG2 level, has also been included in the analysis. These three courses (i.e., *International English, Social Studies English* and *English literature and culture*) are referred to as 'Engelsk, Programfag i Studidiespesialiserende Utdanningsprogram'[15]. Another part of the investigation consists of the examinations for English – Literature and Culture and Social Studies. E-mail surveys have been carried out, in order to receive feedback from the teachers of English in

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[15] 'English – Programme Subject in Programmes for Specialization in General Studies'

VG3 level about the situation of English academic writing teaching in their classes. Semi-structured interviews have also been carried out with new students who graduated from upper-secondary school in spring 2009 and started their higher education studies in the autumn of 2009.

1.2 Key definitions

British English has been used in the writing of this thesis. "Academic article" and "academic paper" have been perceived as synonyms with similar functions and applications. The term "student" is referred to those who are studying at the academic level, as a contrast to the term "pupil" which is applied for those studying in primary, lower-secondary and upper-secondary school. The same distinction has also been used for the terms "lecturer" (in higher education) and "teacher" (for primary, lower-secondary and upper-secondary school). "Examinations" and "tests" were considered synonyms and were used interchangeably. Often used abbreviations in this thesis are "LK06" standing for "the Knowledge Promotion", R94 & L97 representing the previous curricula, outdated by the LK06, and "ESL" standing for "English as a Second Language". In chapter two, the term "preparatory academic writing" has been introduced, which carries with itself the sense of *path* and *gradual procedure* envisaged in teaching of academic writing by the scholars, in order to strengthen the term "intermediate academic paper" introduced by Sparboe (2008)[16].

1.3 A brief summary of the thesis

After providing the reasons behind the writing of this thesis (i.e. the evidence which hinted at the existence of a problem in upper-secondary education with regard to academic writing), the definition and the characteristics of academic writing will be provided in chapter two. Thereafter, a methodical guide for this thesis will be presented in chapter three. In chapter four, LK06 will be scrutinised in search for references to academic writing or instructions tracing to it. In chapter five, six of the English textbooks applied in the VG2 and VG3 levels will be analysed with academic writing in focus. Then, in chapter six, two examinations of

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[16] Magnus Loe Schultz Sparboe, *English academic writing in Norwegian upper-secondary school,* (2008)

English in VG3 dating to 2009, one from the examinations of English Literature and Culture and the other from Social Studies English will be analysed with regard to academic writing. A broad survey, comprising all the upper-secondary schools in Norway will be presented in chapter seven. The survey was carried out in order to shed light on the situation of academic writing in upper-secondary school after the implementation of LK06. Furthermore, in chapter seven, questions were asked from nine students of the UIO, who graduated in the summer 2009 from upper-secondary school and started their studies at the Faculty of Humanities of UIO, regarding academic writing. Chapter eight and nine are devoted to discussions of the findings and drawing conclusion based on them.

2.0 Academic writing

This chapter provides a definition of what is meant by academic writing, the criteria associated with an academic paper, the formalities involved with this type of writing as well as the format and structure of papers written in this genre. In order to make the transition of the pupils to the academic world with regard to academic writing a smooth one, the intermediate academic writing genre, which was introduced by Sparboe (2008) will be discussed. Moreover, the preparatory academic writing path is introduced to strengthen the intermediate academic writing genre. At the end of the chapter some of the hurdles existing with regard to teaching of the academic writing will be briefly mentioned.

To achieve these goals, I have drawn heavily upon: *Teaching Academic Writing* by Coffin *et al.* (2003), *The Practice of English Teaching* by Jeremy Harmer (2007), *Teaching and Researching Writing* by Ken Hyland (2002), *Academic Writing* by Lennart Björk and Christine Räisänen (hereafter referred to as B&R) and *Studies in Writing* by Rienecker *et al.* (2003). In order to investigate deeper the issue of genre in academic writing, I have used Brian Paltridge's (2004) article "Academic writing", which is a review article about second language students writing in academic settings.

2.1 What is writing?

2.1.1 The importance of writing and the role it performs in the current society

The discussion of literacy and writing cannot be proper without referring to their history. Unlike speaking which dates back to the beginning of the history of species, writing is quite a recent development and is not more than 6000 years old. If one wants to consider the importance of writing in our current societies and in the 21th century, it is necessary with a correct view of what is the definition of "literacy". According to Hyland, in the past anyone who could

> "… manipulate a set of discrete, value-free technical skills which included decoding and encoding meanings, manipulating writing tools, perceiving shape-sound correspondences, etc., which are acquired through formal education'',

was considered literate. (Hyland 2002: 53) However, in current societies and considering the demands of the 21th century, the standards for being considered literate have changed and have become more complex. Nowadays, if someone cannot read or write, he or she is considered illiterate. But this is not the case for someone who is not capable of for instance putting together an appropriate letter of application, and who is therefore excluded from many roles and positions in the society. In our world many genres and standard sets have been created and established, each fulfilling a designed purpose. Lacking knowledge with regard to their application is considered as a deficiency.

2.1.2 Writing in the higher education

At the academic world, knowledge about the construction of an academic paper is required. In the absence of this knowledge and the criteria associated with it, the paper produced by the student will not be considered as an academic paper. I will therefore describe the *minimum criteria* for the academic genre required from the students upon the start of their academic studies, *the intermediate academic genre*. It must be reiterated that, the possession of this knowledge is essential for the students to start writing academic papers. In the meantime, it must be clarified for the students that the implementation of these criteria shall not be perceived as the accomplishment of the knowledge required for writing an academic paper. The person has just acquired the minimum knowledge to fulfil the duty expected. This knowledge is essential but not sufficient for further studies in the academic domain.

> At the university level, disciplinary knowledge and understanding are largely exhibited and valued through the medium of writing. Students can begin to understand the significance of writing by becoming aware that writing takes particular conventional forms in different contexts… Academic writing includes taking a stance, developing an argument, addressing a specific audience, and choosing the appropriate writing style. (Coffin *et al.*, 2003: 19)

According to the last sentence, some of the criteria associated with academic paper are:

- Critical thinking
- Knowledge production
- Reader-oriented writing

- The choice of the right text style

Each of these points will be discussed in detail in sections designated to them. However, viewed from a broader perspective, this thesis focuses on writing academic paper in English; writing in L2 by implementing the academic genre. Possessing the required knowledge to write academic paper is closely connected to one's knowledge about producing academic paper in his or her L1. According to Harmer (2007: 327-8), when the students write (i.e. writing in L1 or L2) within a certain genre, they need to be aware of these factors:

1. Knowledge of the topic that they are writing about
2. The style and the specific conventions which are acceptable in that genre
3. The selected group of readers who are going to read that text
4. The context in which their text will be read

An important factor is that the students should not have the perception that their text will solely be read by their lecturer. Even if this is the case, they are to imagine an audience for their text, in order to add to the perceived feedback they receive for their produced text. From an educational perspective, this could be categorised under the *Socio-cultural theory,* in which the learning process happens via the data and feedback that one receives from outside sources. Here, the students have moved from *Cognitive theory* (i.e. learning based solely on the cognition of the student) to the *Socio-cultural theory* (i.e. learning based on the feedback the student receives from outside sources). This is due to that in upper-secondary education, the writing process usually happens in isolation and the teacher is perceived as the only reader for the pupil's written texts. This undergoes substantial changes during higher education. While the writing most often takes place in isolation, there is often extensive feedback and guidance from others which affects the student's produced work. Based on this reasoning, the Socio-cultural theory would be more appealing when it comes to academic writing.[17]

2.2 What characterises academic writing?

In this section, I try to present the characteristics of academic writing. Mastering these characteristics and criteria is essential to produce texts in academic genre.

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[17] The above mentioned points and the socio-cultural and cognitive theories will be discussed further during the course of this chapter.

2.2.1 Typical features associated with the academic register

Coffin *et al.* (2003: 28) outline the following features as the most common features concerning the academic genre with regard to language:

- High lexical density. Clauses in this register contain a significant number of vocabulary items other than verbs, compared to other registers.
- Hedging and emphasising. The statements made in this register are supported by verbs and phrases having the modification function.
- Impersonal constructions. In order to make it sound more objective, subjects or agents of the clauses are often interpreted and identified via the usage of the context.
- Highly nominal style. The clauses are densely packed with nouns than verbs compared to other registers.

Next, Coffin *et al.* (Coffin *et al.*, 2003: 28) mention the register of the academic paper that it:

> ...includes a range of linguistic aspects that are related to the context in which authors write. Among others, these include formality, sentence structure, specialist terminology, and the personal voice. By *formality* we mean the use of technical, elevated or abstract vocabulary, complex sentence structures and the avoidance of the personal voice (*I*, *you*).

Anderson & Poole (1994) as cited by Coffin *et al.* (2003: 29-30) talk also about the formalities attached to academic and scientific writing.

> Scientific writing is not of a personal or conversational nature and for this reason the third person is commonly used. As a general rule, personal pronouns such as I, we, you, me, our, and us should not appear except in quotations.

Coffin *et al.* decline to require the usage of the passive voice. However, according to the two quoted paragraphs, it seems that they are cautiously inclined in favour of the passive voice usage in the academic papers. The same could be found in Paltridge's (2004: 92) review article, where he also cautiously prefers the use of the passive over the active voice. This view is opposed by B&R where they promote not the overuse of the passive constructions. (B&R, 2003: 241)

Back to the discussion about the academic register, Paltridge (2004: 92) cited Halliday, Macintosh & Strevens (1964) asserting "the examinations of academic writing based on *register analysis*", meaning that registers comprise of specific patterns of vocabulary and grammar. However, this dates back to the 1970s and has been replaced later by *rhetorical functions*. (The discussion of Register belongs to the Functional Grammar and will not be discussed any further.)

2.2.2 Characteristics of academic writing

In this subsection, some other characteristics which characterise this type of writing, as distinguished from other types of writing will be introduced. Rienecker *et al.* (2003: 12-13) points out that:

> It is the teaching of product qualities ('What is a good paper in higher education?'), which is a controversial issue, an issue of the greatest importance for any teacher of academic writing to resolve.... there is only one reference shared by most contributors: Bereiter and Scardemalia (1987), *The Psychology of Written Composition.* The main idea expressed in Bereiter and Scardemalia's much-cited work is that writing development proceeds in *phases*[18] starting out with the ability to write narratively, where all material in a composition is related to its title, but not necessarily linked within the text through a task or problem.[19] The so-called writing as knowledge telling is writer-centred, not reader-based, and it is the reader based prose which is the teaching goal of any teacher of writing. The next stage is analytic writing, which allows for the needs of a reader and for a purpose-driven investigation of a problem or question, holding together every element of the text. Bereiter & Scardemalia call this level of writing development, the knowledge transforming stage.

Now each of these points will be dealt with in separate subsections. In the above quoted paragraph, the two major categories for writing, namely writer-oriented writing vs. reader-oriented writing has been mentioned. The next subsection deals with the concepts and the differences of these two different schools of writing.

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[18] The introduction of the preparatory academic writing path to the pupils, leading to the academic writing genre, starting from knowledge telling and progressing to knowledge transformation (My highlighting)

[19] Research statement is considered as one of the elements which distinguishes academic article from other types of texts. In the course of this chapter, this point will be emphasised all again. (My highlighting)

2.2.2.1 Writer-Oriented writing vs. Reader-Oriented writing

The writer is either writing for himself e.g. taking notes, first drafts, personal diaries and etc. or the writer is writing for other reader(s). This thesis as its focus is on academic writing, intends to analyse these two aforementioned groups. According to B&R (2003, 16-19), in the writer-oriented writing, the intended audience is the writer himself. The language and tone of this type of writing is generally informal. On the other hand, reader-oriented writing is intended for interpersonal communicative purposes. Therefore, the audience changes to the other reader(s) beside the author. The language and tone of the text is also primarily formal. B&R (2003: 17) categorise the differences between these two major groups using the following table.

Table 1: Writer-Oriented writing vs. Reader-Oriented writing

Writer-Oriented writing	Reader-Oriented writing
Audience: self	Audience: others
Purpose: personal exploration of ideas	Purpose: communication between individuals
Language: informal	Language: primarily formal
Forms: journals, notes, rough drafts	Forms: essays, papers, letters

As mentioned before, one of the focal characteristics of academic writing genre is its objective approach towards the topic. Therefore, it is the reader-oriented writing which fulfils this purpose. Yet at the same time in every good academic paper, the writer-oriented writing process is also involved, especially during the primary stages, for instance in note-taking and in making first drafts. B&R (2003: 18) asserts: "Personal, informal writing serves as an important tool for the kind of private exploratory thinking... as well as for the *initial thinking processes* of reader-oriented writing."

The other pair of terms referred to in Rienecker *et al.* (2003: 12-13) quoted paragraph, are the two different ways for conveying message, namely: knowledge telling vs. knowledge transformation. The next subsection deals with the concept and differences of these two methods.

2.2.2.2 Knowledge telling vs. knowledge transformation

As Rienecker *et al.* (2003: 22-23) discuss, knowledge telling is a simple way for the reproduction of the knowledge which has already been produced by others. There is not much cognitive activity, or hardly any reflection and feedback involved in the production of this type of knowledge. However, the physical act associated with writing is considered as the fruit of the cognitive effort that the writer goes through. An essential part of any academic paper is the research question. Often fresh students take the production of results equal to academic paper. Yet they are just involved in the knowledge telling process. Papers produced based on knowledge telling lack research question.

On the other hand, knowledge transformation is a communication tool with a purpose were both cognition and socio-cultural reflection are involved in its production. In knowledge transformation, the evaluation and judgmental process are active in order to respond to the research question which comes with an academic paper. A paper involving knowledge transformation enables students to take part in the scientific culture associated with the academic domain. Delineation of a discussed topic is usually part of the knowledge transforming process.

Knowledge transformation is considered as one of the cornerstones of academic writing, due to the actual role academic institutions are supposed to play in the societies. In order words, they were established to produce new knowledge and not just reproduce what is already known. The preparatory academic path starts with knowledge telling and proceeds towards knowledge transformation. In Rienecker *et al.* (2003: 116), Kirsti Lonka quotes Bruner (1973) asserting:

> Scientific thinking would be impossible without being able to go beyond 'the information given', that is, to distance oneself with the actual text at hand and to look at the phenomenon described in the text or presented by the teacher. This calls for integrating new knowledge with previous knowledge, and the skill to differentiate between what is said and what is previously known.

The next subsection deals with the context (i.e. genre) and the text type (i.e. building block of genre) where and by which the academic paper is realised.

2.2.2.3 Distinction between *text types* and *genres*

According to Lennart Björk in Rienecker *et al.* (2003: 30-31):

> A useful first step for the students to improve their general language awareness is to clarify the distinction between *text types* on the one hand and *genres* on the other... *Text type* is a general, inter-disciplinary typology whose main principle of categorization is located in the *overriding communicative purpose* of texts.... *Genres* on the other hand are defined by socio-cultural criteria, i.e., by text-external criteria. That is, the criteria are determined from outside the text: "...the characteristics of a specific genre are defined by the conventions agreed upon by the writing communities within which each genre is used." (B&R, 1997: 19)

Genre of a text is made of one or different text type/s. In other words, the genre of a text may even consist of only one text type. In a sense, text types are considered as *building blocks* of genres. Hence text type/s is/are the tools by which the genre comes into existence. (B&R, 2003: 18-19)

Björk explains (Rienecker *et al.* 2003: 32) that there are five different text types: *description, narration, exposition, argumentation* and *instruction*, out of which only *argumentation* concerns academic writing. *Argumentation* can also be divided into four groups, in order to assist the communicative purposes associated with argumentation. These four sub-categories are the general text types used in academic genre and expository prose:

I. Causal analysis. Explaining why things happen in the way they are
II. Problem solving. Coming with remedies for the discussed problem
III. Argumentation. To make claims or offering viewpoints about an issue
IV. Summarising. An abstract version of the text without comment or assessment of the content

According to Paltridge (2004: 87), Hale *et al.* (1996) study revealed that the common genres and text types used by the students in eight universities in the US during their undergraduate and graduate studies were: documented essays, summaries, plans/proposals and book reviews. The study also showed, students in social sciences and humanities were required to write

"exposition and argument type texts and in particular, case and effect, problem-solution, classification/enumeration, compare/contrast, and analysis type texts."

After having presented the genre and text type with regard to academic paper, it is time to elaborate on factors involved in the student's choices with regard to academic writing. These also comprise the choice for the application of a particular genre and text type.

2.2.2.4 Student's academic writing decision-making process

Paltridge (2004: 88) cited Dong (1997: 10) asserting:

> "Academic writing involves learning a new set of rules and learning how to play by these rules. Often these rules change from discipline to discipline, and the audience[20] and the purpose of writing vary according to each writing context."

Paltridge (2004: 88-89) points out the various factors involved in a student's academic writing decision making process. He lists them as:

- the purpose for writing
- the academic and cultural context in which the text is produced in
- the extent to which the writer is given advice on the positioning and organisation of the text (Prior, 1995)
- the student's consideration of the audience of the text (johns, 1997; Casanave, 2004)
- The discipline in which the student is writing in
- The values and expectations of the academic community at which the text is aimed (Johns, 1997; Newman *et al.*, 2003; Swales, 1990)
- The relationship between the text and other similar texts

Paltridge (2004: 89) calls the relationship and the bond existing between the text and its context the *new rhetoric*. The issue of genre, in simple words deals with the fact that, different texts could be interpreted in different ways amid the change of the context. Therefore, it is important to be able to choose the right genre and consequently the appropriate text type/s for that genre with regard to the distinguished academic paper a student intends to write.

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[20] The relationship between academic text and its audience and the effect they have on each other will be discussed in the next subsection.

An important factor in choosing the appropriate genre for an academic text, as it was raised in the points mentioned by Paltridge (2004: 88-89), is the audience of that text. The next subsection deals with the close tie which must exist between the academic text and its intended audience.

2.2.2.5 The relationship between the academic text and its audience

The relationship between academic text and its audience is of colossal importance when it comes to studying the academic writing. Swales and Feak (1994) *Academic writing for graduate students* as quoted by Paltridge (2004: 90) assert:

> ... even before students begin to write, they need to consider their audience. They need to have an understanding of their audiences' expectations and prior knowledge, as these will impact upon the content of their writing. If the audience knows more than the writer, as is often the case with academic writing, the writer's purpose is usually to display familiarity and expertise in the particular area, beyond simply reporting on the research and scholarship of others.

The paragraph hints to two of the aforementioned issues, and paves the way for another important factor in the academic writing, namely the "Disciplinary Constraints"[21]. First of all, it talks about the relationship between the writer and the audience of a text; the important factors that students writing academic text need to consider prior to the writing process and the genre which the student shall choose for their text. Second, it talks about the knowledge telling and knowledge transformation, the importance for the academic text to be produced using knowledge transformation and not solely lean towards the knowledge telling side.

After having discussed about the differences between genres and text types, parameters important in the decision making process of a student with regard to the choice of genre, and the relationship and effect of the audience which plays a significant role in shaping of the genre, the main characteristics of academic genre will be discussed.

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[21] This issue will be dealt with in detail during the following sections.

2.2.2.6 The characteristics of academic genre

The characteristics of academic genre and discourse according to Paltridge (2004: 91-92) are the following:

- Critical thinking (Pennycook (1996a) and Canagarajah (2002a))
- Textual borrowing instead of plagiarism (Casanve (2004), Bak and Watts (2001), Bloch (2001), Canagarajah (2002a), Currie (1998), Pecorari (2001,2003)
- Command of the language needed for writing the academic genre
- The students also need to show awareness of the language patterns comprised of language, form and communicative purposes. (Dudley-Evans, 1989)
- The students' view of writing must change from an individualistic activity to a more social one (Canagarajah, 2002a). In a way, they must not only consider the text itself, but also the social and cultural context which the text is embedded in (Freedman, 1999; Paltridge, 2004a; Starfield, 2001). In considering the academic genre, one needs to go beyond the language and form associated with the text. The horizon changes to considering the ways in which academic texts have inserted in the communicative activities of the academic community. (Berkenkotter & Huckin, 1995)

However, the discussion about genre becomes controversial when considering whether, according to Paltridge, the genre changes with the change of the audience. The question is how can the transition happen from the school where the audience is limited to the teacher or another peer, to the university where the audience may change to a wide variety of different students and scholars? How can one arrive at clear criteria for the intermediate academic genre? How can the pupils follow up the type of genre they learned i.e. the intermediate academic genre, during their future studies at the academic level? And the most important issue is that, if learning the academic writing genre is supposed to be performed through the application of Socio-cultural theory, how can the pupils learn this genre while being at the upper-secondary and not in an academic surrounding.

In continuation of the discussion with regard to the characteristics and also hurdles of associating criteria with the academic paper, some other views with regard to academic paper will be discussed in the next subsection.

2.2.2.7 Different perceived views on academic writing

Paltridge (2004: 90) talks about two different views on academic writing, one considering academic writing as "a singular phenomenon, comprising a set of skills to be acquired and problems to be fixed" and the other to see the *development*[22] of academic writing skill through socio-cultural "apprenticeship" where the students learn about the "university culture and the requirements" associated with it. As Paltridge (2004: 90) cites Johns (1997) and Samraj (2004) stating: "there is no such thing as one-size-fits-all academic essay that can be written in all areas of study."[23] The academic literacy comprises of a repertoire of different sets of cultural, contextual and social requirements which alter in different sets and that students need to master through an *evolutional development* apprenticeship divided into phases. [24]

One of the important aspects of academic literacy, which was also touched upon in the subsection 2.2.2.6, is the knowledge about the formal recognised way for reciting the sources and references. Plagiarism is associated with literacy theft at the academic world. However, it must be reiterated in the discussion about plagiarism that, one is not able to draw a line and thereby provide a solid and firm definition as to what belongs to each camp. As Canagarajah (2002a: 155) is quoted by Paltridge (2004: 91) asserting that: "... all texts are intertexts and behind all knowledge lies not physical reality but other texts, followed by other texts". Therefore, it is up to the educational authorities to teach the pupils and students the right ways of *borrowing*[25] knowledge from other sources.

In order to review what has been mentioned in the subsection 2.2 about what characterises academic writing, it must be asserted that in 2.2.1, typical features associated with the academic register have been mentioned. In 2.2.2, it has been tried to delve further into the repertoire of the characteristics of academic paper and as a result features such as: knowledge transformation, reader oriented writing, differences between text types and genres and the decision making process as it applies to the choice of genre and text types in this regard, the relationship between academic writing and its audience, characteristics of academic writing

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[22] My highlighting, referring to the preparatory academic writing path which will be discussed later on in this chapter.

[23] In subsection 2.3.2 about research paper, this point is addressed again

[24] This issue will be discussed in the section 2.4 regarding the evolutional wheel processes of academic writing.

[25] My highlighting

genre, were touched upon. In the next section, the intermediate academic writing genre and the preparatory academic writing path will be discussed further.

2.3 What characterises the intermediate academic paper?

2.3.1 The intermediate academic paper and the preparatory academic writing genre

In the previous chapter and sections, the intermediate academic paper and the preparatory academic writing genre were briefly introduced. In this section, this will be further elaborated upon. As was mentioned, this thesis introduces the term preparatory academic writing genre, in order to strengthen the intermediate academic writing genre introduced by Sparboe (2008). However, it must be reiterated that this thesis does not want to express any dissatisfaction with the term 'the intermediate academic paper' (hereafter also referred to as T.I.A.P.). On the contrary, it would like to introduce another term, not to replace T.I.A.P. with, but in order to add to its strength, namely the preparatory academic writing genre. Pupils could be introduced to the ideal academic genre and then, it could be made clear to them that for the upper-secondary education, the type of paper which is expected from them to master is the intermediate academic paper. It must be emphasised that during one's academic studies, one will feel the need to improve his or her knowledge about academic writing *gradually* and *develop* it to reach the standards associated with the ideal academic paper.

Due to the abovementioned reasons, it could be asserted that the row academic genre cultivated in the upper secondary school, and which is expected to "ripen" in higher education is called 'the intermediate academic writing genre'. However, for the pupils it might be more accurate to use the term 'the preparatory academic writing genre'. By using this term, the pupils get the impression that this type of writing genre functions as an *interim* educational genre and it is not separable from the overall goal, namely learning the academic writing genre. Thereby, pupils will not get the idea that they are going to learn about two separate genres. When the term 'intermediate' is used for them, they may get the impression about the existence of a type of writing genre as if one starting at A shall pass B (i.e. intermediate academic genre), in order to reach C (i.e. academic genre). Although this is what happens in reality, it may confuse the pupils. However, when the term 'preparatory' is used, there is no

more talk of B as a station type of genre. Instead, it is understood that the person is talking about the *path* which leads the pupils starting at A to reach C. Nevertheless, 'the intermediate academic paper' is associated with the *minimum* criteria needed for a paper to be qualified as an academic paper. In other words, when teachers teach the pupils about the characteristics of the intermediate academic paper (i.e. the minimum criteria needed for the academic paper), they should use the term preparatory academic writing genre. They should also explain to the pupils that this genre functions as a *path,* leading them towards the academic paper.

Therefore, when teachers in upper secondary school academic writing instruction use the term preparatory academic genre, then pupils will perceive the existence of a type of coherence between these two educational institutions. Hopefully, pupils will consider the academic writing genre as *one entity*, stretching from upper-secondary and way through the academic studies. Furthermore, they will also see room for improvements and additions of criteria to the list of the criteria associated with T.I.A.P. In simpler terms, the academic paper is the final destination for the preparatory academic writing genre.

To sum up the issue concerning T.I.A.P. and the preparatory academic writing genre, it must be said that: the basic criteria which the pupils need to learn in order to start their academic studies concerning writing academic papers, are the criteria designated as comprising T.I.A.P. Yet in the minds of the pupils this should not be perceived as a different genre. It should be portrayed as a path, the first steps to the mastery of the actual academic paper. For instance, pupils can start with learning the *objectivity* present in the academic texts, as it was mentioned in subsection 2.2.1, under the typical features associated with the academic register. The objective approach is also perceived to be the hallmark of academic writing.

2.3.2 Characteristics of the intermediate academic paper

As it was mentioned at the end of the subsection 2.2.2.6, the issue of teaching the academic genre to pupils is controversial due to the upper-secondary level not being an academic environment in which they can properly learn and apply the characteristics of academic writing. In subsection 2.2.2.7, Paltridge (2004: 90) cites Johns (1997) and Samraj (2004) asserting that: "there is no such thing as one-size-fits-all academic essay that can be written in all areas of study". Based on the above-mentioned points, it is clear that developing criteria

for the intermediate academic paper will not be a simple undertaking. On the other hand, in this thesis the attempt is made to portray scaffolding for the prioritization of the characteristics of this genre by scholars.

As has been mentioned, the term intermediate academic writing was introduced by Sparboe (2008). However, this introduction was based on common sense. Sparboe (2008: 13) asserts that: "... it would not be fair to expect that pupils who just finished upper secondary are able to write the more advanced form of academic papers that is found in higher education". As a result, the choice for prioritization of the criteria associated with the intermediate academic paper was also made by Sparboe (2008) himself. In this thesis an attempt has been made to define the characteristics of the intermediate academic paper based on the view of a number of well known scholars in this field. According to Rienecker *et al.* quoted paragraph (2003: 12-13) in the subsection 2.2.2, it is the selection of the criteria which is "a controversial issue, an issue of the greatest importance for any teacher of academic writing to resolve". Still, as was mentioned in the subsection 2.3.1, the teachers can start with teaching the pupils about writing objectively. Referring back to Rienecker *et al.* (2003: 12-13) quoted paragraph in subsection 2.2.2, the two criteria which the scholars agree upon and consider essential with regard to academic writing are the reader oriented writing and knowledge transformation typical of the academic papers. Therefore, it could be asserted that these two criteria, together with the objective approach in a paper must be included in any list for the criteria associated with the intermediate academic paper.

2.3.3 The Academic Research Paper, Is it equal to the intermediate academic paper?

B&R (2003: 221- 224) raise the issue that students *prior to* or *while starting* their studies at the academic level should be prepared to write research papers, meaning that the students are expected to bring over the knowledge needed to construct research papers from their upper-secondary education. At the same time it is mentioned that this paper is subject to *improvements* throughout one's academic studies. Furthermore it is also mentioned by B&R (2003: 223) that this paper has some preliminary versions, and can be improved by the application of some more characteristics associated with this paper.

The current subsection is devoted to finding out whether the research paper is the same as the intermediate academic paper? Next, if the answer is positive, then what the characteristics of this paper are. For this purpose the main reasoning behind the introduction of the intermediate academic paper is reviewed once again. The intermediate academic paper fulfils the gap pupils may face amid entering the university when it comes to writing academic papers, and it comprises the minimum criteria an academic paper is ought to possess in order to be qualified as an academic paper. Regarding the research paper B&R (2003: 221) assert that: "Writing your *first*[26] academic research paper will be a new and challenging experience for you as it includes many more aspects of writing than you have experienced at upper-secondary school." This shows that B&R are referring to the new students experiencing writing their first paper at their higher education. For this reason, it suits our purpose to look in detail at the characteristics mentioned by B&R about this type of paper. The research process involved in making such a paper is listed by B&R (2003: 221) as: "exploring", "reading", "learning", "reflecting", "displaying", "informing", "persuading" and "critical thinking". The list continuous with learning methods applicable in thinking and writing considering a specific subject; learning about selecting and choosing appropriate resources concerning the subject of research; relating the already existing knowledge about the studied subject with one's research results and the feedback received by peer review.

These above mentioned criteria together with the three criteria mentioned at the end of subsection 2.3.2, could be considered as the criteria for the intermediate academic paper.

They can be listed as:

- The approach and the tone in the paper must be objective.
- The writing must be reader-oriented based, where the pupils show awareness and consideration of the selected group(s) of reader(s) who are going to read the text. The command of the language and tone need to be observed in writing, by which the language and tone must lean towards formal language and tone. In other words the formalities attached to the academic and scientific register e.g. using rhetorical functions, the right text type(s) and style must be applied in writing. (Rienecker *et al.*,2003: 12-13)
- Knowledge transformation must be applied in the text and in order to obtain this goal, the research process mentioned in the above paragraph by B&R (2003: 221) must be

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[26] My highlighting

used where the pupils are required to: to explore sources in order to chose the relevant ones, read relevant sources, learn the subject material, reflect, display and discuss their acquired knowledge, inform and try to persuade their reader, and apply critical thinking with regard to their text. (Rienecker *et al.,*2003: 12-13)

- The formal recognized way for citing the sources and references must be applied to avoid plagiarism. (B&R,2003: 221)

- The cohesion in the text itself and the coherence between the already existing knowledge about the studied subject with one's research results and the feedback received by peer review must be observed. (B&R, 2003: 221)

Now the formal features designated to research papers (i.e. intermediate academic paper) will be discussed in the following subsection.

2.3.4 The formal features designated to the intermediate academic paper followed by more advanced features of the academic paper

B&R (2003: 223) explains that the features of the research paper (i.e. the intermediate academic paper) could be enhanced by the addition of some other features, in order to make it more advanced and applicable for further studies at the higher education. As it was stated, the intermediate academic paper comprises of the minimum criteria needed for a paper to fall into the category of academic paper. Furthermore, by inserting some more features into the intermediate academic paper, the students approach the ideal academic paper. Now, these features will be listed and those of them which are marked by an asterisk (*) belong to the more advanced group (i.e. ideal academic paper). The features were taken from B&R (2003: 223-251)

- **The title page**
  - Informative
  - Providing a clear indication of the *topic & content*
  - Sharing with the reader the approach the writer has chosen and the principle of organisation which has been adopted
  - Addition of *subtitles*, to address the compare and contrast approach
  - The avoidance of empty phrases

- **(*) Table of contents**
  - Applied for longer papers with several main sections and subdivisions
  - Indicating the hierarchical structure of argumentation
  - It could comprise of more general headings e.g. Introduction, Method, Results and Discussion. At the same time it could engage the audience more and comprise of headings and subheadings.
- **(*) Abstract**: A short summary of the paper, not containing more than 200 words. They have a specific communicative aim, indicating the most important aspects of the paper with regard to the purpose, method, results and conclusion. They convey the following message to the reader as to what extent the paper is relevant for them.
- **(*) keywords**: The section about the *keywords* is usually added to facilitate reader's work concerning the scope of the paper. The writer must be selective when it comes to keywords, choosing only those which clearly play a defining role about the paper.
- **Footnotes and Endnotes**: the short notes where usually come at the end of the page, or at the end of the chapter, or at the end of the paper. Footnotes are defined as important points which the reader must pay attention to. However the flow of the paper should not be interrupted by them. For this reason, they are not placed in the body of the text.
- **The introduction**
  - Awakening interest: containing a controversial thought provoking element to raise the interest of the reader
  - Orienting the reader: Sharing some background information and a forecast of the paper's content
  - Introducing the thesis statement: The controlling idea or that what the paper actually claims
  - (*) Giving the purpose of the paper: Used when the need was felt about providing more clarification about the intentions behind writing of the paper and conducting of the research.
- **The argumentation** (considered as the body and the core of the paper)
  - Consisting of relevant arguments about further enhancement of one's thesis statement.
  - Structure of the argumentation:

- Considering the paper as the communication process between the writer and the reader
- The flow of the argumentation shall be from general to specific
- Avoiding incoherency in the sentence and paragraph level
- The quotations must be intact and documented
  - Method: the way the paper is organised
  - Discussion: A short review about the way the research was conducted, discussion about the results and the future researches which could be conducted in this field
- **Conclusion**. New material and claims shall not be placed in conclusion. Conclusion is defined as the essence and summary of the points and claims raised in the course of the paper or chapter. It must contain elements indicating the closer of the paper or the chapter.
- **References**:
  - B&R (2003: 250) introduces *MLA Handbook for Writers of Research Papers* (1999 edition) as the most widely used guide for literary studies' style.
  - B&R also provides some of the main points concerning the reference list
    - The title of the books shall either be italicized or underlined
    - Article titles in a collection of papers or in periodicals shall be in quotation marks
    - Title of the collection of papers must be italicized
- **(*) Appendix**: Usually applies to the research which certain types of activities are included in the paper. For instance experiments and field work. Some of these activities and material are essential for the research, but do not play a significant role in the main argument usually due to all the unnecessary details which comes with them. On the other hand they must be included for the expert readers of that paper in order to shed light on the details associated with the way for instance the experiment or the mathematical calculation is conducted.
- **(*) Acknowledgements**: One also shows his or her gratitude towards all the people who assisted him during the research, especially his or her supervisor. There are also usually financial sponsors for the MA and MSc theses. Hereby one can acknowledge the financial support which he or she received to carry out the research.

Another important issue concerning the structure of the academic paper which is touched upon by both B&R (2003: 251) and Coffin *et al.* (2003: 24), is the issue of *metadiscourse* and *signposting*. The coherence of the text is dependent upon the implementation of certain rhetorical elements to guide the reader throughout the text. These elements help the reader to have control over the things which are happening inside the text itself. This issue becomes critical especially in long texts where the reader may easily lose track, as the present chapter is an example of.

2.4 Depicting the evolution of the academic paper by using process wheels

In this section, the evolution of the academic paper will be portrayed in terms of *wheel processes*. For this purpose, three wheel processes have been applied. Jeremy Harmer suggests a wheel process for writing, where writers go both ways around the circumference and across the spokes. (Harmer, 2007: 326) This is to be considered as the preliminary stages in the intermediate academic path. Harmer's wheel suits and responds to writing for the primary stages of the intermediate academic papers. In other words, when the pupils are in the beginning of the preparatory academic paper's path, they can find Harmer's wheel process for writing useful.
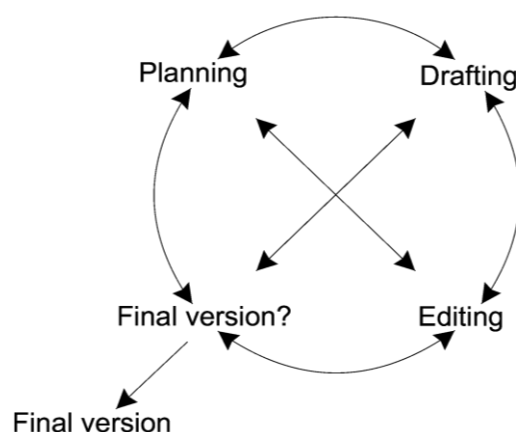
Diagram 1: Reproduced from Harmer (2007: 326)

Yet when they proceed in learning about the academic writing paper, they become engaged in the B&R's wheel process (B&R, 2003: 242).
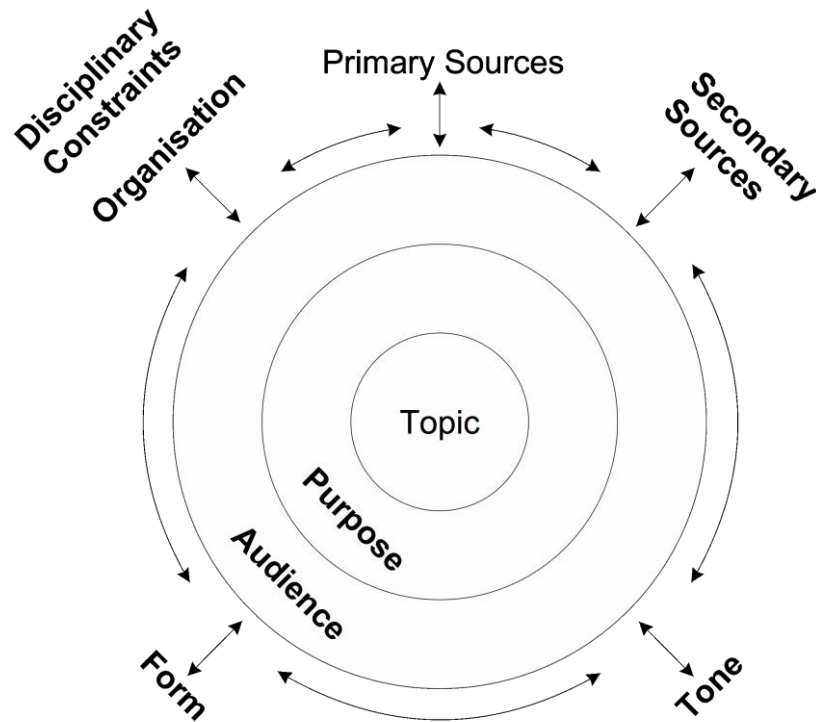
Diagram 2: Reproduced from B&R (2003: 242)

This wheel process could be perceived as the preparatory path and the place where the actual evolution takes place. Through this wheel process the pupils are taken and brought to the actual academic paper. There (i.e. the final stages in the preparatory academic path), the pupils or better said the students[27] will be engaged in the last phase of this path and will start applying Coffin *et al.* wheel process.

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[27] This stage will be learned during one's higher education and it is more advanced than the intermediate academic paper
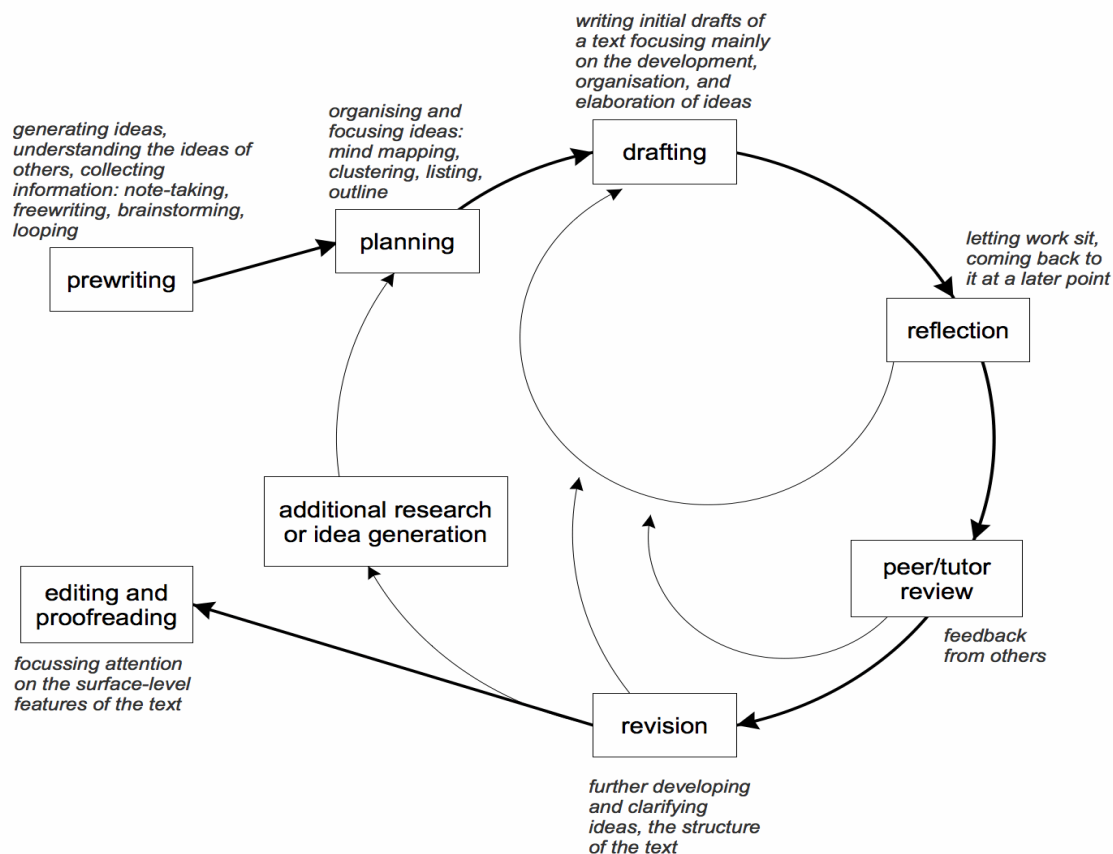
Diagram 3: Reproduced from Coffin *et al.* (2003: 34)

Regarding the issue of *tone* in the interpersonal communication and mentioned in diagram 2, it must be once more emphasised that the person shall behold as objective as it is possible. B&R (2003: 240) emphasises on the avoidance of emotional outburst, polemics and irony in the tone of writing.

To assist the students in choosing the right genre and to benefit from peer/tutor review as it is mentioned in diagram 3, the following advice is given by Casanave (2002: xiii-xiv), as quoted by Paltridge (2004: 89):

> Do not write in isolation but within networks of more and less powerfully situated colleagues and community members.... They[28] learn to forge alliances with those community members with whom they share values or whom they perceive will benefit them in some way and to resist when accommodating does not suit them.

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28 Students

Back to our diagrams, if one considers the differences between the Harmer's Process Wheel compared to Coffin's *et al.*, one understands that in Harmer's Wheel, three key process stops are absent, namely 'reflection', 'peer/tutor review' and 'additional research or idea generation'. In each of these three, one can find the presence of knowledge transformation and other aspects concerning the academic paper. These three diagrams show the evolution of the academic writing. In a way they show the beginning, progression and end of the preparatory academic writing path with the end destination being the ideal academic article.

2.5 Summary & last minute word

In this chapter, I have tried to give an overview of the importance of writing and the role it performs in the current society. The focus point of the chapter is on the academic writing, its existence and the criteria associated with it. Some focal distinctions were made between reader oriented writing and writer oriented writing, between knowledge telling and knowledge transformation and the distinction between text types and genres, due to the vital role they play with regard to academic writing. Furthermore, in the course of the chapter the characteristics of the academic writing genre have been mentioned.

Later on, in the chapter, the preparatory academic path was introduced in order to reduce the problems and confusion of the pupils regarding the intermediate academic writing genre. It has been tried to introduce a list of criteria associated with the intermediate academic paper, based on the views of some of the prominent scholars in this subject. Formal features of academic paper, as well as features of the intermediate academic paper have alsobeen introduced. Towards the end of the chapter, it has been tried to portray the academic paper's evolution by applying process wheels.

The issue of academic genre was raised as a complicated issue regarding the academic writing and consequently, the questions that if learning about a specific genre entails learning it in the context of that genre through socio-cultural interaction, then, how can the pupils before starting their higher education learn about the academic genre? How can they gain a proper understanding about their future academic audience when they are still at the upper-secondary level? What happens with the peer/tutor feedback? All these issues hint towards the fact that the situation and the case of the academic writing in upper-secondary, is far from being closed. In chapter eight, explanations with regard to these above mentioned questions have been provided.

3.0 Method

In this chapter, I try to present a methodological overview of the formation and construct of this thesis. The content of the chapter works as supplementary information to what has already been mentioned in sections 1.1 and 1.3. I will try to provide reasons concerning the way the thesis introduces the problem of academic writing, defines academic writing and the sources which have been used to investigate the status of academic writing in the upper-secondary school.

In the period I conducted research on the issue of academic writing in the upper-secondary school, I came to believe in the existence of a path with regard to the development of academic writing. In this thesis, my efforts revolve around uncovering this path, proving its existence and unveil its roadmap throughout LK06 and the Advanced English (i.e. VG2 and VG3) textbooks. As it has been mentioned in the course of the thesis, the starting point for this path is not clear. But it could be asserted that it starts somewhere in the primary school where pupils learn to produce texts in English language. However, the end destination for this path is the ideal academic paper, constructed during one's academic studies. An important factor which I tried to implement in the course of this thesis, and resulted in mounting problems on my side, was trying to keep my approach as objective as it is possible. My efforts, therefore, focused on examining the issue of academic writing, its characteristics and the status of teaching academic writing in the upper-secondary from different perspectives. As mentioned, my goal has been to live up to Robsons' (2002: 228) criteria of a well constructed and conducted study, which provides: "an accurate and *unbiased*[29] assessment of whatever it is that is *being measured*[30]".

The thesis consists of three major parts: a theoretical part, a practical part and analysis of the data which has been collected in the two previous parts. These are compared, contrasted and a conclusion drawn based on them in the last chapter. In the following, each of these parts will be discussed in further detail.

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[29] My highlighting
[30] My highlighting

3.1 Theoretical part

As its title suggests, this part of the paper deals primarily with the theoretical chapters and issues regarding the academic paper. The chapters which come under this category are chapter one and two.

3.1.1 Introduction; The problem students face during their higher education concerning the academic article

In the introduction, I tried to outline the rationale behind writing of this thesis. These reasons varied from personal difficulties I experienced during my academic studies, to the views of scholars and language editors in this regard. I tried to find previous studies on the existence and difficulties which the Norwegian students face regarding the academic writing in English. Then, after proving the existence of a problem concerning academic writing, I tried to find out whether this is a problem and difficulty among the second language learners only, or whether is it a problem and difficulty which even native speakers of English face in higher education. After showing that the native speakers of English are also struggling with the issue of academic writing, I tried to find out what kind of solution there exists for this problem. As I quoted Coffin *et al.* (2003: 6-7), the solution which the US and UK came to as a remedy for this problem, was compulsory academic writing courses. Therefore, in the introduction and as will be shown in the conclusion chapter, I tried to promote the idea of making the academic writing an obligatory course for both the pupils of upper-secondary and for students during their higher education. By this, I tried to give the academic paper and overarching effect, extending from the upper-secondary, way through the academic studies. This paved the way for the introduction of the thesis' research statement. However, as it has been shown in the thesis, pupils are preparing to a satisfactory level and are being equipped with the necessary knowledge to write intermediate academic articles during their upper-secondary studies.

3.1.2 Academic writing

In chapter two, I tried to provide a comprehensive definition for academic papers by introducing the characteristics and criteria associated with this type of articles. Chapter two is the main pillar on which the foundation of the research conducted in the thesis is built. After

consulting my supervisor and searching for books and articles about academic writing, I came up with a handful of solid sources in this regard.

In this chapter, my efforts were mostly focused on defining the academic article by drawing on its main criteria. These criteria were all extracted from reliable sources produced by well known scholars in this subject. I also needed to come up with a list of criteria for the intermediate academic paper in order to use it as an analytic tool when investigating the curriculum, textbooks and the examinations[31]. However, after a conclusive research on the issue of academic writing, the academic research paper introduced by B&R (2003: 221- 224) was found identical and similar to the intermediate academic paper, in terms of the task and role it performs. A list of criteria based on the characteristics of the research paper mentioned by B&R (2003: 221- 224), plus a quoted paragraph by Rienecker *et al.* (2003: 12-13) were presented as the characteristics of the intermediate academic article.

3.2 Practical part

This part comprises chapter four: the Knowledge Promotion curriculum (LK06), chapter five: the textbooks, chapter six: VG3 English examinations and chapter seven: English VG3 teachers and new students. When examining these documents, I as mentioned above, used the academic article and the intermediate academic paper criteria listed in 2.3.3, as a tool for investigate what these sources reveal about views on academic writing. A point which was also raised in chapter one with this regard is that, as the quoted sentences by Taylor (2007: 16) suggested, all the students at the academic level, especially those at the higher levels of academic studies in Norway, need to be able to master writing academic papers in English. Therefore, this thesis covers both the variants of English courses taught at the VG3 level i.e. the English Literature and Culture and English Social Studies variant.

3.2.1 The Knowledge Promotion curriculum (LK06)

Chapter four is devoted to the Knowledge Promotion curriculum (i.e. LK06) with regard to academic writing. This chapter is one of the cornerstones of this thesis. The significance of

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[31] A chapter has been devoted to each of these points

the curriculum is due to the focal role it plays with regard to the creation of textbooks, examinations and teaching instructions. LK06, especially its subject curricula part are the inspirational source used by the textbook writers, examination writers and teachers planning their teaching sessions.

In chapter four, the term curriculum was defined and then the general differences between LK06 and its predecessor curricula, namely R94 and LK97 were outlined based on the articles written by Rolf Mikkelsen (2007) and Elisabeth Braathu Ibsen (2007). LK06 consists of three major parts: the Core Curriculum, the Quality Framework and the subject curricula or syllabi. All these parts of the LK06 have been scrutinised chronologically with regard to the academic writing or the criteria of the intermediate academic paper listed in subsection 2.3.3. The reason for a chronological scrutiny was due to the existence of a preparatory academic writing path throughout the different parts of LK06 and developed throughout the different syllabi for English language courses in LK06.

In the scrutiny, one of the hurdles I faced was finding the English version of LK06. The difficulty was due to the fact that LK06 is shred into many pieces and spread in different parts of the UDIR.NO website[32]. Another problem, with regard to the scrutiny was due to the absence of the term academic writing in the text of LK06. Therefore, I had to resort to interpretation of the LK06's text in order to find terms and phrases which could be traced back to academic writing or the criteria of the intermediate academic paper.

3.2.2 Textbooks

Chapter five comprises the analysis of six textbooks, one belonging to the VG2 level, International English, two belonging to VG3, English Literature and Culture variant and three belonging to VG3, English for Social Studies variant. The same method of scrutiny applied for LK06 was applied with regard to academic writing for these books. The books (for three of them, their websites were also included) were scrutinised, for the mention of academic writing and the criteria of the intermediate academic article. It must be mentioned, that the books analysed comprise one out of the two textbooks available in the market for VG2, International English and all of the available textbooks for VG3, English for Social Studies

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[32] Standing for *Utdanningsdirektoratet, the directorate for education*

variant and English Literature and Culture variant. The reason for including the VG2, International English textbook in the scrutiny was, if possible, to trace the existence of a development path with regard to academic writing between the textbooks of VG2 and VG3 levels, which is another proof for the existence of the same line of development in LK06. Although I would have been interested in analysing all available Vg2 textbooks as well, this was not possible within the scope of this thesis.

3.2.3 The examinations

As it has been explained in chapter one, due to the implementation of LK06 in Norwegian upper-secondary education system in 2006, the only VG3 exams available were the ones from the year 2009. Therefore, two exams and their answer guidelines[33] for English VG3, dating back to 22.05.2009, one from the English Literature and Culture variant and the other from English for Social Studies variant were examined. The importance of these examinations was due to the fact that they were carried out at the end of the VG3 level and thereby, end of the upper-secondary school. Especial attention was paid to tasks demanding the writing of essays, and to compare and contrast the essay criteria on the answer guidelines of the exams with the criteria of the intermediate academic article. The chapter's role increased by drawing on the washback effect in the course of the chapter and the role it plays with regard to teaching. As it will be mentioned in chapter four, *National examinations* work as control and inspection agents and can play a significant role equal to the curriculum itself when it comes to conveying the expectations and demands of the educational authorities to the teachers, schools and even to the text book writers. In a similar way, the results obtained by the pupils in the exams also affect the teaching, examinations and in the long run the textbooks and the curriculum. The effect it has on teaching, in particular, is called the washback effect.

3.2.4 Teachers and new students

3.2.4.1 Survey for teachers

As this thesis aimed to conduct a mixed methods study of the status of academic writing in upper-secondary schools in Norway, especial attention has been paid to choosing the sample.

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[33] Sensorveiledning

The most difficult choice was finding teachers for interviews. I personally interviewed two teachers in Oslo who were acquaintances of mine. Unfortunately, during our pilot interviews, I had to spend time conveying to them what I meant by Academic writing, and then they had to think on the questions and come up with answers which did not seem precise enough. Therefore, in order to provide the teachers enough time to think and elaborate their answers on the issue of academic writing, as well as to add to the variety of the geographical location of the schools, and present the views of the teachers verbatim, an e-mail survey using open-ended questions was chosen for the enquiry.

In doing so, a list of open ended questions with regard to the teachers and the teaching of academic writing status was prepared and sent as an e-mail to all the upper-secondary schools in Norway[34]. In order to refresh the memory of the teachers with regard to academic writing, chapter two of this thesis was attached to the e-mails. Although the e-mails were sent to the schools, it was addressed to the English teacher's of VG3 level in the subject area of the e-mail. Within three days, 9 schools asserted that they do not teach the English VG3 grade in their school. After one week, 7 teachers responded to the questionnaire. Due to the low reply rate, the same e-mail was sent again to all the schools. Thereafter, one more teacher participated and responded to the questions. However, it must be mentioned that, although the e-mail made clear that the enquiry will be anonymous, one teacher had problems in that regard. Due to the constraints with regard to the length of the thesis and the overlapping form of most of the teachers' answers to the questions in the survey, and in particular the very limited sample and low replay rate, I decided to present the answers given by four teachers. Their choice was based on the variety of the geographical location of their schools and the relevancy and discrepancy of their answers. Their views are presented in chapter seven.

With regard to choosing the questions in the survey I must assert the following points. Robson (2002: 231) states: "If the questions in a survey are incomprehensible or ambiguous, the exercise is obviously a waste of time". After experiencing the problems with regard to conveying what is meant by academic writing in the pilot interviews I carried out with two teachers, I therefore decided to attach chapter two of this thesis to the e-mail survey, in order to refresh the memory of the teachers regarding the academic writing. Regarding the questions in an interview, Robson (2002: 278) states:

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[34] More than 400 schools

Interviewers have their shopping list of topics and want to get responses to them, but they have considerable freedom in the sequencing of questions, in their exact wording, and in the amount of time and attention given to different topics.

The general line of the questions in the schema develops from general to specific. I found the question: "Do you prefer the inclusion of the term academic writing paper in the syllabi", biased and leading, and therefore avoided its addition to the list. The tricky questions were intentionally placed at the end of the list in order to first familiarise the teachers with the context of the survey and then present the questions which demand especial attention.

3.2.4.2 Semi-structured interviews with new students

I received the opportunity during a course held at the UIO[35] about academic writing to interview 9 new students, graduated in spring 2009 from upper-secondary school and started the following autumn at the Faculty for Humanities at the UIO. Due to the time restraints, I could only ask two questions regarding the academic paper knowledge from these students.

3.3 Analysis of the data and conclusion

In this part of the thesis, first, the data collected from the scrutiny of the chapters with regard to the LK06, textbooks, examinations, teachers' surveys and new students' interviews was analysed. Then, I tried to align the data extracted from them to one another with the intention that a conclusion with regard to the status of academic writing in the upper-secondary school could be drawn. In the conclusion chapter, two sections were allocated to further research and looking ahead. Under further research, the drawbacks and shortcomings of this thesis, as well as, factors which could be taken into consideration for a future research on this subject, were briefly mentioned. Looking ahead section is mainly devoted to ways for improving the teaching of the academic writing in general sense and all the levels.

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[35] University of Oslo

3.4 Validity, generalisability and reliability

As I pointed out in the beginning of this chapter, I attempted an as objective approach in the analyses performed in this thesis as possible, with the aim to add to the trustworthiness of the findings. In relation to this, Robson (2002: 93) introduces *validity* and *generalisability* as central concepts in this connection. Robson (2002: 93) defines "validity" along the following line: "Validity is concerned with whether the findings are *really* about what they appear to be about." I tried to consider the validity caveat in relation to the criteria for the intermediate academic article I used as a means of analysing LK06, the English textbooks and examinations and would argue for their validity on the basis of the theoretical studies they draw upon.

The survey of teachers was more problematic, due to the low reply rate and possible selection factors among the few respondents who answered. In relation to the hurdles in this regard, it could be stated that normally the teachers who feel safest will participate in such a survey, and they would also be inclined to provide "politically correct" answers to the survey's questions. However, as will be shown in chapter seven, some of the teachers also criticised the LK06's decision to cut the teaching hours and stated that due to this, they do not have time to properly practice academic writing with their pupils. Also to the question regarding the status of their pupil's preparation in relation to academic writing, the responses varied. But the low turnout of the participants in the survey detracts from the validity of this survey. The low turnout could not be considered as any evidence for the lack of academic writing practice in the schools, since one teacher contacted me and complained that due to the amount of time he has to spend in responding to the survey's question, he declined from doing so. As mentioned above, I therefore decided to present the views of only four of the participants in further detail.

The other concept which must be seen in this connection is *generalisability* or *transferability*. According to Robson (2002: 93), "generalisability refers to the extent to which the findings of the enquiry are more generally applicable outside the specifics of the situation studied." In relation to this my surveys of the teachers and students are not by any means be generalisable to the whole country. On the other hand, my scrutiny of the spring 2009 examinations and all the available English Vg3 textbooks add to the generalisability and validity of this part of the thesis.

The last concept which must be addressed in relation to validity and generalisability is the *reliability* factor, meaning "the consistency or stability of a measure; for example, if it were to be repeated, would the same result be obtained?" (Robson, 2002: 93). In this regard, the criteria associated with the intermediate academic writing and the enquiries of the LK06, textbooks and examinations would hopefully remain intact. Robson (2002: 231) about the reliability of a survey mentions: "Reliability is more straightforward. By presenting all respondents with the same standardised questions, carefully worded after piloting, it is possible to obtain high reliability of response." In defining the term "standardised questions", Robson (2002: 234) mentions: "Surveys work best with standardised questions where it is possible to be confident that the questions mean the same thing to different respondents". The reason behind choosing an e-mail survey, as it will be addressed in chapter seven, was the pilot interviews I carried out with two English VG3 teachers. The same questions were also provided to both the teachers and the new students in the e-mail surveys and semi-structured interviews. In this way I also hope that in relation to the teachers' and new students', there is a reasonable level of reliability.

3.5 Summary

The chapter accounts for the research methods used in the thesis. The content of the chapter envisages the way data collection has been performed. It provides insight with regard to the qualitative design and the purposive methods applied throughout the thesis. On the other hand, it touches upon some of the drawbacks and possible shortcomings regarding the scrutiny conducted, which tie my hands to some extent from drawing a generalisable conclusion. Due to the low figure of the participants in the survey, the external validity of the survey is somewhat shaky and due to the reasons provided, the internal consistency of the respondents with regard to practicing academic writing with their pupils', also does not provide a solid foundation to build upon.

4.0 The Knowledge Promotion Curriculum (LK06) and academic writing

In this chapter, the *Knowledge Promotion Curriculum* (i.e. the new curriculum put into force in 2006 for the Norwegian schools) will be discussed with regard to English academic writing. Rolf Mikkelsen's article "Læreplaner og Kunnskapsløftet 2006 (K06)"[36] and Elisabeth Braathu Ibsen's article "Engelsk – et internasjonalt kommunikasjonsspråk for alle"[37] from *Lektor –adjunkt – lærer* (2007) [38] hereafter referred to as (L–A–L), a collection of articles made by Rolf Mikkelsen and Henrik Fladmoe are used as additional sources on LK06[39]. The LK06 and its subject curricula for English are to be examined with regard to their requirements in relation to academic writing. The textbooks, examinations, teacher's lessons and school policies are all, to varying degrees, designed to fulfil the demands and requirements mentioned in LK06. Therefore, after having defined what is meant by academic writing, the criteria and characteristics of papers written with the application of this genre in chapter two, it will be examined for references to academic writing or terms and phrases which refer to the criteria of the intermediate academic paper outlined in subsection 2.3.3, in LK06. The term "intermediate academic paper" was a term introduced by Sparboe (2008). This also applies to the term "preparatory academic writing", which is introduced for the first time in this thesis. These descriptions are used as a tool when scrutinising the three major parts of LK06, namely the Core Curriculum, the Quality Framework and the English subject curricula.

4.1 What is a curriculum?

A curriculum is defined as a guiding device for the teachers, created by the educational authorities to project their expectations when it comes to pupil's education. An important distinction which must be made is between "curriculum" and "subject curriculum". A

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[36] "The curricula and Knowledge Promotion 2006 (K06)" *my translation*
[37] "English – an international communication language for everyone" *My translation*
[38] "Upper-secondary teacher with a Master degree in the subject being taught –upper-secondary teacher with a bachelor in the subject being taught – teacher" *My translation*
[39] Læreplanverket for Kunnskapsløftet (2006)

curriculum applies to the general education conducted in its target level/s[40]. However, a subject curriculum is the curriculum applied to a specific subject and is for a specific educational level. Bø & Helle (2002) as cited by Mikkelsen (L-A-L, 2007: 68), divide the curriculum into four major levels: "*society level, organisational level, class level* and *individual level*"[41]. According to them, the LK06 belongs to the society level. On the other hand, the curricula of the organisational level are the local plans made by the school owners, an individual school or a group of teachers. Knowledge Promotion (i.e. LK06) requires that, curricula are interpreted and formulated in accordance with the objectives of the organisational level. Still, the assessment criteria shall be made in the class level or teacher's groups.[42]

Goodlad (1979) as cited by Mikkelsen (L-A-L, 2007: 68) divides the levels of a curriculum into five levels, the: *"idea curriculum, the formal curriculum, the perceived curriculum, the operated curriculum* and *the experienced curriculum".*[43] According to Mikkelsen (L-A-L, 2007: 68), what the teachers can read in LK06 is the formal curriculum, which is in turn based on the overall ideas about the role schools shall play in society, namely the idea curriculum. The last three levels belong to the schools and teaching itself. There, the teachers interpret the curriculum, by which they set out in life as teaching, combined with learning, where teachers gather experiences together with the pupils. According to Mikkelsen (L-A-L, 2007: 68), teachers' and pupils' involvement in the curriculum is based on the 1990s focus point, in which the concept of *learning* became the central framework for the new curriculum. In addition to this, the curriculum was made a legally binding document where the schools, teachers, pupils and their parents were obliged to follow. In chapter seven, which focuses on teachers, the issue of teachers' involvement in the different aspects regarding the curriculum will be discussed further.

Another important and relevant issue to this thesis, also raised in Mikkelsen's article (L-A-L, 2007: 70), is the issue about the *hidden curricula. National examinations* work as control and inspection agents and can play a significant role equal to the curriculum itself when it comes to conveying the expectations and demands of the educational authorities to the teachers, schools and even to the textbook writers. They are called the hidden curricula. This issue will

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[40] The plural form of 'level' is used here as it applies to the pervious curriculum, where the upper-secondary's curriculum was called R94 and came three years earlier than LK97 which was the curriculum for primary and lower-secondary education.
[41] My translation
[42] A full section is devoted to 'assessment' and the 'washback' effect in chapter six.
[43] My translation

be discussed further in chapter six of this thesis as it deals with the examinations and their role in teaching of the academic writing. In the following, the implications that the curricula have for teaching will be discussed.

4.2 The way curricula affect teaching

In a way, the first to interpret the Core Curriculum, the Quality Reform and the subject curricula of LK06 are the authors of textbooks, who attempt to implement these in the textbooks. At the same time, the teachers try to accommodate their teaching sessions to the demands of the Core Curriculum and the Quality Reform. However, the biggest impact on the teaching sessions comes from the subject curriculum or syllabus of the taught subject. The last effect of the curricula could be observed in the examinations, which reflect the demands of the curricula, and can function as a form of hidden curricula. According to Mikkelsen (L-A-L, 2007: 80), the authors of textbooks in different subjects, first, interpret the curriculum and then, select the material and the way they will work with regard to basic skills[44]. On the other hand, squeezing the broad and ambitious requirements of LK06 into a book is a difficult task. The issue of the implementation of the demands of LK06 into the textbooks will be raised again in chapter five and eight of this dissertation.

Now, some of the differences of LK06 compared to its predecessor curricula (R94 & L97), will be briefly touched upon. These differences also point to the reason for the creation of LK06.

4.3 General differences between LK06 and its predecessor (R94 & L97) curricula

The differences between R94 and LK06, which are important and relevant to this thesis according to Mikkelsen (L-A-L, 2007: 78) are:

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[44] Consisting of: Being able to "read", "write", "speak" and "use digital tools" in English. The issue of basic skills received the highest emphasis by LK06

- The LK06's subject curricula have been presented as a coherent document, covering primary, lower-secondary and upper-secondary school education. They are no longer divided between two separate curricula (i.e. R94 & L97) for different educational levels, which were introduced and put into effect in two different years, namely 1994 and 1997. In this way, the coherence of the curriculum has been preserved.

- The subject curricula became less detailed in LK06, and are characterised as 'empty' and 'naked'. LK06 focuses more on the competencies which the pupils ought to possess.

- The subject curricula in LK06 became less comprehensive.

- LK06 is advocating more freedom of method used in teaching.

- The subject curricula comprises of descriptions and goals for the basic skills which the pupils must acquire in the course of their education. One of these basic skills, relevant to this thesis is: "The pupils must be able to express themselves in the written language they are learning".

- The subject curricula are structured and designed after a single template.

- In addition, there is a change in terminology, as the concept of a foreign language now used only for what was previously known as second and third foreign languages, i.e. languages German, Spanish, Russian, etc.; while English is no longer defined as a foreign language, but just English (Mikkelsen, L-A-L, 2007: 201). According to Braathu Ibsen (L-A-L, 2007: 205): "Norway is in the process of being defined as a country in which English is on the way to become the second language."[45]

As mentioned above, the Knowledge Promotion Curriculum consists of three major parts. The first is the *Core Curriculum*, which is the general part made in 1994 by Gudmund Hernes, the then Minister of Education, Research and Church Affairs. The second part is *The Quality Framework* including *the Learning Poster.* And the third is *the Subject Curricula* designed for each subject and course level of education in 2006. As this thesis is limited to the situation of the English academic writing in the upper-secondary school, these three major groups of LK06 will be scrutinised only through the prism of English academic writing and other aspects associated with these three parts of LK06 are not included in the scrutiny.

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[45] My translation

4.4 The Core Curriculum and academic writing

According to Mikkelson (L-A-L, 2007: 77), the Core Curriculum, or the general part of the curriculum, has remained intact since the day of its creation back in 1994 and is still valid for primary, lower-secondary, upper-secondary and adult education. Although the term "academic writing" is not mentioned in the course of this[46] text, there are numerous references which point towards the criteria associated with the intermediate academic writing, which were listed in subsection 2.3.3 of this thesis. These references include:

- One of the abilities demanded by the Core Curriculum to be taught and obtained by the pupils is the *scientific thinking method*, which is parallel to academic writing genre. [47]

- It is also required that the pupils should be held accountable and feel responsible with regard to the work they have produced in their studied subject.[48] This is related, on the one hand, to the issue of knowledge telling and knowledge transformation discussed in chapter two.[49] On the other hand, this point could be interpreted as demanding that the pupils must be aware and feel responsible with regard to the correct indication of the sources, knowledge and textual borrowing, and the correct format of the paper expected from them to put into force in their papers. The issue of creativity is also raised with this regard and it is demanded that: "the pupils must learn to use and further *develop[50]* that what they have learned"[51], which is again parallel to knowledge transformation and points mentioned in subsection 2.2.2.2.

- Another quality which the pupils are to obtain during their education according to the Core Curriculum, is the ability of *critical* thinking.[52]

- It is also directly demanded by the Curriculum: "to prepare the basis for further education"[53] of the pupils. As it is mentioned in the Core Curriculum's Upper-secondary Education Act (the highlighted and italicised part in the following quote), especial attention has been devoted to bridging the gap between upper-secondary and higher education. Attention has been paid to making the transition as smooth as

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[46] The Core Curriculum and Education Acts
[47] (The Core Curriculum, 1994: 14)
[48] (The Core Curriculum, 1994: 17)
[49] Subsection2.2.2.2
[50] My highlighting
[51] (The Core Curriculum, 1994: 11)
[52] (The Core Curriculum, 1994: 13)
[53] (The Core Curriculum, 1994: 2)

possible and it has been emphasised on resorting to scientific ways for thinking and working.

UPPER SECONDARY EDUCATION ACT

§ 2 PRINCIPAL AIMS

The purpose of upper secondary education is to develop the skills, understanding and responsibility that prepare pupils for life at work and in society, ***to provide a foundation for further education***[54], and to assist them in their personal development.

Upper secondary education shall contribute to increased awareness and understanding of basic Christian and humanist values, our national cultural heritage, democratic ideals and **scientific thought and method**[55].

Upper secondary education shall promote human equality and equal rights, **intellectual freedom and tolerance**[56], ecological understanding and international co-responsibility.

<div align="right">Core Curriculum, The Royal Ministry of Education,
Research and Church Affairs</div>

These and many other references in the course of the Core Curriculum hint towards academic writing. However, the absence of any mention of the term 'academic writing' will be returned to in this chapter and chapter eight and nine of this thesis.

4.5 The Quality Framework and academic writing

In the text of the Quality Framework, the term 'academic writing' is not mentioned. However, some of its principles provide guidelines, which in case they are implemented they would be considered helpful in this regard. Some of these points are mentioned below:

- o It is asserted, that the Quality Framework has been included so that as a result: "the quality of primary and secondary education and training can be further developed and on which the school and apprenticeship-training enterprise can be systematically

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[54] My highlighting
[55] My highlighting
[56] Related to critical thinking and objective approach criteria of the academic writing, (my highlighting)

assessed"[57]. Two further points mentioned in this quote are relevant to this thesis. One is that LK06 aims at *further developing* the quality of secondary education. This indicates that LK06 does not perceive itself as a done deal and leaves the discussion open to continuous interpretation of the subject matter aiming at furhter improvement of the secondary education system. This point portrays the previous curricula, as well as LK06 itself, as a *path* aiming at a final goal. This could be preparing the pupils for higher education or life in general. The second point which can be extracted from the quote is that, LK06 sets the requirements for *the evaluation* of the schools. As it will be discussed in chapter eight, one of the hurdles concerning the teaching of the academic writing is the extensive liberty which has been given to the teachers.

o   Next, the Quality Framework indicates:

> Pupil participation involves taking part in decisions on one's own and the group's learning. In an inclusive learning environment, pupil participation is positive … pupil participation makes them more aware of their own learning processes, and this gives greater influence on one's own learning.
>
> (The Quality Framework, 2006: 4)

This point refers to the peer/tutor feedback and review discussed in different occasions in chapter two.

o   Another important factor regarding teaching, which will be discussed further in chapter seven, and is raised by the Quality Framework is the consultation of the teachers with one another in order to have a better understanding of LK06 and their subjects.[58] The Quality Framework indicates: "The school and apprenticeship-training enterprise shall be learning organizations that make it possible for teachers to learn from each other through cooperation on planning, implementing and assessing their teaching." (The Quality Framework, 2006: 5)

As it has been mentioned, it is not easy to mark the start of the preparatory academic writing path, however, it can be said to start somewhere in primary school where the pupils start learning to write texts in English. For this reason, in the next section, the subject curricula of English will be scrutinised and special attention will be devoted to finding traces leading to

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[57]   (the Quality Framework, 2006: 1)

[58]   This point is practised by one of the teachers who agreed to participate in chapter seventh's survey.

the intermediate academic paper criteria mentioned in 2.3.3. The subject curricula are presented chronologically to show the existence and development of the preparatory academic path with regard to academic writing.

4.6 The English subject curriculum and academic writing

The English subject curriculum comprises of both general objectives for English teaching at all the levels, as well as competence aims divided between different levels of study. About the subject curricula and competence aims for English, it has been mentioned that:

> English has competence aims after the second, fourth, seventh and tenth years in primary and lower secondary school and after the first year in the programmes for general studies (Vg1) or after the second year of vocational education programmes (Vg2). (English subject curriculum, 2006: 1)

The above mentioned quote refers to the *obligatory part* of the English subject curriculum which deals with the competence aims perceived for the pupils until the end of VG1 level. However, this thesis also deals with Advanced English language programmes (i.e. *optional* and *elective* courses) at the upper-secondary school, i.e. English for VG2 and VG3 level.

In this section, first, an overview of the general aims of the English subject curriculum will be presented with regard to academic writing. Next, the competence aims for English after the seventh year, tenth year and VG1 level of studies will be discussed with regard to academic writing. At last, "the English programme subject in programmes for the *specialisation* in general studies" (i.e. Advanced English courses), comprising of International English (VG2), English literature and culture (VG3), and Social Studies English (VG3) will be discussed with regard to academic writing.

It must be mentioned again that, the term academic writing does not exist in the text of the subject curricula for English. Throughout this section (i.e. 4.6), the parts relevant to academic writing which are directly quoted from the text of the English subject curricula appear with a smaller font size, and the parts which a greater emphasis have been placed on are highlighted.

4.6.1 The general objectives of the English subject curriculum

The general part of the English subject curricula advocates the significant role English plays in an international world. It mentions:

> To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language. Thus we need to develop our **vocabulary** and our skills in using the systems of the English language; its phonology, grammar and **text structuring**. We need these skills to listen, speak, read and **write**. (English subject curriculum, 2006: 1)

It also emphasises:

> We must be able to distinguish between **spoken and written styles** and **informal and formal styles**. (English subject curriculum, 2006: 1)

With regard to above extracted parts from the English subject curriculum and with regard to academic writing, it could be asserted that, as it was mentioned in subsection 2.2.1, the clauses used in the academic writing genre are densely packed with nouns and vocabulary other than verbs, compared to other registers. For this reason, when it comes to academic writing, it is important that the pupils enrich their knowledge with regard to vocabulary. Another feature of academic writing, which has been touched upon in the above-mentioned part of the subject curriculum, is the ability to distinguish between formal and informal style. This ability is important with regard to the academic writing genre, as one of the criteria of the academic writing is its formal style.

The general part of the subject curriculum emphasises on the existence of a line of development binding the competence aims after the second, forth, seventh, tenth year, VG1 level, VG2 and VG3 levels of English together.

> The subject has been structured into main areas with competence aims. **These main subject areas supplement each other and must be considered together.** (English subject curriculum, 2006: 1)

This point is the core of the discussion in this section. By going through the English subject curricula, one understands that as far as the academic writing is concerned, the aims supplement one another and could be considered as *a coherent whole*. In the present section and its subsections, it has been tried to present this more clearly and show the existence of a

clear line of *development* among the English subject curricula, referring to the preparatory academic writing path.

4.6.1.1 Overview of the main subject areas

The main subject areas for English in the subject curricula are divided into three major areas, comprising: language learning; communication; and culture, society and literature.

Table 2 Overview of the main areas for English subject curricula according to LK06

Year of school	Main Subject Areas		
1-10 First year of upper-secondary (VG1) Second year (VG2) International English Third year (VG3) Social Studies English Or English literature and culture	Language learning	Communication	Culture, society and literature

In the communication part (English subject curriculum, 2006: 2, communication), it is mentioned that:

> Good communication requires knowledge and skills in using vocabulary and idiomatic structures, pronunciation, intonation, spelling, grammar and **syntax of sentences and texts**. This goes hand in hand with **adapting the language to the recipient and the situation, including distinguishing between formal and informal, written and spoken registers.**

Here, the issue of syntax of sentences and texts have been raised and it is mentioned that it "goes hand in hand with the adaptation of the language to the recipient and the situation". Furthermore, it has been clarified that this also "includes distinguishing between formal and informal registers", which is relevant for the academic world. The written register in the

academic world is also formal, and the students need to distinguish it from an informal written register in order to be able to apply it in their academic papers.

4.6.1.2 Basic skills

The basic skills in the subject curriculum for English are being able to: express oneself in speaking and writing, read English, and use digital tools in English. The subject curriculum mentions this as follows:

> In the subject of English, the basic skills are understood as follows: **Being able to express oneself in writing** and orally in English is a key part of developing English linguistic competence and is **a common thread throughout the competence objectives at all levels**. (English subject curriculum, 2006: 3)

Again, there is this focal emphasis on the existence of a line of development, or path, throughout the competence objectives at all levels. This "common thread", also includes a line of development for writing skills. This thesis named that common development thread throughout the different school levels with regard to writing, the preparatory academic writing and introduced it as a path. Now, each of the competence levels of the subject curricula will be scrutinised, searching for the development path of the preparatory academic writing, using the criteria listed for the intermediate academic writing in 2.3.3, as a tool for the investigation. By going through the competence aims of the English subject curricula, one can observe the close relationship which exists between these aims and the criteria associated with the intermediate academic writing listed in 2.3.3.

Due to the length constraints that this dissertation faces, additional explanation with regard to the competence aims for the different study years is limited and provided only when it is felt necessary. It is limited to just highlighting the important terms and phrases mentioned in the competence aims.

4.6.2 Competence aims after Year 7

The aims are that the pupil shall be able to:

- use the basic terms from grammar and **text structuring** (English subject curriculum, 2006: 4, language learning)

- use basic rules and patterns for pronunciation, intonation, spelling, grammar and **various sentence structures** (English subject curriculum, 2006: 4, communication)
- **express himself/herself in writing** and orally to obtain help in understanding and being understood (English subject curriculum, 2006: 4, communication)
- use listening, speaking, reading and **writing strategies** that are **suitable for the purpose** (English subject curriculum, 2006: 5, communication)
- **write texts that narrate, describe or give messages** (English subject curriculum, 2006: 5, communication)

Here, among other highlighted points, there is emphasis for the first time in the subject curricula on "text structuring", "various sentence structures", "writing strategies" and exercises where the pupils must write texts in order to describe messages. The latest point refers directly to the knowledge transformation ability. However, due to the preliminary level of study at seventh grade, the knowledge transformation demand (conveyed with the term "discuss") is considered optional and the pupils can also "give messages" which is another form for knowledge telling. This option is also preserved for the competence aims after the 10th grade. However, in competence aims after the VG1 level, the pupils shall mainly resort to knowledge transformation.

4.6.3 Competence aims after Year 10

The aims are that the pupil shall be able to:

- **use various aids critically and independently** (English subject curriculum, 2006: 5, language learning)
- use basic terminology **to describe** grammar and **text structure** (English subject curriculum, 2006: 5, language learning)
- use basic grammatical and **text structures of English** orally and **in writing** (English subject curriculum, 2006: 5, communication)
- **express himself/herself in writing** and orally with some precision, fluency and **coherence** (English subject curriculum, 2006: 5, communication)
- **adapt his/her** spoken and **written English to the genre and situation** (English subject curriculum, 2006: 5, communication)
- **select** listening, speaking, reading and **writing strategies adapted to the purpose and situation** (English subject curriculum, 2006: 5, communication)

- **write texts that narrate, describe, argue or give messages, with the appropriate basic structure and adequate paragraphing** (English subject curriculum, 2006: 5, communication)
- use content from various sources **independently** and **critically** (English subject curriculum, 2006: 5, communication)
- read and **discuss** a representative selection of **literary texts from the genres poetry, short stories, novels and drama** from the English-speaking world (English subject curriculum, 2006: 5, culture, society and literature)

In the last point, LK06 calls for the study of certain genres and specifically names them. Again, it does not specify the term academic writing genre in its text. One perceived reason for it could, as mentioned above, be the fact that academic writing genre must be developed during one's higher educational studies and in an academic environment through the application of the Socio-cultural theory as mentioned in subsection 2.1.2. This issue will be raised again in chapter eight and nine of this dissertation.

Here, some additional points relevant for intermediate academic writing, listed in 2.3.3 are required from the pupils. They could be listed as: "use various aids critically and independently", referring to critical thinking; producing coherent texts; producing texts which argues a message and adapting the written language to the genre and situation where the text is written.

These are the competence aims which the pupils are to acquire by the end of the lower-secondary school. The reason for mentioning them in this thesis was to reiterate the existence of the preparatory academic writing path throughout the subject curricula. Next, the competence aims, the demands that the pupils must acquire by the end of VG1 level are listed.

4.6.4 Competence aims after VG1 – programmes for general studies

The aims are that the pupil shall be able to:

- master a wide **vocabulary** (English subject curriculum, 2006: 6, communication)
- **use the forms and structures of the language** in spoken and **written presentations** (English subject curriculum, 2006: 6, communication)

- **extract essential information from** spoken and **written texts and discuss the author's attitudes and point of view** (English subject curriculum, 2006: 6, communication)
- **express himself/herself in writing** and orally with subtleness, **proper register**, fluency, precision and **coherence** (English subject curriculum, 2006: 6, communication)
- **write formal and informal texts with good structure and coherence** on personal, interdisciplinary and social topics (English subject curriculum, 2006: 6, communication)
- **select and use content from different sources independently, critically and responsibly** (English subject curriculum, 2006: 6, communication)
- **choose an interdisciplinary topic for in-depth studies** within his or her own programme area and **present this** (English subject curriculum, 2006: 6, communication)

Choosing a topic for in-depth studies, as it has been mentioned in the last point, also comprises learning about the research statements, which is a characteristic of the academic papers, as it was mentioned in subsection 2.2.2.2.

- **analyse** and **discuss** a film and a representative selection of **literary texts** in English from **the genres poetry, short story, novel and drama** (English subject curriculum, 2006: 6, culture, society and literature)
- **discuss literature** by and about indigenous peoples in the English-speaking world (English subject curriculum, 2006: 6, culture, society and literature)
- **prepare** and **assess his or her own written** or oral texts inspired by literature and art (English subject curriculum, 2006: 6, culture, society and literature)

As can be seen, additional criteria relevant for intermediate academic writing are mentioned. In addition to the criteria touched upon in the competence aims for the seventh and tenth year, it is demanded that the pupils at the end of VG1 level must be able to: "use the correct from of the language in the written presentations, using proper register in writing, select and use content from different sources independently, critically and responsibly". Critical thinking, using the correct way for mentioning of the sources and knowledge transformation criteria mentioned in 2.3.3, are the perceived results for the application of these demands. In the last point, it is demanded that, the pupils at the end of VG1 should be able to assess their own written texts. This point is preparing the ground for the peer/tutor review which is performed during higher education.

Next, the competence aims for the English-Programme subject in programmes for specialisation in general studies will be analysed. It must be mentioned that, this programme comes with general objectives perceived by the educational authorities to be performed, as-

well-as, objectives for each level and variant of English in this part of education in the upper-secondary school.

4.6.5 English – Programme subject in programmes for specialisation in general studies

English in VG1 level is an obligatory course which the pupils have to take. However, after the pupils finished VG1 level, if they choose English as one of their in-depth study courses, they first have to take International English for their VG2 level according to the LK06, which paves the way and prepares the pupils for English studies at VG3 level. At the VG3 level, however, they can choose between Social Studies English and English Literature and Culture. In the next subsection, *the general* objectives perceived for these courses are discussed.

4.6.5.1 The objectives of the subject

As the importance of mastering English academic writing in one's academic studies was emphasised in the introduction chapter of this thesis by Taylor (2007) and Coffin *et al.* (2003), this issue is also touched upon in the objectives of Advanced English syllabus.

> **Both in Norway and abroad, English is used within higher education, in the sciences** and in working life. ...English is both a utilitarian subject and **educationally universal**... The programme subject's broad approach to culture and society in the English-speaking world **shall develop one's skills in critical analysis and reflection**... **The programme subject is wide** and shall therefore **provide multidisciplinary skills**, in addition to language skills. **The programme subject is unified; the various skills are integrated and are part of a context**. (English programme subject, 2006: 1)

By this quoted paragraph, the educational authorities want to emphasise that this programme aims at preparing the pupils for higher education, as well as life in general. The paragraph also emphasises on the inclusion and consideration of the basic skills. One of the basic skills in LK06's subject curricula for English is writing. Therefore, one can conclude that the programme has academic writing in sight and aims at preparing the pupils in this regard.

4.6.5.2 Teaching hours

The teaching hours for International English, Social Studies English and English Literature and Culture are given in 60-minute units, each comprising of 140 hours of teaching annually. A point which must be raised here is the substantial cut in teaching hours of all of these three courses compared to R94[59], decreasing from 187 hours per study year to 140. As it will be discussed in chapter eight, some of the teachers who participated in the survey, give this as the reason for the lack of proper English academic writing practise in the upper-secondary schools.

4.6.5.3 Main subject areas

In this subsection, LK06 provides a brief introduction about the subject areas in English – Programme subjects in programmes for specialisation in general studies.

4.6.5.3.1 International English

In the introduction part for International English (VG2), the following points are extracted with regard to academic writing.

- It involves knowledge about the way language is constructed at the **sentence and text level** and an awareness of **linguistic tools in a variety of genres**. (English program subject, 2006: 2, language learning)
- The main subject area deals with the understanding and communication of meaning through language. It includes **the development of written** and oral language **skills**. The main subject area also covers **the way texts are put together** and communication through texts that contain text, sound, images and movement – called composite texts – and through the **development of terminology and a general vocabulary within specific subject areas**. (English program subject, 2006: 2, communication)

Here, among all the other points referring to academic writing which were discussed before, there is an ample emphasis on "awareness of linguistic tools in a variety of genres", which also could include the academic writing genre. It must be mentioned that, some of these points are a repetition of what has been outlined before in other competence aims. Yet with the advancement of the level of study, these points are specified in a more advanced way. This is

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[59] The previous curriculum for upper-secondary school

an issue which is widely seen in the course of the subject curricula, and again is another reason to believe in the existence of the preparatory academic writing path throughout the LK06.

4.6.5.3.2 Social Studies English

In the introduction of the Social Studies English (VG3), the following points were mentioned with regard to academic writing. Social Studies of English (VG3) is the optional follow up course for international English (VG2).

- It includes knowledge and basic characteristics of English usage and the relationship between language, culture and society, and **the application of linguistic tools for different types of texts**. (English program subject, 2006: 2, language learning)
- The main subject area deals with the communication of meaning by means of language. It is about the **development of written** and oral language skills, and about building a well-developed, **nuanced vocabulary** so that one can communicate about social issues. Communication also involves **precise and coherent expression** in a number of oral and **written genres**, including composite texts. (English program subject, 2006: 2, communication)

In the last point, the term "nuanced" has been added to the demand for developing of the vocabulary, which transcends the level of the applied vocabulary in the texts produced by the pupils, to a higher level. "The coherent expression in a number of oral and written genres" is taking the coherency of the text demanded in the previous competence aims to a higher level as well.

4.6.5.3.3 English Literature and Culture

Under the main subject areas of "English – Programme subject in programmes for specialisation in general studies", English Literature and Culture has been introduced as a possible choice for the pupils after International English (VG2). The following points from the extract are relevant with regard to academic writing.

- The main subject area deals with knowledge about the English language and the choosing and **assessment of different strategies** for promoting personal language learning. It includes the knowledge of fundamental characteristics of English usage, as well as the relationship

between language, culture and society, and **the use of linguistic tools and stylistic devices in literary texts**. (English program subject, 2006: 3, language learning)

- The main subject area deals with the communication of meaning by means of language. It is about the **development of written** and oral language **skills**, and about building a well-developed, **nuanced vocabulary** so that one can communicate about social issues. Communication also involves precise and **coherent expression** in a number of oral and **written genres**, including composite texts. (English program subject, 2006: 3, communication)

4.6.5.4 Basic skills

The basic skills under English – Programme subject in programmes for specialisation in general studies, with regard to academic writing are mentioned as follows:

- **Being able to express** oneself orally and **in writing** in English involves the use of language in a **nuanced, precise manner** with a view to developing one's English language skills. These skills are an important tool in the quest to understand and **use English in ever more varied and demanding contexts that span special fields** and cultures. It involves **broad textual skills**, which in turn involves communicating by means of **dissimilar written** and oral **genres and stylistic registers**. (English program subject, 2006: 3, culture, society and literature)

Here, the emphasis changes from "being able to emphasise oneself in writing" to "being able to express oneself in writing, using *a nuanced, precise manner*[60]". It also emphasises on using English in an "ever more varied contexts" targeting "special fields".

4.6.5.5 Competence aims

In this subsection, the competence aims for International English (VG2), Social Studies English, and English for Literature and Culture are presented.

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[60] My highlighting

4.6.5.5.1 International English

The syllabus for the subject aims to enable pupils to

- give an account of **fundamental principles for constructing texts in a variety of genres** (English program subject, 2006: 4, communication)
- **analyse linguistic tools in different kinds of texts** (English program subject, 2006: 4, communication)
- **employ a nuanced, well-developed vocabulary** – for both general and **specialized use** (English program subject, 2006: 4, culture, society and literature)

Based on the above-mentioned points with regard to academic writing, it could be asserted that the syllabus cautiously extends its approach with regard to intermediate academic writing. It does not address it directly, but it provides the pupils with the necessary tools to handle this type of writing. This assertion is based on the fact that, here, the syllabus for International English demands that the pupils must be able "to give an account of fundamental principles for constructing texts in a variety of genres". This demand presupposes that the pupils must know the fundamental principles for academic genre, as well as other genres. For constructing an intermediate academic paper, one also needs to possess knowledge about the linguistic tools. Here, it is demanded that the pupils should be able "to analyse linguistic tools in different kinds of texts", which presupposes proper knowledge with regard to linguistic tools. It is also demanded the possession and employment of "a nuanced, well-developed vocabulary – for specialized use". As it was mentioned before in subsections 2.2.1 and 4.6.1, the clauses used in academic register are highly nominal and possessing knowledge of a nuanced vocabulary for specialised use seems essential with regard to constructing academic papers.

4.6.5.5.2 Social Studies English

The syllabus of this subject aims to enable pupils to reach the following points with regard to academic writing.[61]

- **elaborate on** and **discuss** the relationship between **form, content and stylistic register in sentences** in social texts (English program subject, 2006: 4, language learning)

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[61] Based on my understanding

- **analyse linguistic tools in texts in dissimilar genres** and assess their impact (English program subject, 2006: 4, language learning)

- **use suitable language appropriate to the situation in a variety** of oral and **written genres** (English program subject, 2006: 4, communication)

- **have a command of formal and informal language in a variety of contexts** (English program subject, 2006: 4, communication)

- **elaborate on** and **discuss linguistically demanding texts** with a social or political perspective (English program subject, 2006: 4, communication)

- **produce texts in a variety of genres with clear content, appropriate style, good structure, and usage that is precise and accurate** (English program subject, 2006: 4, communication)

These points were repetition of points mentioned in other subject curricula. For instance, about "discuss" mentioned in the first point, it could be asserted that, it demands a knowledge transformation approach, rather than knowledge telling. However, that what interests this subsection most is the last point. The texts demanded in this task could also include the intermediate academic articles.

4.6.5.5.3 English Literature and Culture

The last syllabus to be analysed in this chapter is the syllabus of English Literature and Culture. The syllabus of this subject aims at enabling pupils to reach the following points with regard to academic writing. Most of the points are repetitions of previous mentioned points touched upon in this thesis. However, the last point represents an especial interesting task with regard to academic article.

- **elaborate on** and **discuss** the relationship between **form, content and stylistic register in sentences and texts** (English program subject, 2006: 5, language learning)

- **elaborate on** and **discuss distinctive linguistic features of texts from different genres**, from different periods and regions (English program subject, 2006: 5, language learning)

- **use suitable language, appropriate to the situation**, in oral and **written genres** (English program subject, 2006: 5, communication)

- **produce texts in a variety of genres with clear content, appropriate style, good structure, and usage that is precise and accurate** (English program subject, 2006: 5, communication)

- **present a major in-depth project with a topic from *English literature* and *culture*** and **assess** the process (English program subject, 2006: 5, culture, society and literature)

An intermediate academic article can be produced on the basis of the last point. Actually, in the preliminary courses in the undergraduate level, in subjects related to English language and literature, similar tasks and projects are given to the students to resolve.

4.7 Further remarks regarding the LK06 and academic writing

An important issue which must be addressed with regard to the subject curricula and the intermediate academic writing criteria presented in subsection 2.3.3, is that the general criteria of the intermediate academic paper have been found mainly in the general objectives of the English subject curriculum and English- program subject in programmes for specialisation in general studies. The subject curricula of the courses performed a developing role with regard to these criteria and these criteria are simply more developed and actualised with the application of concrete demands in this regard.

Furthermore, the inclusion of the points of the competence aims and general objectives in the body of this chapter was necessary, as it portrays the existence of a *path of development* of the demands with regard to academic writing. One can observe that some of these demands take the form of a repetition of the previously mentioned demands in the subject curricula; however, the new level of study for which these demands are prescribed, takes the same demands to a higher level.

4.8 Summary

In this chapter, I started by defining what a curriculum is, the way LK06 and its subject curricula affect teaching, general differences which exist between LK06 and its predecessors, L97 and R94, and the role each part of LK06 plays with regard to academic writing. Different parts of LK06 were scrutinised to find directions and guidelines with regard to academic writing and the criteria listed for the intermediate academic paper in subsection 2.3.3 of this thesis.

This examination showed that LK06 outlines to a reasonable extent the criteria associated with the intermediate academic paper. This is an outstanding testimony to LK06 fulfilling its duty with regard to the intermediate academic writing, without actually using the term academic writing in its text. The issue of shortcomings of LK06 with regard to academic writing and the impact that the absence of the term academic writing in the text of LK06 has, will be scrutinised further in the discussion chapter of this thesis. There, after having examined the main parties involved in teaching academic writing, the issue of how much responsibility each of these parties bears and the extent to which each of the parties fulfils its task with regard to preparing the pupils for writing academic papers will be discussed.

5.0 Textbooks

In this chapter, six English textbooks for the upper-secondary education will be analysed with regard to academic writing, using the intermediate academic writing criteria mentioned in section 2.3.3 of this thesis. Out of these six books, five of them belong to English VG3 level, out which two are from the English Literature and Culture variant and three are from English Social Studies. It must be reiterated that these five books are the only textbooks published under the regime of LK06 for English VG3 level. The other book belongs to VG2, International English. The reason for choosing this textbook was due to the focus of this thesis, which is the preparation of the pupils for academic writing in the upper-secondary level. It was perceived that, the most important grade where the training in academic writing would be carried out is the VG3 level, namely the last year of the pupil's upper-secondary education. Although the term academic writing has not been mentioned in text of LK06, however, as it was shown in chapter four, a *path* with regard to *the development* of English academic writing criteria is present in LK06. In chapter two, this path was named the preparatory academic writing path. Therefore, one textbook for the International English has also been included for testing the overarching effect of the intermediate academic writing genre throughout the upper-secondary school. This chapter, will first start by examining to what extent the above mentioned textbooks for the upper-secondary English prepare the pupils with regard to academic writing, and second to what extent have the authors of these textbooks implemented academic writing or the intermediate academic writing criteria in the books. For this purpose, the texts and the exercises and tasks given in these textbooks will be analysed in addition to the preface of the books, which contain good information about outlining the topics and the overall goals of the books.

The textbooks are: *Impressions* (English Literature and Culture), *Access* (Literature and Culture variant), *Reflection* (English for Social Studies), *Access* (Social Studies variant) *and Societies in Focus* (English Social Studies) for English VG3 level and *Global Paths* (International English) for English VG2 level. In the following, each of these books will be analysed based on the aforementioned system.

5.1 *Impressions*. English VG3, Literature and Culture

The authors of *Impressions* are Annabelle Despard and Elisabeth Ibsen. *Impressions* is published by the Aschehoug publishing house in 2008, and comprises 286 pages. In addition to the textbook comes a teacher-CD and website for pupils and teachers. The book builds on a previous edition. The difference between this edition and its predecessor is that in the new edition the texts are revised to represent more artistic and cultural expression than before. The tasks and activities are divided between the textbook and the book's website (the previous version did not have a website). The following examination focuses on this book, and does not cover the material and the exercises in the textbook's website.[62] *Impressions* is divided into 9 chapters with a glossary of critical terms at the end of the book. The texts in the book comprise: factual texts, poems, short stories, novel extracts, extracts from plays, reports, film reviews, travel writings, sermons and articles. Each of these text types is followed by activities in accordance with the presented text.

In the preface of *Impressions*, it is mentioned:

> Here you will meet both *literary texts*, paintings, films and other art forms, which will enable you *to recognize the connection* between *form* and *content*, as well as the *characteristics of different genres* and art forms…. For *text related activities* we try to elicit your personal response and raise your awareness of *composition* and *language*.[63] (Despard *et al.,* 2008: 3)

One of the factual texts in the book is 'On reading literature' where it talks about the way texts are crafted, their setting, voice and tone, point of view, characterisations, mood or

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[62] Due to the high price fee charged for it, however, the website's address is mentioned in the Bibliography.
[63] My highlighting

atmosphere, plot or story and theme of the texts. (Despard *et al.,* 2008: 13-17) Another factual text deals with writing about a short story. Its activity is about the importance of openings in short stories and the issue of context from a literary approach. (Despard *et al.,* 2008: 31-34) Another factual text in the book is a guide for "Writing an Interpretation and Comparing Poems". (Despard *et al.,* 2008: 46-49) This is the closest we get to the academic writing in this book. Therefore, it is concluded that *Impressions* does not deal with the issue of academic writing properly, nor does it reflect to a large extent on the criteria associated with the intermediate academic paper. However, the book draws heavily on the literary works from the English speaking countries.

5.2 *Access to English*. English VG3, Literature and Culture
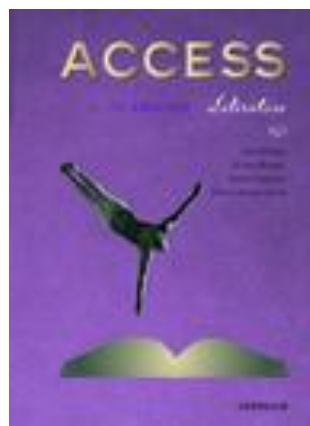
The authors of *Access to English* are: John Anthony, Richard Burgess, Robbert Mikkelsen and Theresa Bowles Sørhus. *Access to English Litterature* is published by Cappelen Damm AS publishing house in 2008, and contains 432 pages. The predecessor of *Access to English* books, both for the English literature and culture variant and for Social Studies English variant is *Tapestry*[64]. In addition to the textbook comes a teacher-CD and website for pupils and teachers. The tasks and activities are divided between the textbook and the book's website[65]. The focus of the analysis will be on this book, and will not examine the material and the exercises in the textbook's website, due to the fact that I did not find them relevant with regard to academic writing. *Access to English* is divided into 7 chapters dealing with reading English literature and English literature from different time periods to the contemporary ones. The texts in the book are representing: factual texts, poems, excerpts from

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[64] In subsection 7.1.5, I will discuss more about this book.
[65] http://access-literature.cappelendamm.no

novels, short stories, poems, songs, plays, excerpts from prose, screenplays, radio journalism and sketches. Each of these text types is followed by activities in accordance with the presented text.

In the preface of *Access to English Literature* (Anthony *et al.*, 2008: 4), some interesting remarks have been made with regard to writing. There, it is mentioned that:

> Writing about literature is an art that has to be learned. *Access to English: Literature* will help you to do this. It includes a writing course that will equip you with what you need to get the most out of your essay writing.

The book contains many exercises focusing on writing. They are listed as: modern paraphrase of speeches, organising the sentences in a paragraph and organising paragraphs of texts, analysis of poems by reflecting on the subject-matter and aspects of the style of the poem, allegories, interpretation of stories, summaries, letters, improved versions of texts by applying linking sentences and transitional words and phrases, stories, character sketches, personal essays, essays for proving the validity of a point and transferring a protest song into a different genre.

5.2.1 Guidelines with regard to writing essays

As it was mentioned in the introduction of the book, *Access to English Literature* provides a detailed guidance for writing essays with a focus point on literary essays. On pages 83-86 (Anthony *et al., Literature*, 2008), it is argued that with regard to the characteristics of the literary essay, certain points have to be considered. First, "who are you addressing''; second, "formality", that a literary essay is a formal genre and the language and form of such an essay must abide the formal characteristics; third, "argumentation", by which a literary essay must be based on argumentation; finally, "length" which varies based on the topic of the essay. With regard to the writing process, it has been mentioned that it entails: gathering material, planning and drafting. It has been asserted that such an essay comprises of three major parts: introduction, body and conclusion.

On pages 114-115 (Anthony *et al., Literature*, 2008), the issues of *layout* of an essay and the structure of the *paragraph are* raised, and the role topic sentence plays is discussed. It has been mentioned that essays generally analyse, discuss or argue a point. On pages 174-177

(Anthony *et al, Literature*, 2008), instructions and guidelines with regard to the coherency of paragraphs and the whole text have been given. It asserts that in order to make your paragraphs coherent and thereby have a coherent text, one should apply the following measures: "repeating key words or phrases"; "pronoun reference"; "parallelism" and "transitional words and phrases" which according to the function they play, belong to one of the following groups: "adding information", "comparing", "conceding", "contrasting", "emphasising", "illustrating", "summarising" and "giving a time sequence".

Next, on pages 258-260 (Anthony *et al., Literature*, 2008), instructions and guidelines as to how to apply "textual", "language" and "idea borrowing" and the use of sources to avoid plagiarism are provided. Here, definitions backed by examples have been provided for: "primary and secondary sources", "quotation", "plagiarism" and "paraphrasing and summarising".

In the final part with regard to guidelines and instructions for writing essays (Anthony *et al., Literature*, 2008: 327-329), the issue of how to construct introductions and conclusions is raised, mentioning that an essay consists of: "a beginning", "a middle" and "an end". Here, it has been perceived three goals for an introduction to achieve: "1) to gain the reader's attention for what is to come", "2) to whet the reader's appetite" and "3) to provide the reader with the necessary information to understand the main part of the essay". It is asserted that, an introduction usually "goes from the general to the specific". It has been advised to open the introduction by applying: "anecdote", "thesis statement" or the foundation for the essay. About the conclusion, it has been asserted that: "it goes from specific to general" where it supplements the essay with a "rounded, finished form" by reiterating "the main thesis or intention of the essay".

Based on the above provided evidence, although the term academic writing has not been mentioned throughout the book's text and although the website of the book does not provide any additional material with regard to academic writing, it is concluded that it seems clear that *Access to English Literature and Culture* does deal reasonably well with the criteria associated with the intermediate academic paper.

5.3 *Reflections*. English VG3, Social Studies
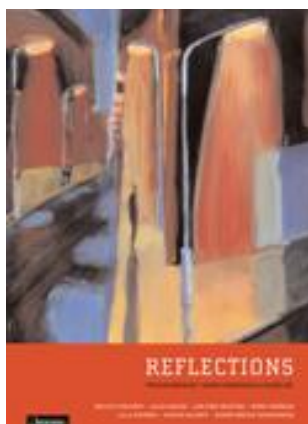
The authors of *Reflections* are: Hellevi Haugen, Julia Kagge, Jan Erik Mustad, Nora Nordan, Ulla Rahbek, Audun Rugset and Sigrid Brevik Wangsness. *Reflections* was published by Aschehoug publishing house in 2008, containing 319 pages. A teacher-CD and website for pupils and teachers in addition to the book is available. In this book, tasks and activities are divided between the textbook and website. The scrutiny of this book does not focus on the exercises in the textbook's website.[66] The textbook has a threefold focus: the U.S., UK and a global perspective, where the five continents are represented with at least one country each, where the social and economic conditions of these countries are discussed. The book is divided into four sections, consisting of: 'Focus UK', 'Focus US', 'Global Focus' and at the end comes 'Guidelines'. The texts in the book represent: factual texts, poems, novel extracts, short stories, films, newspaper article, essays, speeches, song lyrics, magazine articles, vignettes and autobiographies.

The preface of *Reflections* (Haugen *et al.*, 2008: 3) offers interesting information with regard to writing, in the text of the book. There, it is mentioned:

> The book is divided into four sections, which *incorporate all the different aspects of the curriculum…*. The fourth section is designed to help you *improve* your speaking and *writing skills*. These pages offer advice on *proficient writing…*. All the texts in the

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[66] Due to the high price tag attached to it , however, the address is stated in the Bibliography

book, factual and literary, are supported by exercises that we hope will encourage *narrative* and *descriptive writing*, *meaningful discussion*, *in-depth analysis*….[67]

The exercises and tasks enrolled in the book, relevant for this thesis comprise: argumentative texts, descriptions of the style, form and tone of texts, paragraph writing with peer review, short essays, summaries of texts, expressive texts, argumentative texts with the consideration of pros and cons, articles, descriptive texts, stories, persuasive texts, assignments, biographies, literary analysis, scripts, characterisations, commentaries, fairy tales, vignettes, mottos, letters of complaint, assessments of self progression in different aspects concerning English writing and different writing genres, and transforming poem to prose exercises. In order to familiarise the pupils with the demands of the curriculum, some of the exercises reflect on the demands of the curriculum, providing reasons to the pupils for the inclusion of that particular exercise in the textbook. Exercises have also been included with regard to both speaking and writing, to raise the awareness of the pupils about the usage of different varieties of text genres.

Chapter four of this book i.e. Guidelines, consists of: 'Oral skills' and 'Writing skills'. In the oral skills' section, issues such as: "using the appropriate language", "register", "general appropriacy" for instance with regard to social and cultural knowledge, "discussion and debates", "oral presentation" and "formal and informal language" have been dealt with. Under oral presentation, the three important questions, namely: "*What* am I going to say to *whom*?". "*Why* am I going to say this?" and "*how* am I going to do it?", questions which one should ask when starting preparations for an oral presentation were introduced. The section dealing with writing skills starts with "Academic writing". Here, issues such as: tone, audience, proper vocabulary, correct style and level of formality are explained. Under "academic writing - descriptive texts", the *objective* approach such texts are based on is emphasised, and the section is divided into: "informative texts", "expressive texts" and "persuasive texts", where explanations and examples with regard to each of the aforementioned items are provided.

The section of writing skills continues with "academic writing – argumentative texts". Here, issues such as: possession of an independent thinking approach by the writer, provision of appropriate and logical arguments and inclusion of the opposing views are explained and examples in this regard were provided. A structuring model for an argumentative text is provided to give the pupils further insight. The model starts with introduction and follows by presenting the opposing arguments briefly, dealing with the opposing arguments, applying

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[67] My highlighting

paragraphs which start with a topic sentence and are followed by supporting sentences containing evidence and explanation, ending with a conclusion in the form of a linking and concluding sentence. At the end of the model provided for argumentative texts, it demands a conclusion, where the main points and convincing evidence of the argument are summed up. As it was mentioned in subsection 2.3.4, here, it is also demanded that no new information or idea should be introduced and raised in the conclusion. With regard to the sources and textual borrowing, appropriate ways for quotation, reporting speech, paraphrasing and summarising were explained together with examples. Chapter four also covers the conventions with regard to layout in formal correspondence, such as in applications[68], enquiries, orders or complaints.

Based on the above provided evidence, it is concluded that *Reflections* deals fairly comprehensibly with the issue of academic writing and it does reflect on the criteria associated with the intermediate academic paper.

5.4 *Access to English*. English VG3, Social Studies
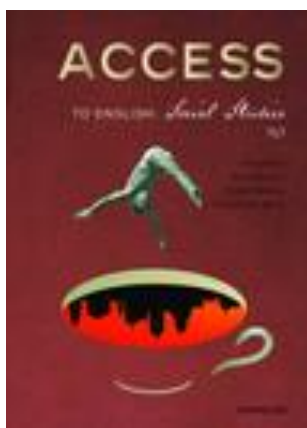
The authors of *Access to English* are: John Anthony, Richard Burgess, Robbert Mikkelsen and Theresa Bowles Sørhus. *Access to English* was published by Cappelen Damm AS publishing house in 2008 and contains 428 pages. In addition to the textbook comes a teacher-CD for pupils and teachers and a free of charge website, available for whoever is interested. Again, tasks and activities are divided between the textbook and the book's website'. The scrutiny conducted in this chapter, focuses on the book only due to the fact that the website of the book, although provides interesting information with regard to academic writing, but these are

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[68] Referring to 2.1.1 The importance of writing and the role it performs in the current society

copied from the information mentioned on pages: 83-86, 114-115, 258-260 and 327-329 of *Access to English Literature and Culture* which was reflected on in section 5.2. *Access to English* is divided into 4 major parts, namely: Access to history, Access to politics, Access to society and further Access, where 9 chapters are divided between these parts. The texts in the book are comprised of: factual texts, poems, excerpts from novels, short stories, excerpts from plays, articles, newspaper columns, excerpts from books, songs and speeches. Each of these text types is followed by activities in accordance with the presented text.

The information in the preface of *Access to English, Social studies* (Anthony *et al*, 2008: 2-3) is not included, due to the fact that, it does not provide any tangible information with regard to academic writing or the intermediate academic paper criteria.

The exercises and tasks which are found relevant in relation to writing are: descriptive paragraphs, expository essays, texts by applying the passive voice, eyewitness blogs, researches, interviews, letters, descriptions, paragraphs, persuasive essays, analytical essays, expository essays, summaries of texts, short stories, rewriting an informal text to a formal one, reports, speeches, literary analysis, character analysis, personal texts, letter with the application of pros and cons, newspaper interviews, newspaper reports, newspaper articles, first-person accounts, diaries, first-person point of view, captions, proposal for commercials, columns, character portraits, analysis, respond to letters, memos, argumentative essays, manuscripts for speeches and stories from other perspectives.

Next, on page 148 (Anthony *et al.*, *Social Studies*, 2008) instructions are given for presenting an in-depth project. These instructions are: choosing a topic one finds interesting, finding information and researching about the topic and finally presenting the results. It has been stated that, the project could be presented in the form of a written report or an essay. Examples of such a project have been presented to shed light on the issue.

An evaluation form is also presented (Anthony *et al.*, *Social Studies*, 2008: 149) to help the pupils to self-assess their performance in English, categorising their performance as: "very good", "good", "needs some work" and "needs lots of work". The items which the pupils are asked to rate are: "I recognize different types of genre; I can produce texts in the proper genre; my essays on social studies issues are clear, have the correct style, are well structured and show proper use of terminology and vocabulary; I use the register that fits my intention for the text I produce, I understand the effects of language features; the level of my vocabulary is; In discussing social studies texts and themes my English is clear, concise, well structured, has

correct style and shows that I have knowledge/understanding in this area; I use both formal and informal language well and in proper situations."

Drawn on the above provided evidence, it is concluded that *Access to English. Social Studies*, although the term academic writing has not been mentioned at all, does deal properly with the teaching of the intermediate academic paper.

5.5 *Societies in Focus*. English VG3, Social Studies

The authors of *Societies in Focus* are: Knut Skifjeld, Drew Rodgers, Korhan Markussen, Celia Sandor, Eli Huseby and Karin Dwyer Løken. *Societies in Focus* was published by Gyldendahl Norsk Forlag AS publishing house in 2008, and comprises 400 pages. In addition to the textbook comes a teacher-CD and website[69] for pupils and teachers. Task Selection is divided into textbook and the book's website. Again due to the fact that, the information in the book's website was not found relevant, the scrutiny of this book does not cover the material and the exercises in the textbook's websites. *Societies in Focus* is divided into 7 chapters, where chapter seven is about writer's class and important for the investigation of this thesis. The book offers the following types of texts: factual articles, poems, short stories, commentaries, website entries, listening texts, personal accounts, biographic articles, surveys, brief entries, letters to the editors, presentations, personal accounts, excerpts from novels and from plays. Each of these text types is followed by activities building on the presented text.

In the preface of *Societies in Focus* (Skifjeld *et al.*, 2008: 2), the promise of a chapter donated to writing has been given. It is stated:

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[69] http://mml.gyldendal.no/flytweb/default.ashx?folder=1817

The seventh chapter is called writer's class. Throughout the book we refer to this section to help you structure texts and develop topics. Thus we provide our reader with a step-by-step introduction to text production. We also deal with project work, plagiarism and citing sources in this section.

The exercises and tasks contained in the book, concerning this thesis consists of writing: 5-paragraph essays, short stories, summaries, essays presenting one's own viewpoint, writing essays where one discusses an issue, letters to the editor, essays where one outlines advantages and disadvantages of something, reports, statements, compare and contrast essays, research, film analysis, expository essays, persuasive essays, letters of appeal, narrative texts, letters where one provides arguments for his or her cause, interviews, lists of advantages and disadvantages of something, rewriting texts applying formal and informal language, writing from another person's point of view, diaries and synopsis.

As it was mentioned, chapter 7 of *Societies in Focus* deals mainly with the issue of writing. One of the issues is "the fundamental concept of writing paragraphs", which has been brought up and discussed that a well-structured paragraph is divided into: the topic sentence, the supporting sentence(s) and the concluding sentence(s). Examples are provided to illustrate the points clearly. This chapter also includes instructions backed by examples, such as for writing letters to the editor.

Another important issue which this chapter of the book deals with, is how to write a well structured essay. It draws on the issue that a well structured essay contains a well structured thesis statement whereby first, the thesis statement appears in introduction and second, the thesis statement shall not merely provide a general idea of the topic, but shall also provide the specific point which will be argued. The discussion in the chapter goes on with the issue of essay writing and provides detailed description and guidelines for writing paragraphs. Different types of essays were introduced and their structures were explained backed by examples. These essay types include: the expository essay, the persuasive essay and the narrative essay. At the end, instructions and guidelines on how to conduct a project work are given. On page 73 (Skifjeld *et al*, 2008), connecting words i.e. coordinating conjunctions, subordinating conjunctions and conjunctive adverbs were introduced, to add to the coherency of the text.

The book's website with regard to writing uses BBC's i.e. The British Broadcasting Corporation, website[70]. In the website, additional information i.e. in addition to the information provided in the book with regard to this thesis has not been given.

Based on the above provided evidence, with regard to academic writing, it is concluded that *Societies in Focus*, although the term academic writing has not been mentioned throughout its text, comprises extensive material for the teaching of the intermediate academic paper.

5.6 *Global Paths.* English VG2, International English

The authors of *Global Paths* are: Knut Skifjeld, Drew Rodgers, Celia Sandor, Eli Huseby and Karin Dwyer Løken. *Global Paths* is published by Damm & Søn publishing house in 2007, containing 332 pages. Access to the book's website was not granted, therefore, the scrutiny of this book covers the material and the exercises in the textbook.

Global Paths is divided into 5 chapters: "English Across the globe", "Media and Communication", "Education and Employment", "Global Trends" and "Cultural Issues". The texts in the book comprise: poems, short stories, excerpts from novels, songs, non-fictional texts, folk tales and autobiographies. Each of these text types is followed by activities and tasks in accordance with the presented text.

The preface of *Global paths* (Skifjeld *et al.*, 2007: 5) outlines that, in the course of the book, some of the criteria associated with the intermediate academic writing will be dealt with. The preface mentions:

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[70] http://www.bbc.co.uk/skillswise/words/writing

> We hope to cultivate an awareness of *language styles* and *levels of formality*. Global Paths enables the students to develop language strategies, cross cultural competence and other skills needed on *their road towards further education* and work.[71]

Global Paths starts with a survey (Skifjeld *et al.*, 2007: 5) in which the pupils are to self assess their writing skills. The writing activities in question are: essays, letters to editors with regard to the style and language of the texts, lists of 10 rules for good communication, assessing the appropriateness of the language with regard to formal or informal language used in the text, changing the style of texts, advertisements, descriptive texts, diaries, newspaper articles, reports, appeals, presentations, re-writing stories, one's own version of reaction to events, interviews, creative writing, eulogies, short stories, introductions and sum ups.

The book (Skifjeld *et al.*, 2007: 39) provides instructions about the stages and parts involved in writing essays comprising brainstorming, outlining, writing introductions, paragraphs/body and conclusions. On the same page, instructions with examples are provided for well-structured paragraphs comprising a general statement, topic sentence, informative support and conclusion.

On pages 53-55 (Skifjeld *et al.*, 2007), examples which shed light on the difference between formal written style and language as opposed to informal written style and language are presented. Next, on pages 84-85 (Skifjeld *et al.*, 2007), instructions and examples are provided with regard to writing critical assessments comprising of: background, characters, setting, structure/form, point of view and themes. The book (Skifjeld *et al.*, 2007: 98-99) also provides instructions and examples about writing descriptive texts where formal and objective texts are compared to personal and subjective ones. It must be reiterated that two of the criteria associated with the intermediate academic writing as they were mentioned in 2.3.3 were formality and objectiveness. Furthermore, on page 107, Skifjeld *et al.* (2007) introduce discourse markers: adverbs, prepositional phrases and conjunctions as means of adding to the fluency of the texts. The book (Skifjeld *et al*, 2007: 180-181) gives guidelines and examples on how to write reports. It is stated that, a report consists of: memo/title, introduction, findings, conclusions, recommendations and date and signature. At the end of each text throughout the book, literary analysis tasks are provided, comprising a variety of tasks related to a wide variety of texts and genres.

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[71] My highlighting

Drawn on the above provided evidence, it is concluded that *Global Paths*, although the term academic writing has not been mentioned throughout its text, deals properly with the criteria associated with the intermediate academic paper, as well as the path for preparatory academic writing genre.

Due to the length constraints, only *Global Paths* from international English VG2 has been analysed. The other book for International English available in the market is *Access to international English*. However, the two other *Access* books for VG3 have been analysed in this chapter and they show that even if the *Access to international English* does not deal with the issue of the academic writing in VG2, the shortcoming would be covered in VG3 by the other *Access* books. I must reiterate that, in my analysis of *Access to International English*, I found that the book does deal with the issue of academic writing in a fairly accepted way.

5.7 Summary

In this chapter, five VG3 level textbooks have been scrutinised with regard to academic writing. It must be emphasised that although the term academic writing was not found in any of the books except for *Reflections*, all the books draw fairly well on the criteria associated with the intermediate academic paper. However, *Impressions* in particular, fell short in connection to providing enough data and exercises with regard to academic writing. This could also be due to the fact that the website of the book has not been analysed. As it was mentioned, *Global Paths* for International English VG2 grade has been added to the list of the books to be analysed in order to keep the overarching effect of the scrutiny, covering also the VG2 level.

During the analysis of the books, I felt that all the books follow a similar approach and pattern with regard to writing. I felt this mostly during the exercises provided in the books. A possible reason for this could be the mention of writing as one of "the basic skills" in LK06, another that they all draw upon the same competence aims for writing in the syllabus.

In the next chapter, two examination papers from both variants of the English VG3 grade, namely the examination papers for Literature and Culture and English for Social studies, will be scrutinised for the quest after the academic writing.

6.0 Examination papers

National exams are to test the level of knowledge and competence that pupils have acquired through their studies. In this chapter, national examinations from both variants of English VG3 level, namely: English Literature and Culture and English Social Studies will be analysed. Two exams, one from English Literature and Culture variant of VG3 grade and one from English Social Studies variant of VG3 grade, all carried out in 2009, were scrutinised. This is because the first pupils, who graduated under the regime of LK06 from both variants of English VG3 grade, graduated in spring of 2009.

It must be mentioned that, although exams are to test the knowledge and competence pupils have acquired through their studies, they fall short of testing all of the knowledge the pupils have gained in a particular subject. An exam consists of a limited number of tasks, where only a range of the pupil's knowledge could be put to the test. On the other hand, exams are also useful resources for the teachers, schools and textbook writers. Furthermore, examinations influence teaching and teachers. The washback effect, which will be discussed in section 6.4 of this chapter, is a cardinal result of the influence the exams have on teaching. As it was stated in 4.1, Mikkelsen (L-A-L, 2007: 70) mentioned that, *national examinations* work as control and inspection agents and can play a significant role, equal to the curriculum itself, when it comes to conveying the expectations and demands of the educational authorities to the teachers, schools and even to the textbook writers. They are called the hidden curricula, much the same as the washback effect.

I must reiterate that, the resources for the investigation of this thesis are limited to LK06, textbooks, teachers and national exams. Having considered these aforementioned points, this chapter aims at investigating the status of the implementation of academic writing or the intermediate academic writing criteria in the above mentioned exams. In order to reach this objective, only the tasks related to the topic of this thesis will be discussed. In the analysis of these exams, I tried to first identify the tasks which I find relevant with regard to academic writing. Then, I compare and contrast the answer provided on the answer guideline[72] with the criteria of intermediate academic paper, listed in 2.3.3. Based on this comparison, I draw a conclusion on the extent which the exam has dealt with the issue of academic writing.

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[72] Sensorveiledning

6.1 *English Literature and Culture*, VG3 (SPR3012)

This exam was held on May 5th 2009, and comprises three tasks. Tasks one has two parts which the pupils have to answer both. Task three consists of four parts which the pupils can choose one to respond to.

6.1.1 Task 1, Part (a)

In this task, pupils are asked to identify the genre of two texts. They have to back their answers with reasons.

a) *Write a text in which you answer the following question:*
What is the genre of Never Let Me Go *in "Vedlegg 1", and what is the genre of "What is mobbing?"? Give reasons for your answer.*

According to the answer guideline provided for assessment: (The terms written in bold type, are the terms focused on with regard to this thesis.)

The texts differ in many ways with respect to genre.
- *Never Let Me Go* is an excerpt from piece of **fiction**, while 'What is mobbing?' is an excerpt from a piece of **non-fiction**.
- Fiction creates a make-believe world, a fictional world with imaginary **characters, a setting, a point of view/perspective** from which the story is told and typically **a theme and a plot.**
- 'What is mobbing?' is best labeled **an explanatory text** within the class of non-fiction. While the excerpt from *Never Let Me Go* is in **simple language**, involving both **dialogue** (interaction) and the **narrator's own thoughts and descriptions**, 'What is mobbing?' is written in **a learned formal style** that is one-directional (transactional). **73**

In this task, it is expected that the pupils identify the different genre types of two different texts and be able to describe their differences. They must be aware of the different parts which construct a piece of fiction. They must also be aware that 'What is mobbing?'(as emphasised in the answer guideline), "is written in a learned formal style (transactional)", which could be associated with knowledge transformation discussed in the subsection of 2.2.2.2.

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[73] My highlighting

6.1.2 Task 1, Part (b)

b)
The writers use language in different ways in the two extracts.
Discuss some of these differences in language use in the two extracts. Illustrate the differences with specific examples from both texts.

Here, it has been mentioned that: "the writers use language in different ways in the two extracts." The pupils are demanded to "**discuss** some of these differences in **language use** in the two extracts". The differences according to the answer guideline, with regard to this thesis are:

- *Never Let Me Go* is written in **simple everyday language** with mostly Germanic vocabulary; 'What is mobbing?' is full of **formal, learned words.**

- The fiction text has quite a few examples of **informal, phrasal verbs**, e.g. *egg on, dawn on, work him up, messed up*; the non-fiction text avoids this type of informality.

- Since it is a piece of fiction, *Never Let Me Go is* **'personal'** in the sense that it refers to people by means of **1st and 2nd personal pronouns**. The other text, 'What is mobbing?' is **impersonal**; the only **personal pronoun** is *they*, which refers to *psychopathic bullies.*

- The non-fiction text is **lexically very dense**. It means that there are very many **lexical words (nouns, verbs, adjectives and adverbs)** in relation to the total number of words.

- Another linguistic difference is the **sentence length**. In **a formal explanatory text** sentences tend to be **longer** than in a piece of fiction.

- The formal style of 'What is mobbing?' also contains a fair number of **passive verb forms**, e.g. *is used, are defined, is preferred, is selected*. The passive is rare in the fiction text *Never Let Me Go*.

This task requires the pupils to *discuss*, drawing upon the idea of knowledge transformation discussed in subsection 2.2.2.2. The pupils are also supposed to differentiate between formal and informal language. According to the answer guideline, '*Never Let Me* Go' is "a piece of fiction" and therefore, "personal in the sense that it refers to people by means of 1st and 2nd personal pronouns". This is in accordance with the points mentioned in 2.2.1 about the *personal voice* not often being mentioned in formal texts. It has been asserted that, non-fiction texts (the formal language applied in), "are lexically dense" and "the sentence length" is "longer". This is in accordance to what was discussed in subsection 2.2.1 about the typical features associated with the academic register under 'high lexical density' and 'highly nominal style'. The preference for the usage of the passive voice as it was mentioned in the subsection of 2.2.1, has been raised here, as a characteristic of the non-fiction texts. Yet it

must be emphasised that by associating the characteristics of the non-fiction texts with the characteristics of the academic paper, this thesis does not want to imply that they are the same. However, since the academic writing is categorised under the formal texts[74] and a non-fiction one, these characteristics have been identified to be similar. Therefore, when pupils learn about the characteristics of the non-fiction texts, they have also learned about some of the characteristics of the academic writing.

6.1.3 Task 2

In this task the pupils are asked to:

> Write two or three paragraphs in which you **discuss**[75] how the poem "The Funeral of Martin Luther King, Jr." below expresses some of the feelings evoked by the election of Barack Obama as US President in 2008.

In the answer guideline, with regard to this exercise, it is required that the term 'discuss' must be interpreted in a certain way leading to *critical thinking*. As can be seen in the guideline:

> The verb discuss in the text must not be understood literally, so that different views must necessarily be set up against each other, but rather so that the student should have **a critical, evaluative approach**[76] to what he / she present.[77]

Critical thinking has been described in subsection 2.2.2.6, to be a characteristic feature for the academic genre. About the poem itself, the answer guideline mentions:

- The **voice** speaking in the poem is "we", the black people of America.
- The **tone** of the poem is down-to-earth and unemotional.[78]

Here, there is reference to 'voice' and 'tone' which pupils must be familiar with and aware of in the texts. Section 2.4 deals with the issue of tone in academic writing. In this task, the pupils must also show their knowledge with regard to writing paragraphs.

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[74] Subsection 2.2.1, Academic paper is associated with formality.
[75] My highlighting
[76] My highlighting
[77] My translation
[78] My highlighting

6.1.4 Task 3, Part (a)

In this task, the pupils are asked to:

a) *On the basis of the extract from the novel* Never Let Me Go *in, write a character analysis of Tommy and Kathy. Comment on how the point of view is important for your understanding of these two characters.*

According to the answer guideline:

Pupils must show a good understanding of **literary analysis** and provide an **independent and reflective description** of the main characters and point of view using **relevant terminology**. Language recognition must be accurate and correct, and there must be a good **structure** in the text.[79]

The **first person point of view** is not **objective**, and **the readers cannot entirely trust the narrator**; there might be some **subjective, personal bias to direct the readers' sympathies**. When the narrator is involved in the story as one of the characters, he or she may be unreliable, and the author may disagree with the narrator.[80]

Here, there are several issues raised in concordance with the topic of this thesis. The pupils are required to understand what literary analysis is. Their approach is expected to be independent i.e. objective when it comes to description of characters. It is also expected that the pupils are aware of the importance of the point of view and as it applies to this text, according to the answer guideline: "the pupils must recognize that the first person point of view is not an objective one". This point has been raised in subsection 2.2.1.

6.1.5 Task 3, Part (b)

The pupils are asked to:

b) *Write a short story in which you develop the relationship between Kathy and Tommy, the two main characters in the extract from the novel* Never Let Me Go.

In the answer guideline it is demanded that:

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[79] My highlighting & translation
[80] My highlighting

In this part, the student must demonstrate their competence **to produce a text** in the short story genre with **clear content**, **appropriate style**, **structure** and **language use**.[81]

As it is evident, the exercise requires the pupils to write a short story by applying the characteristics of the genre demanded for writing short stories. To achieve this goal, the short story must possess a "clear content, appropriate style, structure and language use". It could be concluded that, it has been taken for granted that the pupils are aware of the definition and application of each of the above-mentioned criteria. The answer guideline provides characteristics of an ideal short story, by mentioning the following requirements:

The pupil writes a short story that has more of **the novel's typical genre characteristics**. The pupil shows a thorough **knowledge** and **understanding** of **the genre**. **Language recognition** is very well **adapted** to genre and there is a **correct** and **appropriate structure** in the story.[82]

In the last sentence of the above quote, it is mentioned that, "the language recognition is very well adapted to genre". This issue may be problematic for the students writing papers about literary works in higher education as the genre of the literary works they are studying or writing about, influences their academic paper's genre. However, it shows that it is expected that the pupils do not mix the genre they are writing about and the genre used in the text they are writing, which in this case is short story.

Part (c) of task three is not related to the discussion of this paper.
The pupils are demanded to:

> *Write an analysis of the poem below pointing out its typical Romantic features.*

6.1.6 Task 3, Part (d)

In Task 3 d, the pupils are expected to write an essay and thereby compare an issue in two different sources.

d) *Write an essay in which you compare the way cruelty in human relationships is explored in the extract from* Never Let Me Go *and in another literary work or a film you have studied.*

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[81] My translation & highlighting
[82] My translation & highlighting

In the answer guideline, with regard to this task, it is mentioned:

> In this task, the pupils must demonstrate their competence in **analyzing** and **evaluating** a film or / and to **interpreting** a literary text.[83]

Again, there are the issues of "comparing", "analyzing", "evaluating" and "interpreting", which advocate and demand the application of knowledge transformation for solving the task. In the answer guideline, under this task, the ideal essay has been characterised as one which:

> shows the pupil has a **good understanding** of both the novel and the extracted, self-selected literary work or film. The pupil **compares** the two texts, or **compares** the extract with a movie on **insightful way** and shows how each text / film sheds light on the subject 'Cruelty'. The Factors are justified by examples. The text has **good structure** and **clear message**. **Language is correct** and shows that the pupil **master the necessary terminology to write about literature / film**.[84]

Although the answer guideline is not referring to the academic paper and the task is also demanding for an *essay*, this task could be well realised under the application of an academic paper. The criteria demanded for this essay are the same as the criteria demanded for an intermediate academic article. The only difference is the difference in terminology used for the task. In chapter eight, this issue will be discussed further.

In the next section, another variant of the English VG3 exams will be analysed, namely English for Social Studies.

6.2 *English Social Studies*, VG3 (SPR3010)

This exam was held on May 5th 2009 and also comprises of three tasks. In the first task, the pupils are to choose between the five parts of the task and respond to three of them. In task three, the pupils are allowed to choose between four tasks and respond to one.

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[83] My translation & highlighting
[84] My translation & highlighting

6.2.1 Task 1, part (a)

In this task, the pupils are provided with five paragraphs from "an open letter to Barack Obama" and were supposed to choose a heading for each of the paragraphs from a list of headings provided in the exam sheet. This task is associated with the five paragraph essay-practise discussed in chapter five. The four other parts of the task one, were not found to be relevant to the discussion of this thesis.

6.2.2 Task 2

Task two of this exam is the same as task two for *English Literature and Culture*, VG3 (SPR3012). Due to the fact that, these two exams were held at the same day and both are English for different variants of the VG3 level, one of the tasks given, is similar and identical for both of the exams. For analysis, refer to task two of *English Literature and Culture*, VG3 (SPR3012).

6.2.3 Task 3, Part (a)

The pupils are provided a short excerpt from a text and are supposed to:

> Using the statement above as your **point of departure** and your knowledge of American society, politics and history, **discuss** the background for the development Naomi Klein describes and the direction in which you believe American society is headed.[85]

According to the answer guideline:

> In this task, the pupils must demonstrate their competence **to discuss** issues related to social and economic conditions in the United States and **to discuss** how central historical processes have influenced the development of American society.[86]

Here, it is required that the response is given in the form of *discussion*. This is again an example of the emphasis put on knowledge transformation discussed in subsection 2.2.2.2. In the answer guideline, under this task, it has been mentioned:

> An ideal response to this task could be performed by the pupil, showing a good understanding of both the events surrounding "Hurricane Katrina", the development of the relationship between rich and poor, black and white and of the basic values in American society. The pupil

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[85] My highlighting
[86] My translation & highlighting

will reveal how well the U.S. is split into two groups when it comes to these values. **Assertions** and **opinions** in the response are backed and well justified by relevant examples. The text has **good structure** and **clear message**. **Language is correct** and shows that the pupil can communicate well about a **social science subject**.

The topic of this task and the task itself could also well be presented to a student during his or her undergraduate studies. The task itself could be well answered by the application of the intermediate academic article too, as there will be discussed about two opposing viewpoints about a subject. According to the answer guideline: "good structuring", clear message", "correct language" and the ability to communicate are to be applied in solving of this task.

6.2.4 Task 3, Part (b)

Part (b) of task three, after giving a brief introduction to the task ahead, requires:

> Taking as your **point of departure** the differences between **the Republican** and **the Democratic parties** and the eight years of the Bush administration, **discuss** what changes have taken place and what changes **may be expected** to take place in American politics.

This task is also similar to the previous task, as the pupils are supposed to discuss about two different parties with ideas which are to a cardinal extent different from each other. They are demanded, by considering the events which happened in the past, predict the events which may happen in the future of American politics. Therefore, the points mentioned in the previous task with regard to intermediate academic writing are also applicable here.

6.2.5 Task 3, Part (c)

In this task, the pupil's are provided with a brief introduction to the task, where it is asserted that:

> Democracy in Britain has evolved gradually from the signing of the Magna Carta in 1215 to today's democratic parliamentary system. The electoral system, however, has sometimes been criticised for not being completely democratic.
> ***Study the graphs*** *below and write an **essay** in which you explain what they show about the British electoral system and **discuss advantages** and **disadvantages** of such a system.*[87]

Although this task may seem different from the two other tasks i.e. tasks (a) and (b), the same type of system of response could be applied for it. Here, the pupils are supposed to discuss the advantages and disadvantages of a system. Therefore, an answer applying the intermediate

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[87] My highlighting

academic article could be used for responding to this task. The topic and the task itself could also be presented for undergraduate studies.

6.2.6 Task 3, Part (d)

In this part of task three, again a brief introduction to the task itself has been given and then, the actual task which is:

> *Write an **essay** in which you use British history – in particular the history of the British Empire and the history of British immigration – as a basis for **explaining** the present ethnic makeup of Britain's population.*

In this task, the intermediate academic article could be used with regard to solving of the task. The term "explaining" in the task is referring to the knowledge transformation which must be performed in writing the essay.

It is evident that, the pupils can use the intermediate academic paper for responding to the essay tasks in both exams, since the criteria demanded for the type of essay they are supposed to write, come under and are similar to a large extent to the criteria associated with the intermediate academic paper. Now, considering the fact that, students studying English literature or language also receive similar topics to write about in the preliminary stages of their undergraduate studies, is it logical to ask: Is English essay at the end of the VG3 level, identical to the intermediate academic article?

6.3 Assessment

After having analysed two English VG3 exams, I would like to go back to the discussion in 6.0 about the role exams play with regard to the washback effect on teaching. In LK06, three types of assessment have been defined. One is pupil's assessment of their own progression and ability, the other is assessment of the work schools and teachers are performing and finally assessment has also been considered in connection to the examinations. LK06 applies a national system with regard to assessment. Examinations, through washback effect, provide the educational authorities with a means in addition to the subject curricula and textbooks, for altering or retaining teaching practises which are conducted in learning contexts. This is due to the fact that, the inspirational sources for examinations are the curricula and the textbooks. On the other hand, textbooks are also supposed to mirror the demands of the curricula.

Washback effect functions as a regulating tool and brings the teaching in different educational contexts more in line with the demands of the educational authorities. In the following subsection, I will discuss more about the washback effect in learning contexts.

6.4.1 Washback effect

This subsection accounts for some of the key aspects regarding the washback effect on teaching in an educational context. National tests are a means for the educational authorities to convey their expectations to the schools. As mentioned, they are also referred to as hidden curricula. On the other hand, in simple terms, washback effect is the influence which examinations have on teaching. High stakes tests have implications on teaching. In relation to these tests and the subject of this thesis, Chapelle and Douglas (1993), as cited in Bailey (1999: 1) assert:

> In the view of instructors and students, such tests contain what students *must learn* and therefore what *must be taught* – a reasonable view, given that the tests in many cases represent *the language hurdle students must clear before continuing their academic careers*.[88]

In the course of this chapter, as the two examinations taken at the end of the VG3 level were scrutinised, the type of English essay which is expected of the pupils to write at the end of their upper-secondary studies, was found identical to the type of the intermediate academic paper expected from the students to write in the preliminary stages of their undergraduate academic studies. Therefore, it is expected that, as a result of a positive washback, the practise of writing the intermediate academic paper in the VG3 level will increase.

Washback, as the effect and a direct impact which examinations have on teaching, can become counterproductive too. There are factors, one need to be aware of with regard to washback. Sara Weigle points out that:

> One area of impact that has received increased attention in recent years is the impact of tests on curricula and instruction, frequently referred to as washback. As with any consequence, washback can be positive or negative. Positive washback can be defined as any effect of a testing procedure that encourages teachers to adopt practises that are

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[88] My highlighting

in line with the current best thinking in the field with respect to pedagogy. Negative washback is any effect of testing that leads teachers to practises which they feel are counterproductive, in terms of student learning, or which do not reflect the current thinking in the field. (Weigle, 2002: 54)

As it applies to upper-secondary education, the exams are based on the curricula and textbooks. The curricula are the same for all the pupils sitting a special exam. The exams themselves are also the same as they are national exams carried throughout the whole country. However, the examiners, i.e. those who assess the exams are not the same. Therefore, three factors need to be considered prior to any changes in teaching concerning the washback. First, washback cannot be applied to all the exams and tests. Second, especial attention must be devoted during the assessment procedure. Third, the interpretation of the results must be carried out by experts. In this regard, Sara Weigle states:

> In order to maximize the positive impact it is important to consider how test takers perceive the test, how accurate and informative the feedback they receive is, and how to maximize the accuracy of test scores so that decisions are fair and appropriate. (Weigle, 2002: 55)

6.4 Summary

In this chapter, two exams from different variants of English VG3 grade have been analysed with regard to academic writing and the intermediate academic writing. One is for *English Literature and Culture*, VG3 (SPR3012) and the other exam is for *English Social Studies*, VG3 (SPR3010). The findings show an immense overlap between the criteria of intermediate academic paper and the criteria expected for the essays written at the final exam. In many of the tasks, one can find a clear emphasis on the criteria of the intermediate academic paper. In task three of the *English Social Studies*, VG3 (SPR3010) exam for instance, a close relationship exists between these tasks and the tasks some students face in their undergraduate studies. The relationship is so close that even it could be said that the intermediate academic article could be directly applied when responding to these tasks (i.e. different parts of task three). This for itself is another proof for the existence of the preparatory academic path and its overarching effect, extending from upper-secondary school to the higher education.

At the end of the chapter, I draw again on the washback effect as I started the chapter discussing about the effect examinations have on the teaching and the interpretations of the curricula and the national examinations working as hidden curricula. Both the positive and negative aspects of the washback effect were discussed and the conditions which must be at place and observed with regard to positive washback.

7.0 English VG3 teachers & new students

As it has been mentioned in section 4.3 of this thesis, LK06 gives a higher degree of methodological freedom to teachers than did its predecessor, i.e. R94 & L97. This adds to the responsibility of the teachers with regard to the pupil's education. In the previous chapters, other factors involved in teaching of academic writing to the pupils were investigated. In this chapter, the thesis will investigate the teacher's viewpoint about the teaching of English academic writing in the upper-secondary education with focus on VG3 level. Towards the end of the chapter, 9 new students[89] were asked about their viewpoints with regard to academic writing and the practise they had during their upper-secondary education in this regard.

7.1 English teachers

As this thesis aimed to conduct a comprehensive scrutiny on the status of academic writing in upper-secondary schools in Norway, especial attention has been paid to choosing the resources for this research. The most difficult choice with regard to resources was finding teachers for interviews. I personally interviewed two teachers in Oslo who were acquaintances of mine. Unfortunately, I had to spend time conveying to them what I meant by Academic writing and then, they had to think on the questions and come up with answers which seemed not precise enough. Therefore, in order to provide the teachers enough time to think and elaborate their answers on the issue of academic writing, as well as to add to the variety of the geographical location of the schools and reflecting the views of the teachers verbatim, an e-mail enquiry method was chosen.

7.1.1 The method used for the enquiry

A list of questions with regard to the teachers and the teaching of academic writing status was prepared and sent as an e-mail to all the upper-secondary schools in Norway[90]. In order to refresh the memory of the teachers with regard to academic writing, chapter two of this thesis was attached to the e-mail. Although the e-mail was sent to the schools, it addressed the English teacher's of VG3 level in the subject area of the e-mail. Within three days, 9 schools asserted that they do not teach the English VG3 grade in their school. After one week, 7 teachers responded to the questions. Due to the low reply rate, the same e-mail was sent again

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[89] Graduated spring 2009 from upper-secondary and started their studies autumn 2009
[90] More than 400 schools

to all the schools. Thereafter, one more teacher participated and responded to the questions. However, it must be mentioned that although the e-mail made clear that the enquiry will be anonymous, one teacher had trust issues with that regard.

7.1.2 The List of the questions

After providing a brief introduction to the enquiry and the reason for it being conducted, the respondents were asked the following list of questions:

1) What is your educational background?

2) What is your English teaching background?

3) Which variant of the English textbooks are you using in your class? Is there any reason behind this choice?

4) LK06 aims at preparing the pupils for higher education. How aware are you of this goal and to what extent does it change your English teaching practise?

5) One of the problems the students face during their higher education is 'academic writing' and writing academic papers. What kind of criteria do you associate with academic writing?

6) Do you practise academic writing with your pupils? If yes please elaborate to what extent.

7) How would you rank the influence that teachers, textbooks, examinations and the curricula (i.e. the General Curriculum, the Quality Framework and the subject curricula for English) have with regard to academic writing? You may also elaborate on the reasoning for your rank.

8) To what extent does the geographical location of the school play a role in teaching academic writing?

9) Do you feel your VG3 pupils are ready for the challenges they will face during their possible higher education concerning academic writing?

10) Is there anything else you would like to add concerning this matter?

7.1.3 The responses of the teachers

Numerical aliases have been given to teachers in order to protect their identity. Here follows the responses of the teachers. Additional notes have been added wherever it was felt

necessary. Due to the length restraints, only four responses out of eight were included in the thesis. The responses were chosen based on the geographical location of the schools; that is to say to ensure representatives from all the four corners of Norway. Viewed based on the gender of the teachers, two of the respondents are males and two are females. Furthermore, some responses were not found relevant for the research conducted in the thesis. For instance, a teacher asserted that she is still following R94[91]. As it was asked her for the reason behind her decision, she asserted:

> The requirement for using sources at the exams has led to some additions at the lower level. At the moment, I'm teaching to the old curriculum, simply for practical reasons. When my students take their 2 final exams in R94, they're credited with 10 hours on their diploma. To achieve the same number in KL[92], they have to sit for 4 exams. In other words, the use of sources is not that important to this group.

Now, the responses will be presented thematically. In order to reflect the views of the teachers verbatim, I included the responses of the four teachers which I decided to analyse at the end of the thesis in the Appendix 1.

7.1.4 The education and the teaching background of the teachers

I have to mention that, all the eight teachers participated in the survey have a minimum degree of Bachelor in English and are well experienced, with a background of many years teaching English in the upper-secondary level, especially the VG3 level. However, I must mention that, teachers started to teach English in VG3 level from autumn 2008, and before, these teachers were teaching English at VKII level by applying R94.

The questions which were asked in this regard were 1) "what is your educational background?" and 2) "what is your English teaching background?"

The first teacher (hereafter referred to as teacher 1) is teaching in Northern part of Norway. He has a Bachelor degree in English and has taken several in-depth courses in English literature and grammar from the Master's level. He is a well experienced teacher, who has taught English for the past 25 years in all the levels and in the past years mainly at VG2 (and VK1) and VG3 (and VKII) levels.

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[91] The previous curriculum

[92] It is 'LK06' as it is an abbreviation form of "Læreplanverket for kunnskapsløfte". *Another teacher also made this mistake.*

The second teacher (hereafter referred to as teacher 2) has a Bachelor degree in English and has taken some additional courses in this regard. She has been teaching English in Central part of Norway since 2001 in the upper-secondary level.

The third teacher (hereafter referred to as teacher 3) has a Master's degree[93] in English from UIO with Norwegian and History as subsidiaries. He has been teaching English for the past thirty years in upper-secondary level in Norway and has taught English in Summer schools in Britain for the past twenty years. Teacher 3 is currently teaching English for VG1 and VG3 level in Oslo.

The forth teacher (hereafter referred to as teacher 4) has a P.H.D. in applied linguistics in English. She is originally from Poland and has taught at the university level in Poland and Norway before starting teaching at the upper-secondary schools in Norway in-mid 1980s. Currently, she is teaching in an upper-secondary school in Bergen.

7.1.5 The textbooks used for teaching and the variant of English being taught at VG3 level

The question was: "Which variant of the English textbooks are you using in your class? Is there any reason behind this choice?"

Three out of these four teachers are teaching the Social Studies English, with the exception of teacher 2 which is teaching English literature and culture variant of English in VG3 level. All the teachers responded that the textbooks they use are the *Access to English* from *Cappelen Damm As* publishing house. Teacher 1, 3 and 4 are using *Access to English Social Studies* and teacher 2 is using *Access to English Literature.* As it was mentioned in section 5.2, *Tapestry* is the predecessor of the *Access to English* books for the VG3 level. In his thesis, Sparboe (2008: 58-65) found *Tapestry* as the only textbook dealing with the issue of academic writing in VKII level.

The teachers provided different reasoning for choosing *Access to English* as the textbook for their course. However, their reasoning went around the fact that *Access to English* provides them with a wide range of varieties with regard to topics, subjects and tasks. Teacher 3's

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[93] "Hovedfag", since she graduated in 1980.

choice is due to the good reputation of *Access to English's* predecessor, namely *Tapestry.* On the other hand, teacher 4 touched upon an important issue in relation to choice of textbooks. According to her, most of schools buy books and use the books for several years. In their decision making, the book they choose for the VG2 level is also important. At her school, one of the main reasons for using *Access to English* is due to using *Access to International English* at the VG2 level. In this way, the students will find the textbook at VG3 level a continuation of what they were using in VG2 level. Teacher 1 and 4 are also using additional material and books. Teacher 1 said that he is also using other textbooks for English VG3 level published by other publishing houses.

7.1.6 LK06 and academic writing

The fourth question on the list was with regard to the demand mentioned in LK06 "to prepare the pupils for higher education". The question was: "LK06 aims at preparing the pupils for higher education. How aware are you of this goal and to what extent does it change your English teaching practise?"

To this question, all the teachers responded positively and mentioned practises which they conduct in their classes in this regard. Teacher 1 mentioned that, it is due to this awareness that he uses additional material in his class which include academic articles. Teacher 2 responded that due to this, the tasks they practise in her class are more geared towards analytical thinking backed by discussions. Teacher 3 mentioned that he tries to maintain an academic standard in his English class. Teacher 4 mentioned an interesting point in this regard. She believes:

> As a matter of fact the "gymnas"[94] type of school, i.e., "studieforberedende program" has always been preparing students[95] for the university[96]. Not much has changed in this respect, even if the Kunnskapsløftet[97] is more specific about it.

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[94] Upper-secondary school
[95] Pupils
[96] Higher education
[97] LK06

According to teacher 4, the upper-secondary education must prepare the pupils for higher education. In a way, she is emphasising on the existence of gradual development and path with regard to education. This path also comprises the academic writing.

7.1.7 Criteria of academic writing

In the fifth question, I tried to find out about the criteria the teachers associate with academic writing and academic articles. The question was: "One of the problems the students face during their higher education is "academic writing" and writing academic papers. What kind of criteria do you associate with academic writing?"

With regard to this question, all the teachers emphasised on the importance of the sentence structure, language and the possession of a wide range of vocabulary. In addition to this, teacher 1 mentioned that the pupils must be aware of the differences between formal and informal language. Teacher 2 mentioned that, the pupils "should be able to evaluate, judge, discuss, or debate using knowledge they have acquired".

Teacher 3 is touching upon a delicate point in responding to this question. He defines academic paper as: "A well-structured essay with sensible use of sources aiming at a good account for/outline of a subject matter, reaching an independent conclusion (based on sources and independent thinking)." Here, he is using the term "essay" with regard to academic paper. By doing so, he wants to emphasise that the academic paper is also a type of essay with additional and more advanced criteria. In a way, he acknowledges the existence of the preparatory academic writing path. This point was also mentioned in the subsection 6.2.6.

Teacher 4 lists some criteria with regard to academic paper. According to her an academic paper has: "good structure, relevant content - based on information gathered, not just personal opinions, professional language, giving references and bibliography".

Based on the bullet point criteria mentioned in subsection 2.3.3, in reference to intermediate academic paper, I concluded that the teachers have a good understanding of what academic paper entails.

7.1.8 The level of academic writing practise

Question number six was: "Do you practise academic writing with your pupils? If yes please elaborate to what extent?" This question is to be considered as the essence of the survey. I can proclaim that all the investigations carried out in the thesis with regard to analysing the LK06, textbooks and examinations were due to find out the answer to this question.

In response to this question, teacher 1 mentioned that he is conducting this practise with his pupils. He tries to find material which contains more or less the same information the pupils need to gain, but at the same is constructed in an academic style. In subsection 6.2.6, I tried to show the close relationship and the similarity which exists between the tasks which the pupils in VG3 face with the type of tasks students face in the preliminary courses in the undergraduate level. I have the assumption that, this is a good idea and hope this practise will be shared by other teachers too.

Teacher 2 is somehow critical of the reduction of the teaching hours in LK06. She belligerently responded that "We would love to but we do not have the time or the capacity for it." Actually, as it was mentioned in subsection 2.2.2.6, she is right with regard to not having the capacity for fully practicing academic writing in the upper-secondary school. The issue of time limitation is also raised by teacher 3. He believes that there exist time restraints to practise exercises in academic writing to full extent. I will come back to the issue of the reduction of teaching hours in LK06 in chapter eight and nine. Back to the current discussion regarding the practise of academic writing, teacher 3 asserts that: "The in-depth studies, tests and mock exams are all attempts at getting the students to practise academic writing."

Teacher 4 mentioned in her response that, their school has a policy concerning the practise of academic writing. She asserts that, in her school, pupils are demanded to construct "project reports". These project reports are not constructed only in English, but in Norwegian courses as well. By conducting this practise the pupils learn about the criteria associated with the academic writing. The subject curriculum of English literature and culture, as it was mentioned in chapter four demands that:

> **Present a major in-depth project with a topic from *English literature** and culture* and **assess** the process (English program subject, 2006: 5, culture, society and literature)

Teacher 4 is teaching English Social Studies and the above mentioned demand in LK06 is mentioned in the subject curriculum for English literature and culture, however, having this policy shows that, the school is considering the demands mentioned in the different subject curricula of LK06 instead of just focusing on the subject curriculum of a especial course. The other important point which is raised in her response and was raised in subsection 2.1.2 as well, is the fact that: according to Harmer (2007: 327-328), possessing the required knowledge to write academic paper is closely connected to one's knowledge about producing academic paper in his or her L1. Therefore, due to conducting this practise also in Norwegian courses, she proclaims that her pupils are familiar with the criteria associated with academic writing.

7.1.9 Ranking the influence of teachers, textbooks, examinations and the curricula on teaching academic writing

The question which was asked was: "How would you rank the influence that teachers, textbooks, examinations and the curricula (i.e. the General Curriculum, the Quality Framework and the subject curricula for English) have with regard to academic writing? You may also elaborate on the reasoning for your rank."

 Teacher 1 ranks the teaching material i.e. textbooks, examinations and the examination guides highest. According to him, next comes the influence from the teacher. He ranks the curriculum last and believes that the curriculum plays a minor role when it comes to teaching academic writing. According to him, through the application of the washback, teachers get useful insight as to how to organise their teaching sessions and the type of tasks and activities they are going to practise in their class.

Teacher 2 is again critical of the time constraints that LK06 imposes on the teaching sessions. She mentions that:

> I would say LK06 places high on the scale. We are limited more by outside influences than our own capabilities as teachers. Writing takes time. It is a skill where practise is the only way to proficiency. The curricula are ambitious to say the least. There is a lot to cover in just 5 (in theory) hours a week and often there isn't even enough time to go "in-depth" on a topic. Added to that we have large classes, a mountain of

administrative paperwork, meetings and lesson planning that would make it humanly impossible to give continuous feedback on written work.

I personally like the response of the teacher 2, as I find it practical in disclosing the problems teachers face and the factors and the level of teaching they have to consider when it comes to teaching a particular subject. There is no doubt that the more time is devoted to a subject, the better would it be with regard to teaching. It is a also a fact that, the teaching hours have been reduced from 187 in R94 to 140 in LK06 for English in VG1 and the Advanced English courses in VG2 and VG3 level. But the teachers interviewed by Sparboe (2008) which were using R94, also complained about the shortage of time. (Sparboe, 2008: 84-87) Perhaps, managing time and prioritisation of the subjects and the extent of the in-depth study of a particular subject comes as part of the teacher's tasks to define in LK06.

In response to the last question in the survey which was: "Is there anything else you would like to add?", teacher 3 also complained about the shortage of time with regard to teaching and especially teaching the academic writing. He asserts:

> There is far too little time to practise academic writing in the course I teach; a course filled with history, politics, social conditions, some literature and exercises in rhetoric. The 'New Knowledge Promotion' aims too high.

In the last chapter, I will raise this latest issue again as I also share this believe with teacher 2 and 3 that the LK06 is somewhat overambitious.

Back to our survey, teacher 3 believes that this question is difficult to answer, but he would probably rank all of the above mentioned factors as important when it comes to teaching of academic writing. Teacher 4 gives the highest rank to the teachers. She mentions that the inclusion of a demand in the curricula or a subject in the textbooks for itself does not guaranty the teaching of that subject, unless the teachers decide to do so. According to her, due to the washback effect which follows the examinations, they are ranked second.

7.1.10 The geographical location of the school

The question in the survey was: "To what extent does the geographical location of the school play a role in teaching academic writing?" I included this question in order to understand,

since the LK06 has been written for the whole country and since the schools have access to all the textbooks and the examinations are held on national bases, does the location of the school matter with regard to learning the academic writing?

Teacher 1 and 2 believe that the geographical location of the school does not play any role in teaching of academic writing. Teacher 3 is not certain about this and thinks even if it plays a role, it would not be a significant one and the four items mentioned in the previous question, play a more prominent role in this regard. Teacher 4 also does not think that it plays a significant role. However, she asserts:

> I do not think it does, but of course being a school in the centre of Bergen means that we get good students, and the majority of them are planning to go to university, hence they show interest in academic writing.

I personally agree with the response of teacher 4 in this regard. If we take for granted that pupils get affected by their surrounding as the Socio-cultural theory is emphasising on, then generally pupils located in the big cities, due to be surrounded by more people with higher education compared to those in the country side, aim higher with regard to acquiring academic education. On the other hand, teacher 1 also provides reasoning with regard to his answer to this question. He mentions:

> No, geographical location of the school does not matter at all. Any teacher has the chance to attend courses and seminars in English anywhere, and English teachers at the same schools or region can meet frequently, if they like. This school is located in the country side, but the three of us working often cooperate among us, and we go to district meetings or have network meetings and discussions with teachers from other schools.[98]

With regard to the response of teacher 1, as it was mentioned in section 4.5, LK06 has also considered this problem and tried to take some precautions to eliminate or at least minimise it. LK06 emphasises that:

> The school and apprenticeship-training enterprise shall be learning organizations that make it possible for teachers to learn from each other through cooperation on planning, implementing and assessing their teaching. (The Quality Framework, 2006: 5)

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[98] This point will be addressed again in chapter nine

However, the teacher is not the only person pupils come in contact with in their everyday life. Therefore, it was mentioned by teacher 4 that geographical location of the school is important in shaping the mindset for the pupils to take higher education and as a result learn academic writing.

7.1.11 To what extent are your pupils ready with regard to academic writing?

The question was: "Do you feel your VG3 pupils are ready for the challenges they will face during their possible higher education concerning academic writing?" This question, as it sounds a bit tricky, was put at the end of the list in order to first familiarise the teachers with the content of the survey and then ask them frankly about their assessment of their pupils knowledge with regard to academic writing. As I expected, the responses of the teachers varied.

Teacher 1 asserts that, some of his pupils are well prepared and some are not. Teacher 2 finds this question difficult and abstains from answering it. Teacher 3 believes to some extent his pupils are ready. However, he also mentions that the requirements at the university will be far greater for many of them to easily cope with. He predicts that most of his pupils will face problems with regard to textual borrowing and the use of sources. Teacher 4 is quite optimistic that her pupils will handle the hurdle successfully. However, teacher 1 mentions an interesting point in his response. He asserts:

> Some of my students are well prepared, others are not. This might be due to linguistic competence, but it could also be influenced by interest and devotion. A student who does not like politics, for instance, is not too happy about encountering it and those who are not very keen on analyzing poetry and short stories, may learn how to do this mechanically, without putting their heart and soul into it. Since our school is a small one negative effect is that one variety is offered at a time.

His remarks are of especial interest since he touches upon the fact that, if someone does not have the intention to learn something, he or she will not learn it, no matter how perfect all the other conditions are set and prepared for him or her. He also mentions that, due to the location

of their school which is in the country side, the school is a small one and they do not have the capacity to hold courses in the both variants of English VG3 level at the same time.

7.2 New students' interviews

On March 10th 2010, the University of Oslo held a three hour intensive course for the students of the History Faculty about academic writing. The lecturer of the course was Dr. Lynn P. Nygaard, the author of *Writing for Scholars, A practical guide to making sense and being heard*, (2008) and *The art and craft of scholarly writing*, (2006). To me, this was a good opportunity to conduct a research on those who attended the course. This was due to the fact that, UIO is considered as the educational hub of Norway, hosting students from all parts of the country. I informed Dr. Nygaard about my thesis and ask her to donate some of the course's time to me to conduct my research. She willingly accepted and I was given 15 minutes at the end of the course to conduct a semi-structured survey.

38 students participated in that course, whereof 9 were new students graduate from upper-secondary in spring 2009. My focus was on these 9 students due to the fact that the first graduation after the application of the LK06 happened in summer 2009. To the question about the reason for their participation in that course, 7 claimed that they signed up for the course due to the problems they faced with regard to writing academic papers. One said that she had not an especial intention with the course, yet she is happy she participated. One of these new students had no especial reason for participating in the course. He just found the name interesting. To the question about their knowledge about academic writing prior to participating in the course, especially the knowledge they acquired during their upper-secondary education, only two students claimed that the course had a repetition function for them, and it reflected on the knowledge they acquired during their upper-secondary studies.

I continued contacting the organisers of the course with the intention to find out, how long is it that Faculty of Humanities of UIO is holding courses about academic writing? And do other faculties also hold similar courses for their students or not? Unfortunately, my search did not bear any tangible results.

7.3 Summary

In this chapter, the last pieces of the puzzle, namely the English teachers and pupils who had recently graduated from upper-secondary after the application of the LK06 were scrutinised. According to the feedback received from the responses of the teachers to the list of the questions provided to them, it was concluded that they claim that, they are preparing their pupils for writing academic papers for their possible higher educational studies.

However, towards the end of the chapter, semi-structured interviews were carried out to find out about the views of spring 2009 pupils who had become students at UIO. They reflected on their problems in relation to academic writing and I concluded that most of them were not properly prepared during their upper-secondary studies to face the challenges with regard to academic writing during their higher education. This stands in contrast to the teachers' claims, and raises questions about how representative this small sample of teachers was. On the other hand, the number of students is small as well, so no conclusions can be drawn. On the other hand, as will be discussed in the next chapter, the fact that the students had become aware of the need to learn about academic writing and registered for the course is for itself a good sign.

These issues i.e. the viewpoints of the teachers and new students will be discussed further in the next chapter.

8.0 Discussion of the findings

In this chapter, I will discuss the findings from the several analyses presented previously in this thesis. First, however, I will briefly touch upon some of the issues discussed in the previous chapters, except for chapter three which primarily dealt with the method applied for the construction of the thesis. Then, I will discuss the findings from each chapter. After this discussion some further remarks will be made concerning the issue of academic writing.

8.1 Introduction

In this chapter, I tried to prove the existence of a problem with regard to the teaching of academic writing among students in Norway. I showed that, this is a common problem even among native English speaking students of the US and UK. The solution which I offered in this regard, was to follow US and UK in making the academic writing an obligatory course for higher education. The evidence which I provided for claiming that the Norwegian students are struggling with the issue of academic writing during their higher education, was based on Hellekjær's article "A Case for Improved Reading Instruction for Academic English Reading Proficiency" (2008) and Taylor's book *Writing Academic English, A guide for Norwegians in the preparation of articles and thesis* (2007). Hellekjær's article draws on his doctoral dissertation dating back to 2005 and Lehmann's doctoral study dating back to 1999. Taylor's book was also written due to the problems he observed among Norwegian students for many years regarding academic writing. However, the situation could have changed for the better since the implementation of LK06. The research statement in this thesis sets the task to investigate this issue.

I tried to prepare the ground for the introduction of the preparatory academic path by reflecting on the Coffin *et al.* (2003: 7) assertion, where they proclaim that: "WAC/WID[99] pedagogy also emphasises *the sequencing*[100] of writing tasks throughout a course so that students build *gradually*[101] into particular forms of writing."

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[99] Writing across the curriculum/writing in the disciplines
[100] My highlighting
[101] This point will be addressed in the next chapter

8.2 Definition of academic writing

This chapter, first and foremost is about defining and finding criteria concerning the academic article. However, it also provides a condensed list of criteria regarding the intermediate academic paper, in order to be used as the probe for the investigations to be carried out in chapters: 4, 5 and 6. This chapter draws on reasoning for the introduction of the preparatory academic writing path. Towards the end of the chapter, a trilogy of diagrams portraying the preparatory academic writing path has been included to shed more light on the subject matter.

An issue which was regarded controversial in this chapter was the academic genre. In subsection 2.2.2.6, I raised the question that, if learning the academic writing genre is supposed to occur through the application of Socio-cultural theory, as it was recommended at the end of the subsection 2.1.2., this raises the question that: how can the pupils learn this genre while being at the upper-secondary and not in an academic surrounding?

The other issue which also demands attention, is the criteria for academic writing. I spent a good deal of time browsing different sources, to come up with these criteria for academic writing. In fact, there does not seem to be enough reliable sources which contain all the criteria associated with academic writing, and give the pupils and students an introduction to academic writing. On the other hand, it could be argued that, due to the unfixed character of the academic genre which varies according to situation and context, so it is close to impossible to come up with solid criteria for academic writing. In subsection 2.2.2.4, Paltridge (2004: 88) cited Dong (1997: 10) puts this as follows: "Academic writing involves learning a new set of rules and learning how to play by these rules. Often these rules change from discipline to discipline, and the audience and the purpose of writing vary according to each writing context."

8.3 The Knowledge Promotion Curriculum (LK06)

In this chapter, I tried to focus my search on the criteria of the intermediate academic writing in the different parts of the LK06, instead of academic writing, as this term was absent in LK06's text. One could clearly observe the presence of the intermediate academic paper criteria in the different parts of LK06's subject curriculum. References to these criteria exist

even in the Core Curriculum and the Quality Framework. Furthermore, in this chapter the subject curricula of English language have been chronologically presented and analysed, in order to show the existence of the preparatory academic writing path and the development of intermediate academic writing skills, as demanded by the different competence aims of the subject curricula. If one looks at the way the thread of the continuation and progression of the writing ability follows, one understands that, the educational authorities had academic writing in mind when they developed LK06.

8.3.1 Why the term academic writing is not included in LK06?

I would like to grasp the opportunity and mention an important point. LK06, as the curriculum for upper-secondary school, does not have the obligation to deal with the issues that belong to academic studies in higher education. As it was emphasised in the course of chapter one and two, the students have to master the academic writing during their academic studies through the application of the Socio-cultural theory regarding learning. By this, I mean, they have to be in an academic surrounding to learn from the feedback they receive from peer and tutor review, as it was mentioned in diagram three of section 2.4. This could be the prime reason for LK06 comprising all the criteria associated with the intermediate academic writing and also mentioning that the pupils must be prepared for higher education, while still abstaining from mentioning the term academic writing. This shows the professional consideration of the educational authorities in not mentioning a term which could become counterproductive and subject for criticism. If the term academic writing was mentioned in LK06, then the educational authorities could be criticised for requiring the pupils to master academic writing while they are still in upper-secondary school. The same reasoning could be used for the fact that, the term academic writing was only mentioned at the end of one of the VG3 textbooks, namely *Reflections*, where it could be perceived as this issue belongs to "further reading" and is not part of the syllabus.

Another possible reason for this absence with regard to academic writing could be due to LK06 not wanting to fall into the same trap as its predecessor R94 did, and leaves the teachers to plan their teaching hours based on *their own priorities*. This is one of the modifications of the LK06 compared to its predecessor R94. In other words, due to focusing to a great extent on details, R94 was stigmatised as being too detailed and not providing teachers with freedom

to choose their teaching method. However, LK06 being less detailed and full of obscure terms and requirements which need further interpretation, works as a double edge sword and leaves the door open for different interpretations of its text. As a result, the issue of academic writing may be neglected by the textbook writers, examinations and the teachers. However, as far as my investigation shows, this is not the case.

8.4 Textbooks

In chapter five, six textbooks, out of which one belonging to the International English VG2 level, three belonging to the Social Studies English VG3 level and two belonging to the English literature and culture VG3 level, were scrutinised for references to academic writing instructions or the criteria of the intermediate academic paper. The search proved that, the criteria for intermediate academic writing is clearly present in all of the textbooks, with the exception of one of the VG3 English Literature and Culture books, namely *Impressions*. However, the book refers to a website which was not scrutinised due to the high price tag attached to it. At the end of one of the English for Social Studies textbooks, namely *Reflections*, instructions are given about how to write an academic paper.

It must be mentioned that the preparatory academic writing path underlined by the LK06 provides a multi-protection layer with regard to the intermediate academic paper criteria. The reason I analysed the International English VG2 books in this thesis in chapter five was due to prove this effect in the textbooks, which was inspired of LK06. As it was shown in chapter five, *Impressions* does not properly cover the criteria associated with the intermediate academic paper, but the VG2 books cover this shortcoming.

It is, of course, a problematic issue for the textbook writers to squeeze all the demands of the LK06, which sometimes could even be labelled as overambitious, in the content of a single textbook.

8.5 Examinations

The examination chapter was also important since the two exams which were analysed in chapter six proved that, the type of essay which is demanded from the pupils to write has the same characteristics as an intermediate academic article.

In chapter four and chapter six, the issue of examinations functioning as the hidden curricula for the schools have been raised. Next, in chapter six, the washback effect was introduced as the influence of examinations on teaching.

8.6 English VG3 teachers & new university students

In this chapter, I presented the views of four teachers with regard to academic writing and also the answers from nine new university students in this regard. The teachers, unanimously proclaimed that they are fully aware of the need to prepare their pupils with regard to academic writing, and that they practice the writing of academic articles with their pupils.

8.6.1 The VG3 English teachers

A controversial factor for me in this chapter was the low turnout by the participants of the survey. This issue raised many unanswered questions in my head; as to why only 8 teachers from more than 400 upper-secondary schools decided to participate in the survey. The fact that 7 schools immediately responded and said they do not have English VG3 grade at their school, indicates that, the other schools had English VG3 grade and received my e-mails, but decided to abstain from participation in the survey. Furthermore, why was one of the teachers scared about his identity being disclosed and therefore decided not to participate in the survey? Does the issue of academic writing cause uncertainty among the teachers?

A controversial issue with regard to LK06 is the dramatic shortening of the teaching hours, which went down from 187 hours per study year to 140 hours. In chapter seven, as the response to the question: Do you practise academic writing with your pupils? The teacher from Central part of Norway responded: "Would love to but we do not have the time or the

capacity for it." The same complaint with regard to time was also raised by the teacher from Oslo. LK06 is perceived as providing more freedom with regard to choosing methods for teaching. However, I am afraid that this reduction of the teaching hours will be counterproductive unless proper explanation is given by the educational authorities for the reason behind it. In the next paragraph, I try to provide a possible reason with regard to this issue. However, this issue needs to be further investigated.

While analysing LK06, the textbooks, the national examinations for VG3 level and considering the answers of the teachers in chapter seven, I came to the conclusion that, perhaps the mindset of some of the teachers remains with the way R94 worked. I assume that, to a large degree teachers are considering the LK06 as a text which they have to follow the requirements literally and without interpretation. This could be where the problem stems from when the teachers start complaining about the shortage of time and accuse LK06 of being overambitious. Although I also consider LK06 to be somewhat overambitious, but I concluded that perhaps some of the teachers have not properly understood the spirit of LK06, which is supposed to give them more freedom *to choose* the method for teaching and plan their *own* teaching hours. There could be many reasons behind the 47 hours teaching reduction. I would speculate that, one reason could be due to spend this time on planning of teaching and on making the proper teaching strategies with regard to teaching, where it is expected of the teachers to prioritise and limit or extend the time they are going to spend on the different topics. However, the issue of time constraints could be considered as a widespread phenomenon since, Sparboe (2008: 85) also identifies time constraints as one of the reasons for the lack of or poor academic writing practise in schools.

8.6.2 The new students

An important issue regarding this thesis was the applications from nine new students to take part in an academic writing course which was held at UIO. Dr. Nygaard, the lecturer of the course told me that, she had not expected to see nine new students among the 38 students, who had signed up for the course. In her opinion this showed a revolutionary development in the teaching of academic writing to the upper-secondary pupils. She argued that, usually her students are at the Ph.D. or Master's level. The fact that, new students have felt the need to sign up for this course further proves that, they have had some familiarity with regard to

academic article from before. According to her: "The academic genre is not prevalent for the students from the start of their studies and it is something which is left to the students to discover the existence of it."

9.0 Conclusion

The research question of this thesis was: To what extent does upper-secondary school ESL instruction, based on LK06, help pupils develop academic writing skills? The thesis concludes that, despite the existence of some minor problems mentioned in the course of the thesis, based on the LK06's instructions, *the upper-secondary Advanced English courses now prepare the pupils with regard to intermediate academic paper and thereby fulfil their duty regarding the preparation of the pupils for higher education.* This was certainly not the case with R94, as was shown by Sparboe (2008).

In the course of the thesis, I tried first to outline what is meant by academic writing, and then my efforts were focused on the level of knowledge which the pupils need to possess with regard to academic writing at the end of the upper-secondary school. Based on this knowledge and invoking the views of eminent scholars in this field, I made a list of the criteria and called it the criteria of the intermediate academic writing. As I mentioned, theoretically based, the LK06 possess instructions which will prepare the pupils for writing academic articles during their higher education. The textbooks also have enough guidelines and instructions in this regard. Examinations are also testing the knowledge the pupils have acquired with regard to the intermediate academic article. Teachers have also asserted that they are aware of preparing their pupils for writing academic papers. However, this information just proves that, theoretically, the pupils will be prepared for handling writing academic papers. What most of the teachers were not certain about was to what extent their pupils are ready to handle this task during their higher education. Interviewing the new students also did not provide a clear picture. Although there were signs that they are better prepared than pupils who graduated under the regime of R94, however, a decisive conclusion could not be drawn on the basis of their assertions.

Actions speak louder than words. If I had access to the information with regard to the results and marks the pupils received for the tasks dealing with the academic writing in the examinations, then, I could draw a more precise conclusion with regard to the research statement of this thesis.

9.1 Further research

The significant role academic writing plays in the course of students' higher education demands further research in this regard. In this thesis, I faced many limitations both in terms of the resources which were available to me, and in terms of the length of the thesis. In the absence of these limitations, I would have desired to make a more conclusive study. I would, in particular, liked to investigate the extent of teaching academic writing in L1 courses in upper-secondary school. This is because it is not clear to me as to what extent the criteria of the intermediate academic writing in L1 and L2 overlap. If there had been no constraint with regard to the length of the thesis, I would also have liked to include all the available VG2 level textbooks in my analysis of the preparatory academic writing path in the different levels of upper-secondary school. More teachers' participating in the survey would have certainly added to the firmness of the conclusion. A future study could address and include the above-mentioned issues. With regard to the new students, a future research could carry out more interviews and analysis about their performance in the academic world with regard to writing academic papers.

Another factor which needs to be taken into account in future research, is the passage of time. LK06 has just been recently implemented and the pupils whom LK06 was implemented in their study, graduated in the summer of 2009. After reading some of the responses of the teachers, I received the impression that perhaps the mindset of some of the teachers is still based on the R94 Curriculum. The passage of time may therefore change this issue in the teacher's minds and better reveal the strength and weaknesses of the LK06.

9.2 Looking ahead

Improving a well constructed document would be a major endeavour. I would like to emphasise that, as I went through the LK06, it became evident to me that the educational authorities considered a wide variety of factors when developing the LK06. For instance, as one of the teachers also mentioned[102], the pupils get easily bored with the subject of academic writing. Therefore, LK06 tries to present teachers with demands which attempt to make the study sessions attractive for the pupils to follow, and at the same time, without compromising

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[102] Chapter seven

on the quality of teaching. Another issue, which I would like to reiterate, is about the wide range of topics which are squeezed and put in the LK06, although special emphasis has been devoted in teaching the academic writing. I think that LK06 takes an overambitious approach with regard to teaching. It would simply not be logical to think that one document can tackle all the problems and comprise of all the issues with regard to a specific subject.

As one of the teachers in chapter seven mentioned about the subject curricula of English in LK06, the demands mentioned are more than what time allows the teachers to cover. The issue of teaching hours is an important factor. As it was mentioned, Sparboe (2008: 85) also touches upon this issue and identifies time constraints as one of the reasons for the lack of, or poor academic writing instruction in schools. In R94, 187 hours were dedicated to English teaching at VG1 and Advanced English courses in VKI and VKII. Still, the teaching hours were reduced to 140 in LK06. This combined with the list of the demands mentioned in LK06, may have a negative effect on teaching. Due to this, academic writing may face negligence as two of the teachers in chapter seven mentioned. In case my speculation with regard to the reduction of the teaching hours is correct, then teachers should be better informed in this regard. This could happen during *the service training* courses for teachers.

Now, with regard to the pupils in the upper-secondary school being better prepared for dealing with tasks regarding the intermediate academic article, the question arises that what will happen with them during their higher education studies and the challenges they will face with regard to mastering the academic article? As it was shown in section 7.2, the new students are looking for remedies with regard to academic writing to continue learning about that what the foundation was established during their upper-secondary education. In the bookstore of UIO, one can find many books about the academic writing, which is another indication of the level of demand among the students in this regard.

In the future, I hope that the educational authorities will take the next step with regard to the intermediate academic article, by following the US and UK and continue the preparatory academic writing path during the students' higher education. This goal would be achieved by making academic writing courses obligatory for the students during their higher education.

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[103] The alphabetic order has not been observed, in order to avoid mixing this book in the course of the thesis, with *Academic Writing, A University Writing Course*, also written by Lennart Björk.
[104] Due to uncertainty about the availability of exams and their guidelines, their texts have been included in Appendix 2, 3, 4 and 5.

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Appendix 1: Teachers' responses to the semi-structured e-mail survey

Teacher 1: From North West

1) I have a university background, finished my B.A many years ago and have finished several in-depth courses in literature and grammar on the M.A level.

2) I have been teaching English at upper secondary school for nearly 25 years, from ground level to 3. grade level, in later years mainly at Vg2 and VG3.

3) Today we use "Access "- to English Social Studies, but we read factual prose texts and literature taken from additional books, as well. E.g from previous books and from other publishers.

4) I am very well aware of preparing my students for higher education; this is one of the reasons why we read articles and literature from other books or the media. Well written, that is , academically written articles and literature one can always learn from, you know.

5) Academic writing I associate with correct and advanced writing reflecting variation in vocabulary and sentence structure. An example could be that a student/pupil masters more than one way of expressing , for instance, relative clauses, but also that he or she writes linguistically correct , and that he / she knows the difference between formal and informal language, expressions, idioms etc.

6) Yes, I try to practise academic writing with my students as much as possible. By reading and working with different kinds of teaching materials, one can easily find and use texts expressing the more or less same information but in academic and less academic style etc.

7) First of all I would rank all teaching materials available, then the influence from the teacher. Examination tasks and examining guides are useful tools for any teacher, and so is the curriculum as well, but to a minor degree, I feel. It is the way the examination papers / answers are evaluated, that is essential when choosing tasks and activities, I have experienced.

8) No, geographical location of the school does not matter at all. Any teacher has the chance to attend courses and seminars in English anywhere, and English teachers at the same schools or region schools can meet frequently, if they like. This school is located in the country side, but the three of us working often cooperate among us, and we go to district meetings or have network meetings and discussions with teachers from other schools.[105]

9) Some of my students are well prepared, others are not. This might be due to linguistic competence, but it could also be influenced by interest and devotion. A student who does not like politics, for instance, is not too happy about encountering it, and those who are not very keen on analyzing poetry and short stories, may learn how to do this mechanically, without

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[105] This point will be addressed in chapter eight

putting their heart and soul into it. Since our school is a small one negative effect is that one variety is offered at a time.

10) I truly think that it is the dedication and interest shown "in the teacher's face and body language" that matters the most in all teaching, it being academic or not. It is our "attitude" and behavior that matters the most.[106] Naturally though, the students' interest is almost just as important. So, if English is sort of a "negative" choice for a student because he or she does not master or like any of the other subjects offered, little or no real academic writing will be the result.

Teacher 2: From Centre of Norway

1) Lektor med tillegsutdanning

2) Teaching English since 2001 at Upper Secondary School level.

3) Access: Well written and interesting texts. Engaging layout. Text book is well structured and along with an eclectic set of texts it's easy to build a lesson around them. Wide variety of tasks. Excellent supporting website and teacher's guide.

4) I'm extremely aware that they are preparing for higher education. As a result my expectations for the students will be higher. They are given more responsibility and freedom. Tasks are more geared to cognitive and analytical thinking. Much more discussions.

5) On the level of language, word choices and sentence structures should be more complex, idiomatic and varied. There is much more emphasis on content than with the lower division classes. Students should be able to evaluate, judge, discuss, or debate using knowledge they've acquired. Of course, writing should be well structured.

6) Would love to but we do not have the time nor the capacity for it.[107]

7) I'd say it places high on the scale. We are limited more by outside influences than our own capabilities as teachers. Writing takes time. It's a skill where practise is the only way to proficiency. The curricula are ambitious to say the least. There is a lot to cover in just 5 (in theory) hours a week and often there isn't even enough time to go "in-depth" on a topic. Added to that we have large classes, a mountain of administrative paperwork, meetings and lesson planning that would make it humanly impossible to give continuous feedback on written work.

8) None at all.

9) This is difficult to answer.

Teacher 3: From Oslo

1) I have a Master in English ('hovedfag') from the UIO in 1980 with Norwegian (Scandinavian) and History as subsidiaries.

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[106] This point will be addressed in chapter eight
[107] The issue of 'time' with regard to teaching will be raised again in chapter eight

2) I have taught English and Norwegian for some thirty years in upper secondary schools / senior high. As for English I currently teach vg1 and vg3, the Social Studies course. This year I'm also doing Social Studies (samfunnsfag, vg1) in the English language as part of the CLIL project. I have taught English at summer schools in Britain for some twenty years, the first years for a Norwegian language school, later for a London based British summer school in various parts of Britain.

3) At vg3, Social Studies, I use Access to English Social Studies (Anthony et al., Cappelen), a choice made after looking at one or two books on the market. Access is based on, which I used in the previous course in VKII (i.e. Tapestry). One of the reasons for this choice is the book's clear and precise outline of British and American politics (parties, electoral systems, etc). And its wide variety of topics.

4) I am very much aware of this goal. It is a Utopian one. Very few of my students will go on doing English at university level and many of them are rather ignorant when it comes to politics. I do, however, try to maintain a high academic standard, trying at the same time to 'meet the students' at their point of departure as far as knowledge of and insight into political issues are concerned.

5) A well structured essay with sensible use of sources aiming at a good account for/outline of a subject matter, reaching an independent conclusion (based on sources and independent thinking).

6) The in-depth studies, tests and mock exams are all attempts at getting the students to practise 'academic writing'. There is, however, little time to practise exercises in academic writing to full extent.

7) This is a question I find hard to answer. May get back to it later. I probably rank the factors mentioned as 'high'.

8) I am not sure if location plays an important role; I would think the factors listed in question 7 are of higher importance.

9) Only to a certain extent. They have had a 'smattering' of academic writing, but I think the requirements at university level will come as an unpleasant surprise to many of them, especially where the use of sources is concerned.

10) There is far too little time to practise academic writing in the course I teach; a course filled with history, politics, social conditions, some literature and exercises in rhetoric. The 'New Knowledge Promotion' aims too high.

Teacher 4: From Bergen

1) I have a PhD in applied linguistics/teaching of English and a "mellomfag" in history

2) I have taught English at the univerrsity level in Poland and in Norway before I started teaching in the Norwegian upper secondary school in mid-1980s (I am approaching 60 years of age...)

3) We use "Access" - to social studies, Capellen/Damm. This is I believe one of two textbook for this course (samfunnsfaglig engelsk) and we Use Access also with VG2 - International

English. In addition we use Per Lysvågs "Language and Communication". We choose books in a team - all English teachers together. Because of the system of books on loan for the students we have to choose the same book for the whole school and it then has to be used for at least a couple of years because of the money spent.

4) I am very well acquainted with the plans and I implement the targets in the classroom making the students well aware of them. I do not think it changes my teaching too much because as a matter of fact the "gymnas" type of school, i.e., "studieforberedende program" has always been preparing students for the university. Not much has changed in this respect,,,, even if the Kunnskapsløftet ins more specific about it.

5) The usual criteria for writing an academic paper - good structure, relevant content - based on information gathered, not just personal opinions, professional language, giving references and bibliography.

6) Yes we do. Our school has a policy concerning writing academic papers - especially "project reports", not only in English. Criteria are known to the students.

7) I would say that the teachers are most important. It is not enough to set it in the curriculum, and the textbooks only touch upon it - it is up to the teacher to use it. The second in importance is the centrally administered written exam – since Curriculum criteria are relevant for assessment of exam papers they become important for the teachers if they want their students to get good results at the exams.

8) I do not think it does, but of course being a school in the centre of Bergen means that we get good students, and the majority of them are planning to go to university, hence they show interest in academic writing.

9) Most of them - yes.

10) It is difficult to get complete uniformity among the teachers in this respect. It depends a bit on the subject they teach and their background - natural scientist may have different criteria than social scientists... But all our teachers - in my school - have master's degree from a university, so it is not really a problem. It is more that some of us are more lenient than others in our assessment. And it is mostly through assessment students learn that academic writing style is important. On the whole the students are not used to being formal in writing... and have to be "forced" to change their "chatting" into more formal style.

Appendix 2: English Literature and Culture Exam, VG3 level, 22.05.2009

Utdanningsdirektoratet

Eksamen

22.5.2009

SPR3012 Engelskspråkleg litteratur og kultur /
Engelskspråklig litteratur og kultur
Elevar/Elever, Privatistar/Privatister

Nynorsk/Bokmål

Nynorsk

Eksamensinformasjon

Eksamenstid:	5 timar
Hjelpemiddel:	Alle hjelpemiddel er tillatne. Unntak er Internett og andre verktøy som tillet kommunikasjon. For norsk, samisk, finsk som 2. språk og framandspråka er heller ikkje omsetjingsprogram tillatne.
Bruk av kjelder:	Alle kjelder som blir nytta til eksamen, skal førast opp på ein slik måte at lesaren kan finne fram til kjelda. Du må føre opp forfattar og heile tittelen både på lærebøker og annan litteratur. Dersom du har med deg utskrift eller sitat frå nettsider, skal heile adressa og dato for nedlastinga førast opp. Det er til dømes ikkje tilstrekkeleg med www.wikipedia.no
Vedlegg:	1 Never Let Me Go 2 "What is mobbing?"
Informasjon om vurderinga:	På eksamensdagen må du skrive ein sjølvstendig tekst som er eit relevant svar på den valde oppgåva. Godt språk, logisk struktur og sjølvstendig bruk av kjelder blir også vektlagde i vurderinga. Oppgåvesettet har tre hovuddelar: oppgåve 1, oppgåve 2 og oppgåve 3. Du skal svare på alle tre delane. I oppgåve 3 skal du svare på éi oppgåve, 3a, 3b, 3c eller 3d. Eit godt svar på oppgåve 1 viser at du kan drøfte språklege særpreg ved tekstar i ulike sjangrar. Bruk av presis terminologi og relevante eksempel frå tekstane vil bli honorert. Eit godt svar på oppgåve 2 viser at du kan tolke ein litterær tekst i samfunnsperspektiv, og at du kan drøfte aktuelle spørsmål i det internasjonale nyheitsbiletet. Alle deloppgåvene i oppgåve 3 måler kompetansen til å skrive tekstar med god struktur og samanheng om allmenne, faglege eller litterære emne. Eit godt svar på oppgåve 3a viser at du kan analysere og drøfte litteratur. Eit godt svar på oppgåve 3b viser at du kan produsere ein tekst i sjangeren novelle med klart innhald og formålstenleg stil, struktur og språkbruk. Eit godt svar på oppgåve 3c viser at du kan tolke ein tekst frå ein bestemt litteraturhistorisk epoke.

	Eit godt svar på oppgåve 3d viser at du kan tolke litterære tekstar, eventuelt analysere og vurdere ein film.
Kjelder:	1 "Vedlegg 1": Ishiguro, K. 2005. *Never Let Me Go*. faber and faber: London. 2 "Vedlegg 2": "What is mobbing?" http://www.bullyonline.org/workbully/mobbing.html (08.10.2008). 3 Giovanni, N. 1968. "The Funeral of Martin Luther King Jr.". Black Feeling, Black Talk, Black Judgement. New York: W. Morrow & Co. 4 Wordsworth, W. "The Solitary Reaper" http://www.bartleby.com/41/388.html (07.10.2008).

Bokmål

Eksamensinformasjon

Eksamenstid:	5 timer
Hjelpemidler:	Alle hjelpemidler er tillatt. Unntak er Internett og andre verktøy som tillater kommunikasjon. For norsk, samisk, finsk som 2. språk og fremmedspråkene er heller ikke oversettelsesprogrammer tillatt
Bruk av kilder:	Alle kilder som blir brukt til eksamen skal oppgis på en slik måte at leseren kan finne fram til kilden. Du må oppgi forfatter og hele tittelen både på lærebøker og annen litteratur. Dersom du har med deg utskrift eller sitat fra nettsider, skal hele adressen og nedlastingsdato oppgis. Det er f. eks. ikke tilstrekkelig med www.wikipedia.no.
Vedlegg:	1 _Never Let Me Go_ 2 What is mobbing?"
Informasjon om vurderingen:	På eksamensdagen må du skrive en selvstendig tekst som er et relevant svar på den valgte oppgaven. Godt språk, logisk struktur og selvstendig bruk av kilder blir også vektlagt i vurderingen. Oppgavesettet har tre hoveddeler: oppgave 1, oppgave 2 og oppgave 3. Du skal svare på alle tre delene. I oppgave 3 skal du svare på én oppgave, 3a, 3b, 3c eller 3d. Et godt svar på oppgave 1 viser at du kan drøfte språklig særpreg ved tekster i ulike sjangrer. Bruk av presis terminologi og relevante eksempler fra tekstene vil bli honorert. Et godt svar på oppgave 2 viser at du kan tolke en litterær tekst i et samfunnsmessig perspektiv og at du kan drøfte aktuelle spørsmål i det internasjonale nyhetsbildet. Alle deloppgavene i oppgave 3 måler kompetansen til å skrive tekster med god struktur og sammenheng om allmenne, faglige eller litterære emner. Et godt svar på oppgave 3a viser at du kan analysere og drøfte litteratur. Et godt svar på oppgave 3b viser at du kan produsere en tekst i sjangeren _novelle_ med klart innhold og hensiktsmessig stil, struktur og språkbruk. Et godt svar på oppgave 3c viser at du kan tolke en tekst fra en bestemt litteraturhistorisk epoke. Et godt svar på oppgave 3d viser at du kan tolke litterære tekster, eventuelt analysere og vurdere en film.

Eksamen, SPR3012 Engelskspråkleg litteratur og kultur / Engelskspråklig litteratur og kultur   Side 4 av 14

Kilder:		
	1	"Vedlegg 1": Ishiguro, K. 2005. *Never Let Me Go*. faber and faber: London.
	2	"Vedlegg 2": "What is mobbing?" http://www.bullyonline.org/workbully/mobbing.htm (08.10.2008).
	3	Giovanni, N. 1968. "The Funeral of Martin Luther King Jr.". Black Feeling, Black Talk, Black Judgement. New York: W. Morrow & Co.
	4	Wordsworth, W. "The Solitary Reaper" http://www.bartleby.com/41/388.html (07.10.2008).

Oppgåve 1 / Oppgave 1

Answer **both** a) **and** b).

a)
Write a text in which you answer the following question:
What is the genre of Never Let Me Go in "Vedlegg 1", and what is the genre of "What is mobbing?" in
"Vedlegg 2"? Give reasons for your answer.

b)
The writers use language in different ways in the two extracts.

Discuss some of these differences in language use in the two extracts. Illustrate the differences with
specific examples from both texts.

Oppgåve 2 / Oppgave 2

Write two or three paragraphs in which you discuss how the poem "The Funeral of Martin
Luther King, Jr." below expresses some of the feelings evoked by the election of Barack Obama
as US President in 2008.

The Funeral of Martin Luther King, Jr.

His headstone said
FREE AT LAST, FREE AT LAST
But death is a slave's freedom
We seek the freedom of free men
And the construction of a world
Where Martin Luther King could have lived
And preached non-violence.

The poem was written by the female American poet Nikki Giovanni in 1968.

Oppgåve 3 / Oppgave 3

Choose **one** of the alternatives below, a), b), c) **or** d):

a)
On the basis of the extract from the novel Never Let Me Go in "Vedlegg 1", write a character analysis of
Tommy and Kathy. Comment on how the point of view is important for your understanding of these
two characters.

b)
Write a short story in which you develop the relationship between Kathy and Tommy, the two main
characters in the extract from the novel Never Let Me Go in "Vedlegg 1".

c)

Write an analysis of the poem below pointing out its typical Romantic features.

The Solitary Reaper

BEHOLD her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?–
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
saw her singing at her work,
And o'er the sickle bending;–
I listened, motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

William Wordsworth (1770–1850)
http://www.bartleby.com/41/388.html (07 Nov. 2008)

d)

Write an essay in which you compare the way cruelty in human relationships is explored in the extract from Never Let Me Go *in "Vedlegg 1" and in another literary work or a film you have studied.*

SPR3012 - V09 - VEDLEGG 1
Side 1

The text below is an extract from the novel *Never Let Me Go*. Kathy, Ruth and Tommy are all pupils at the English boarding school Hailsham. Kathy looks back on her school days, remembering Tommy and a special event that took place on the sports field.

Never Let Me Go

Or maybe I'm remembering it wrong. Maybe even then, when I saw Tommy rushing about that field, undisguised delight on his face to be accepted back in the fold again, about to play the game at which he so excelled, maybe I did feel a little stab of pain. What I do remember is that I noticed Tommy was wearing the light blue polo shirt he'd got in the Sales the previous month — the one he was so proud of. I remember thinking: "He's really stupid, playing football in that. It'll get ruined, then how's he going to feel?" Out loud, I said, to no one in particular: "Tommy's got his shirt on. His favourite polo shirt."

I don't think anyone heard me, because they were all laughing at Laura — the big clown in our group —mimicking one after the other the expressions that appeared on Tommy's face as he ran, waved, called, tackled. The other boys were all moving around the field in that deliberately languorous way they have when they're warming up, but Tommy, in his excitement, seemed already to be going full pelt. I said, louder this time: "He's going to be so sick if he ruins that shirt." This time Ruth heard me, but she must have thought I'd meant it as some kind of joke, because she laughed half-heartedly, and then made some quip of her own.

Then the boys had stopped kicking the ball about and were standing in a pack in the mud, their chests gently rising and falling as they waited for the team picking to start. The two captains who emerged were from Senior 3, though everyone knew Tommy was a better player than any of that year. They tossed for first pick, and then the one who'd won stared at the group.

"Look at him," someone behind me said. "He's completely convinced he's going to be first pick. Just look at him!"

There was something comical about Tommy at that moment, something that made you think, well, yes, if he's going to be that daft, he deserves what's coming. The other boys were all pretending to ignore the picking process, pretending they didn't care where they came in the order. Some were talking quietly to each other, some re-tying their laces, others just staring down at their feet as they trammelled the mud. But Tommy was looking eagerly at the Senior 3 boy, as though his name had already been called.

Laura kept up her performance all through the team picking, doing all the different expressions that went across Tommy's face: the bright eager one at the start; the puzzled concern when four picks had gone by and he still hadn't been chosen; the hurt and panic as it began to dawn on him what was really going on. I didn't keep glancing round at Laura, though, because I was watching Tommy; I only knew what she was doing because the others kept laughing and egging her on. Then when Tommy was left standing alone, and the boys all began sniggering, I heard Ruth say:

"It's coming. Hold it. Seven seconds. Seven, six, five . . ."

She never got there. Tommy burst into thunderous bellowing, and the boys, now laughing openly, started to run off towards the South Playing Field. Tommy took a few strides after them — it was hard to say whether

his instinct was to give angry chase or if he was panicked at being left behind. In any case he soon stopped and stood there, glaring after them, his face scarlet. Then he began to scream and shout, a nonsensical jumble of swear words and insults.

SPR3012 - V09 - VEDLEGG 1
Side 2

We'd all seen plenty of Tommy's tantrums by then, so we came down off our stools and spread ourselves around the room. We tried to start up a conversation about something else, but there was Tommy going on and on in the background, and although at first we just rolled our eyes and tried to ignore it, in the end — probably a full ten minutes after we'd first moved away — we were back up at the windows again.

The other boys were now completely out of view, and Tommy was no longer trying to direct his comments in any particular direction. He was just raving, flinging his limbs about, at the sky, at the wind, at the nearest fence post. Laura said he was maybe "rehearsing his Shakespeare." Someone else pointed out how each time he screamed something he'd raise one foot off the ground, pointing it outwards, "like a dog doing a pee." Actually, I'd noticed the same foot movement myself, but what had struck me was that each time he stamped the foot back down again, flecks of mud flew up around his shins. I thought again about his precious shirt, but he was too far away for me to see if he'd got much mud on it.

"I suppose it is a bit cruel," Ruth said, ""way they always work him up like that. But it's his own fault. If he learnt to keep his cool, they'd leave him alone."

"They'd still keep on at him," Hannah said. "Graham K.'s temper's just as bad, but that only makes them all the more careful with him. The reason they go for Tommy is because he's a layabout."

Then everyone was talking at once, about how Tommy never even tried to be creative, about how he hadn't even put anything in for the Spring Exchange. I suppose the truth was, by that stage, each of us was secretly wishing a guardian would come from the house and take him away. And although we hadn't had any part in this latest plan to rile Tommy, we had taken out ringside seats, and we were starting to feel guilty. But there was no sign of a guardian, so we just kept swapping reasons why Tommy deserved everything he got. Then when Ruth looked at her watch and said even though we still had time, we should get back to the main house, nobody argued.

Tommy was still going strong as we came out of the pavilion. The house was over to our left, and since Tommy was standing in the field straight ahead of us, there was no need to go anywhere near him. In any case, he was facing the other way and didn't seem to register us at all. All the same, as my friends set off along the edge of the field, I started to drift over towards him. I knew this would puzzle the others, but I kept going — even when I heard Ruth's urgent whisper to me to come back.

I suppose Tommy wasn't used to being disturbed during his rages, because his first response when I came up to him was to stare at me for a second, then carry on as before. It was like he was doing Shakespeare and I'd come up onto the stage in the middle of his performance. Even when I said: "Tommy, your nice shirt. You'll get it all messed up," there was no sign of him having heard me.
So I reached forward and put a hand on his arm. Afterwards, the others thought he'd meant to do it, but I was pretty sure it was unintentional. His arms were still flailing about, and he wasn't to know I was about to put out my hand. Anyway, as he threw up his arm, he knocked my hand aside and hit the side of my face. It didn't hurt at all, but I let out a gasp, and so did most of the girls behind me.

SPR3012 - V09 - VEDLEGG 1
Side 3

That's when at last Tommy seemed to become aware of me, of the others, of himself, of the fact that he was there in that field, behaving the way he had been, and stared at me a bit stupidly.

"Tommy," I said, quite sternly. "There's mud all over your shirt."

"So what?" he mumbled. But even as he said this, he looked down and noticed the brown specks, and only just stopped himself crying out in alarm. Then I saw the surprise register on his face that I should know about his feelings for the polo shirt.

"It's nothing to worry about," I said, before the silence got humiliating for him. "It'll come off. If you can't get it off yourself, just take it to Miss Jody."

He went on examining his shirt, and then said grumpily: "It's nothing to do with you anyway."

He seemed to regret immediately this last remark and looked at me sheepishly, as though expecting me to say something comforting back to him. But I'd had enough of him by now, particularly with the girls watching — and for all I knew, any number of others from the windows of the main house. So I turned away with a shrug and rejoined my friends.

Ruth put an arm around my shoulders as we walked away. "At least you got him to pipe down," she said. "Are you okay? Mad animal."

Kazuo Ishiguro

SPR3012 - V09 - VEDLEGG 2

What is mobbing?

The word bullying is used to describe a repeated pattern of negative intrusive violational behaviour against one or more targets and comprises constant trivial nit-picking criticism, refusal to value and acknowledge, undermining, discrediting and a host of other behaviours which are defined on the page "What is bullying?"

The word *mobbing* is preferred to bullying in continental Europe and in those situations where a target is selected and bullied (mobbed) by a group rather than by one individual.

In a mobbing situation a ringleader incites supporters, cohorts, copycats and unenlightened, inexperienced, immature or emotionally needy individuals with poor values to engage in adversarial interaction with the selected target. The ringleader, or chief bully, gains gratification from encouraging others to engage in adversarial interaction with the target. Many people use the word "mobbing" to describe this pack attack by many on one individual.

One aspect of psychopathic bullies is that they home in on Wannabe types – non-psychopathic lesser bullies – and then empower these individuals to gain the positions of power and authority they crave. Once installed, the Wannabe's lack of competence makes them dependent on the chief psychopath, which means they become unwitting but willing compliant puppets.

Based on "What is mobbing?" at
http://www.bullyonline.org/workbully/mobbing.htm

Appendix 3: English Literature and Culture Exam's Answer Guideline, VG3 level, 22.05.2009

Oppgave 1

I denne oppgaven skal eleven besvare to spørsmål: a) og b).
Begge er forankret i læreplanens kompetansemål for språk/språklæring:

- beherske terminologi til å analysere skjønnlitteratur, film og andre estetiske uttrykksformer
- drøfte språklige særpreg ved tekster i ulike sjangere fra ulike perioder og regioner

I en besvarelse på høyt nivå plasserer eleven begge tekstene i rette sjangerkategorier og viser til riktige og vesentlige særtrekk ved tekstene som underbygger plasseringen i de to kategoriene. Videre kommenterer eleven en rekke relevante språklige forskjeller mellom dem og viser til mange gode og typiske eksempler fra begge. Eleven vil vise sin kompetanse gjennom sin generelle beskrivelse, gjennom det utvalg av eksempler han/hun velger for å eksemplifisere forskjellene, og gjennom sin presise bruk av fagtermer.

I en besvarelse på middels nivå plasserer eleven begge tekstene i rette sjangere og viser til noen riktige særtrekk for å underbygge plasseringen. Noen av de typiske språklige særtrekkene i hver tekst er kommentert og belyst gjennom eksempler.

I en besvarelse på lavt nivå plasserer eleven de to tekstene i riktige hovedkategorier, men har få eller ingen eksempler som sannsynliggjør plasseringen. Eleven beskriver noen språklige forskjeller mellom tekstene på generell og upresis måte, uten å gi representative eller typiske eksempler.

Nedenfor er en liste av språklige trekk som beskriver de to sjangrene. Sensorene bør ikke forvente at eleven nevner like mange språklige trekk eller litterære termer som er foreslått nedenfor. Eleven bør honoreres for forsøk på å vise til språklige elementer eller sjangertrekk, selv om terminologibruken er unøyaktig eller mangelfull.

a)
The texts differ in many ways with respect to genre. Here are some examples. Terms written in bold type belong to the terminology of literary analysis.
- *Never Let Me Go* is an excerpt from piece of **fiction**, while 'What is mobbing?' is an excerpt from a piece of **non-fiction**.
- Non-fiction refers to **reality**, to material that deals with **the real world**, to historical facts or even to things that may happen in the future
- Fiction creates a make-believe world, a fictional world with imaginary **characters, a setting, a point of view/perspective** from which the story is told and typically **a theme** and a **plot**.
- *Never Let Me Go* belongs to the sub-category of fiction called **narrative**. This term applies even to the short excerpt because we read it as a story with a **beginning**, a **building up of tension**, a **climax** and a **resolution** (when Tommy throws his tantrums, possibly also Kathy walks up to him to comfort him).
- The narrative has a 1st **person narrator** ("I") and a sequence of events that follows normal **chronology**.
- 'What is mobbing?' is best labelled an **explanatory text** within the class of non-fiction, since it tries to answer the question in the heading. The writer provides **information**, but does not **intrude** into the text at all. It is '**depersonalised**'.

- While the excerpt from *Never Let Me Go* is in simple language, involving both **dialogue (interaction)** and the narrator's own **thoughts and descriptions**, 'What is mobbing?' is written in a **learned formal style** that is **one-directional (transactional)**.

b)
The texts differ in many ways with respect to language. Here are some examples. Terms written in bold type belong to the terminology of linguistics.

- *Never Let Me Go* is written in **simple everyday language** with mostly **Germanic vocabulary** (perhaps *languorous* is the only really difficult one); 'What is mobbing?' is full of **formal, learned words of Romance** origin, e.g. *intrusive, violational, incites, adversarial, gratification, compliant, empower*.
- The fiction text has quite a few examples of **informal, phrasal verbs**, e.g. *egg on, dawn on, work him up, messed up*; the non-fiction text avoids this type of informality.
- Since it is a piece of fiction, *Never Let Me Go* is 'personal' in the sense that it refers to people by means of **1st and 2nd personal pronouns**. The other text, 'What is mobbing?' is **impersonal**; the only **personal pronoun** is *they*, which refers to *psychopathic bullies*.
- The non-fiction text is **lexically very dense**. It means that there are very many **lexical words (nouns, verbs, adjectives and adverbs)** in relation to the total number of words. This can be seen particularly in paragraphs one and three.
- Grammatically, 'What is mobbing?' has **heavy pre-modifiers**, i.e. many adjectives in front of the noun, e.g. ... *pattern of negative intrusive violational (behaviour)*, and many nouns in a row, e.g. *supporters, cohorts, copycats, ...* *Never Let Me Go* does not have this **grammatical complexity**.
- The formal style of 'What is mobbing?' also contains a fair number of **passive verb forms**, e.g. *is used, are defined, is preferred, is selected*. The passive is rare in the fiction text *Never Let Me Go*.
- The fiction text tells the story in **the past tense** (sometimes in combination with the **progressive aspect**), while 'What is mobbing?' uses the **simple present tense** all the way through to make its statements valid at all times. They are general statements.
- Another linguistic difference is the **sentence length**. In a formal explanatory text sentences tend to be longer than in a piece of fiction. That is also the case here. *Never Let Me Go* does have some long sentences, but they are not very complex grammatically and therefore not difficult to understand.

Oppgave 2

Alle elever skal besvare denne oppgaven ved å skrive en tekst på 2–3 avsnitt.

I denne oppgaven skal eleven vise sin kompetanse til å tolke en litterær tekst i samfunnsmessig perspektiv, og sin kompetanse til å drøfte aktuelle spørsmål i det internasjonale nyhetsbildet.

Det er ikke stilt bestemte krav om situasjonstilpassing av teksten. Verbet *discuss* i oppgaveteksten må ikke forstås bokstavelig slik at ulike syn nødvendigvis må settes opp mot hverandre, men snarere slik at eleven skal ha en kritisk, vurderende holdning til det han/hun legger fram.

I en besvarelse på høyt nivå vil eleven vise god forståelse av diktet, og god kjennskap til relevante forhold omkring presidentvalget i USA høsten 2008. Teksten drøfter sammenhengen

mellom diktet og valgseieren på klar og presis måte. Teksten har god struktur og tydelig budskap. Språket er korrekt og viser at eleven behersker nødvendig terminologi for å skrive om både litteratur og samfunn.

En besvarelse på middels nivå viser at eleven har forstått hovedbudskapet i diktet, og har kjennskap til de viktigste sidene ved presidentvalget i USA høsten 2008. Teksten drøfter sammenhengen mellom diktet og valgseieren på noenlunde relevant måte. Teksten kan ha noe løsere struktur, men formidler likevel budskapet på brukbar måte. Språket er ikke feilfritt, men greit forståelig.

I en besvarelse på lavt nivå kan teksten være preget av overflatisk eller mangelfull forståelse av både diktet og presidentvalget i USA høsten 2008. Teksten nevner på enkel måte sammenhengen mellom diktet og presidentvalget. Teksten kan ha svak struktur, og budskapet kan være delvis uklart. Språket er svakt, men stort sett forståelig.

Nedenfor er det noen eksempler på momenter som kan være med i drøftingen. Sensor må være åpen for andre måter både å lese diktet og å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

The poem
- The voice speaking in the poem is "we", the black people of America.
- The tone of the poem is down-to-earth and unemotional.
- Free verse, simple everyday language and straightforward diction underline this.
- In contrast, the subject-matter is very emotional.
- The metaphor "death is a slave's freedom" carries a heavy load of black history.
- A lot of feeling, history and hopes for the future are packed into one short, simple stanza.
- The poem reflects upon the epitaph on the headstone: Death is often seen as setting people free from the troubles on earth, but this is not the freedom black people seek.
- They seek a freedom where they can be assertive and make their own decisions.
- They want to create a world where Martin Luther King Jr. would not have had to die, where he could have worked for what he believed in without fear for his life.
- This is also a dream Martin Luther King Jr. himself outlined in his famous speech "I have a Dream".
- By drawing a line from Martin Luther King to Barack Obama the poem conveys a feeling of continuity: The struggle goes on and on.
- This feeling of continuity is further underlined by enjambment (sentences continuing beyond each line of the poem), and by repetition ("FREE" – "freedom" – "freedom", and the two lines beginning with "And").

The election
- One attitude that surfaced during the election campaign was that Martin Luther King's dream was left unfulfilled when he died, which is also what the poem says.
- For many black people, supporting Obama became a way of promoting Martin Luther King's dream and honouring his memory.
- Blacks and others saw it as a breakthrough when Obama won the election, proving that the USA in 2008 was open to a black person leading the nation.

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- This victory was seen by many as the fulfilment of Martin Luther King's dream.
- By the same token it was also the realisation of the freedom called for in the poem.

Oppgave 3
Eleven skal velge én av de fire langsvarsoppgavene.

Oppgave A
I denne oppgaven skal eleven gi en personkarakteristikk av hovedpersonene Kathy og Tommy, og forklare synsvinkelens betydning.

I et svar på høyt nivå viser eleven meget god innsikt i litterær analyse og gir en selvstendig og reflektert beskrivelse av hovedpersoner og synsvinkel ved å bruke relevant terminologi. Språkføringen er korrekt og presis, og det er god struktur i teksten.

I et svar på middels nivå viser eleven noe innsikt i litterær analyse og gir en enkel beskrivelse av hovedpersoner og synsvinkel ved å bruke til dels relevant terminologi. Elevens språk fungerer kommunikativt til tross for formelle svakheter. Teksten har noe løsere struktur.

I et svar på lavt nivå viser eleven lite innsikt i litterær analyse og gir en svært enkel og til dels mangelfull beskrivelse av hovedpersoner og synsvinkel. Språket fungerer delvis kommunikativt, men inneholder flere formelle svakheter. Teksten har svak struktur.

Nedenfor er det noen eksempler på momenter som kan være med i analysen. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

Character analysis
The character analysis of Kathy and Tommy might include the following features:

- the characters' physical appearance
- the characters' speech and dialogues
- the characters' thoughts and feelings
- the characters' temperament, behaviour and reactions
- the characters' attitudes, moral values and judgements
- the characters' development in the course of action

Point of view
The point of view in the novel extract is the first person narrative or the first person point of view. Using this point of view makes the text and the characters become more personal and easier to identify with. The readers are able to enter Kathy's mind and understand better how she reacts and behaves in various situations. Through her eyes we are also able to see and analyse Tommy and understand more of his behaviour.

The first person point of view is not objective, and the readers cannot entirely trust the narrator; there might be some subjective, personal bias to direct the readers' sympathies. When the narrator is involved in the story as one of the characters, he or she may be unreliable, and the author may disagree with the narrator. For example, is Tommy as worried

about his shirt as Kathy seems to suggest? The point of view can be used to develop character, too, e.g. Kathy has an intimate understanding of Tommy that helps us understand how he feels. She is also able to see him as the others do and understands why he is such an easy target for the others.

Oppgave B

I denne oppgaven skal eleven vise sin kompetanse til å produsere en tekst i novellesjangeren med klart innhold, hensiktsmessig stil, struktur og språkbruk.

Nedenfor er det noen eksempler på momenter som må til for å skrive en novelle:

- Handlingen i novellen har ofte begrenset tidsrom.
- "Hvem", "hva", "hvor", "når" blir raskt etablert.
- Det er ofte få personer involvert.
- Det er en stigende spenningskurve fra eksposisjon gjennom vendepunkt(er) til avslutning.
- Novellen har en fengende handling som inneholder en konflikt som blir løst mot slutten.
- Handlingen i novellen retter oppmerksomheten mot en sentral hendelse.
- Hovedpersonen gjennomgår en forandring, som innebærer økt innsikt i konflikten.

I en besvarelse på høyt nivå skriver eleven en novelle som har flere av novellens typiske sjangertrekk. I novellen utvikles forholdet mellom de to personene Kathy og Tommy på troverdig måte. Eleven viser grundig innsikt i og forståelse av sjangeren. Språkføringen er svært godt sjangertilpasset og korrekt, og det er hensiktsmessig struktur i novellen.

I en besvarelse på middels nivå skriver eleven en novelle som har noen av novellens typiske sjangertrekk. Eleven viser noe innsikt i og forståelse av sjangeren. I novellen beskrives forholdet mellom de to personene Kathy og Tommy på noenlunde troverdig måte. Språkføringen er til dels sjangertilpasset. Elevens språk fungerer kommunikativt til tross for noen formelle svakheter. Novellen kan ha noen strukturelle svakheter.

I en besvarelse på lavt nivå skriver eleven en tekst/fortelling som har få eller ingen av novellens typiske sjangertrekk. Eleven viser lite eller manglende innsikt i og forståelse av sjangeren. Teksten inneholder lite beskrivelse av forholdet mellom de to personene Kathy og Tommy. Språkføringen er lite sjangertilpasset. Elevens språk er enkelt og preges ofte av mange formelle svakheter. Teksten har svak struktur.

Oppgave C

I denne oppgaven skal eleven vise sin kompetanse til å tolke en tekst fra en bestemt litteraturhistorisk epoke.

Nedenfor er det noen eksempler på momenter som kan være med i analysen. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

Feature	Effect
type of poetry: pastoral ballad	poetic narrative set in the countryside; typically idyllic
regular meter: iambic tetrameter for most parts of the poem	The combination of the regular meter and rhyme creates a rhythmic and melodious effect; this contributes to the feeling of harmony which is in rapport with nature itself where the individual elements are in balance with each other.
rhyme pattern: four stanzas consisting of eight lines with the following pattern: stanzas 2 and 3 contain cross rhyme abab and two rhyming couplets ccdd; stanzas 1 and 4, lines 1 and 3, do not rhyme as they do in stanzas 2 and 3	
diction: rural vernacular, ordinary speech mixed with traditional poetic diction and sophisticated language	Emphasises the contrast between the poet (educated) and the peasant girl (uneducated).
repetition: the ideas are dwelled and elaborated upon instead of bringing in constantly new elements	The slow pace creates a soothing and calm effect which again reflects nature.

Typical features of the Romantic Period:

- The praise and idealisation of *Nature* is the main feature of the poem and the period.

- *Solitude* and *isolation* are idealised as they are looked upon as necessary elements for coming in contact with *the world spirit* which is often found in *the unspoilt countryside* where *peasants* work on *the soil*, which can be said to represent Mother Earth.

- In this poem "*the Highland Lass*" is working alone in the fields harvesting grain.

- The use of *dialect* or *regional language varieties* is another form of idealising *simple, unsophisticated, rural people* whom education and industrialisation have not spoiled.

- Women were often believed to be virtuous and pure, a life-giving force.

- The melancholy, faint and beautiful singing is a manifestation of the world spirit, the very essence of life itself.

- The mention of natural elements, like the mysterious song birds nightingale and cuckoo, further emphasises the innocence and virtue of rural life.

- Longing for far-away places and bygone times is yet another element of the Romantic Period; it adds to the mystery and appeals to the readers' imagination.

- The singing and music generally have a powerful, long-lasting emotional effect on the passer-by.

I en besvarelse på høyt nivå skriver eleven en diktanalyse som viser god innsikt og avspeiler både form og innhold. Eleven drøfter flere trekk ved diktet som er typiske for romantikken. Språkføringen er korrekt og presis, og det er god struktur i teksten.

En besvarelse på middels nivå består mer av beskrivelse og parafrase enn analyse. Eleven viser noe innsikt, og besvarelsen har med enkelte form- og innholdselementer og noen trekk ved diktet som er typiske for romantikken. Elevens språk fungerer kommunikativt til tross for noen formelle svakheter. Teksten har noe løsere struktur.

En besvarelse på lavt nivå er enkel og beskrivende. Generelt sett er elevens innsikt overflatisk eller mangelfull. Svært få eller ingen form- og innholdselementer eller trekk ved diktet som er typiske for romantikken, er nevnt. Språkføringen er enkel og preges ofte av mange formelle svakheter. Besvarelsen har svak struktur.

Oppgave D

I denne oppgaven skal eleven vise sin kompetanse til å analysere og vurdere en film eller/og å tolke en litterær tekst.

Svaret på oppgaven vil være todelt. Eleven skal analysere og sammenligne romanutdraget (Vedlegg 1) og et annet litterært verk eller en film han/hun har studert.

I en besvarelse på høyt nivå viser eleven god forståelse av både romanutdraget og det selvvalgte litterære verket eller filmen. Eleven sammenligner de to tekstene eller utdraget med en film på innsiktsfull måte og får godt fram hvordan hver tekst/film belyser emnet *plaging* (*cruelty*). Momentene er velbegrunnet gjennom eksempler. Teksten har god struktur og tydelig budskap. Språket er korrekt og viser at eleven behersker nødvendig terminologi for å skrive om litteratur/film.

I en besvarelse på middels nivå viser eleven forståelse av romanutdraget og det selvvalgte litterære verket eller filmen. Besvarelsen består mer av beskrivelse enn sammenligning, eller sammenligningen er mindre relevant, delvis mangelfull eller feilaktig. Sammenligningen av de to tekstene eller utdraget med filmen får i noen grad fram hvordan hver av dem belyser emnet *plaging* (*cruelty*). Momentene er delvis begrunnet med enkle eksempler. Teksten kan ha noe løsere struktur, men formidler likevel budskapet på brukbar måte. Språket er ikke feilfritt, men greit forståelig.

I en besvarelse på lavt nivå kan teksten være preget av overflatisk eller mangelfull forståelse av romanutdraget og det selvvalgte litterære verket eller filmen. Sammenligningen av de to tekstene eller utdraget med filmen kan mangle helt eller være svært enkel. Eleven får likevel på enkel måte fram hvordan de behandler emnet *plaging* (*cruelty*). Teksten kan ha svak struktur, og budskapet kan delvis være uklart. Språket har mange svakheter, men er stort sett forståelig.

Nedenfor er det noen eksempler på momenter som kan være med i besvarelsen. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

Some of the literary terminology that *might* be used includes:

- point of view
- perspective
- setting
- structure
- theme
- figurative language/imagery: metaphors and similes
- symbols
- characterisation (real/caricature/development/round/flat, how we learn about them)
- description
- language (formal/informal)
- use of dialogue
- tone

If a film is used, the candidate *might* also mention features special to this medium in his or her answer (lighting, editing, camera angle, sound etc.).

Points to be considered/discussed

The extract is about bullying (cruelty in human relationships) of one of the pupils as told from the point of view of Kathy, a character in the extract. She has what might be described as an ambivalent attitude to how Tommy is treated.

The following questions should be touched upon:

- What is the effect of having this type of narrator?
- What thoughts run through her mind as she witnesses what is about to happen?
- Does it matter that she already knows exactly how Tommy will react?
- Why do the pupils do this to Tommy?
- Ultimately what does the reader feel at the end of the extract (personal response)?
- What does the author want us to think? How does the reader view bullying after reading this text?

A similar approach should be taken to the other text/the film used for comparison. The point of any comparison should then be to draw conclusions about what we learn from both texts (theme, intention of the writer).

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Skole					Eks. nr.
Vurderingskriterier	**Kompetansenivå**				**Kommentar**
	6-5	4-3	2	1	

Oppgave 1
• Sjangerforståelse
  • "Fiction"
  • "Non-fiction"
• Språkforskjeller
• Terminologi
• Språket i besvarelsen
• Strukturen i besvarelsen					

Oppgave 2 • Diktforståelse • Samfunnsforståelse • Drøfting av sammenheng • Språket i besvarelsen • Strukturen i besvarelsen					
Oppgave 3 Generelt					
Momenter til vurdering	Språk Variert/presist/nyansert ordforråd Korrekt og variert setningsoppbygning Korrekt rettskriving og ordbøyning Kommunikativt språk					
	Innhold Fullstendig svar på oppgaven Relevant og presist Klart og logisk Moden/reflektert framstilling Selvstendig Originalt/kreativt Riktig kildebruk					
	Struktur Logisk oppbygning/disposisjon God sammenheng/flyt God framdrift uten gjentagelser God og variert tekstbinding Tilpasset situasjon og mottaker Rett sjanger/teksttype					
Karakter	**Samlet vurdering av besvarelsen**				

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Generell vurderingsrettleiing, SPR3012 Engelskspråkleg litteratur og kultur

Nivå	Språkleg innsikt/refleksjonsevne	Skriftleg kommunikasjon	Kultur, samfunn og litteratur
5 og 6	*Eleven kan* • drøfte tilhøvet mellom form, innhald og stil i tekstar • beherske relevant terminologi for analyse av litterære tekstar, film og andre kulturuttrykk • drøfte språklege særpreg i ulike teksttypar • vurdere eiga språklæring i høve til oppstilte mål	*Eleven kan* • kommunisere presist og nyansert om litteratur og kultur • oppsummere, kommentere og drøfte språkleg krevjande tekstar med allment, fagleg og litterært innhald • skrive eigne tekstar innanfor ulike sjangrar med tydeleg formål, god struktur i eit situasjonstilpassa og korrekt språk	*Eleven kan* • tolke og analysere tekstar, film og andre kunstnarlege uttrykksformer innan engelskspråkleg kultur, og setje dei inn i eit kulturhistorisk og samfunnsmessig perspektiv • gjere greie for og drøfte USA og Storbritannia sin kulturelle posisjon i verda i dag og drøfte aktuelle spørsmål i det internasjonale kultur- og nyhendebiletet • presentere eit fordjupingsarbeid og vurdere prosessen
3 og 4	*Eleven kan* • i store trekk gjere greie for tilhøvet mellom form, innhald og stil i tekstar • til ein viss grad bruke relevant terminologi for analyse av litterære tekstar, film og andre kulturuttrykk • til ein viss grad gjere greie for språklege særpreg i ulike teksttypar • til ein viss grad vurdere eiga språklæring i høve til oppstilte mål	*Eleven kan* • kommunisere med noko variasjon i eigen språkbruk om litteratur og kultur • til ein viss grad oppsummere, kommentere og drøfte språkleg krevjande tekstar med allment, fagleg og litterært innhald • skrive eigne tekstar innanfor ulike sjangrar med relevant innhald og rimeleg god struktur i eit språk som til ein viss grad er situasjonstilpassa og korrekt	*Eleven kan* • til ein viss grad tolke og analysere tekstar, film og andre kunstnarlege uttrykksformer innan engelskspråkleg kultur og setje dei inn i eit kulturhistorisk og samfunnsmessig perspektiv • til ein viss grad gjere greie for og drøfte USA og Storbritannia sin kulturelle posisjon i verda i dag og drøfte aktuelle spørsmål i det internasjonale kultur- og nyhendebiletet • presentere eit fordjupingsarbeid og til ein viss grad vurdere prosessen
2	*Eleven kan* • på ein enkel måte gjere greie for tilhøvet mellom form, innhald og stil i tekstar • på ein enkel måte bruke relevant terminologi for analyse av litterære tekstar, film og andre kulturuttrykk • på ein enkel måte gjere greie for språklege særpreg i ulike teksttypar • på ein enkel måte vurdere eiga språklæring i høve til oppstilte mål	*Eleven kan* • på ein enkel måte kommunisere om litteratur og kultur • på ein enkel måte oppsummere, kommentere og drøfte språkleg krevjande tekstar med allment, fagleg og litterært innhald • skrive eigne tekstar innanfor ulike sjangrar med enkel struktur i eit enkelt språk	*Eleven kan* • på ein enkel måte tolke og analysere tekstar, film og andre kunstnarlege uttrykksformer innan engelskspråklig kultur, og setje dei inn i eit kulturhistorisk og samfunnsmessig perspektiv • på ein enkel måte gjere greie for USA og Storbritannia sin kulturelle posisjon i verda i dag og drøfte aktuelle spørsmål i det internasjonale kultur- og nyhendebiletet • på ein enkel måte presentere eit fordjupingsarbeid og vurdere prosessen
1		Eleven har svært låg kompetanse i faget.	

Appendix 4: English Social Studies Exam, VG3 level, 22.05.2009

Utdanningsdirektoratet

Eksamen

22.05.2009

SPR3010 Samfunnsfagleg engelsk /
Samfunnsfaglig engelsk
Elevar/Elever, Privatistar/Privatister

Nynorsk/Bokmål

Nynorsk

Eksamensinformasjon

Eksamenstid:	5 timar
Hjelpemiddel:	Alle hjelpemiddel er tillatne. Unntak er Internett og andre verktøy som tillet kommunikasjon. For norsk, samisk, finsk som 2. språk og framandspråka er heller ikkje omsetjingsprogram tillatne.
Bruk av kjelder:	Alle kjelder som blir nytta til eksamen, skal førast opp på ein slik måte at lesaren kan finne fram til kjelda. Du må føre opp forfattar og heile tittelen både på lærebøker og annan litteratur. Dersom du har med deg utskrift eller sitat frå nettsider, skal heile adressa og dato for nedlastinga førast opp. Det er til dømes ikkje tilstrekkeleg med www.wikipedia.no
Vedlegg:	1 "An Open Letter to Barack Obama" 2 "Some ethnic groups in the UK"
Informasjon om vurderinga:	På eksamensdagen må du skrive ein sjølvstendig tekst som er eit relevant svar på den valde oppgåva. Godt språk, logisk struktur og sjølvstendig bruk av kjelder blir også vektlagde i vurderinga. Oppgåvesettet har tre hovuddelar: oppgåve 1, oppgåve 2 og oppgåve 3. Du skal svare på alle tre delane. I oppgåve 1 skal du svare på tre av fem spørsmål. I oppgåve 3 skal du svare på éi oppgåve, 3a, 3b, 3c eller 3d. Eit godt svar på oppgåve 1 viser at du forstår og kan oppsummere tekstar med samfunnsfagleg perspektiv, analysere språklege verkemiddel og vurdere verknaden av dei. Eit godt svar på oppgåve 2 viser at du kan tolke ein litterær tekst i samfunnsmessig perspektiv, og at du kan drøfte aktuelle spørsmål i det internasjonale nyheitsbiletet. Alle deloppgåvene i oppgåve 3 måler kompetansen i å skrive tekstar med god struktur og samanheng om allmenne, faglege eller litterære emne. Eit godt svar på oppgåve 3a viser at du kan drøfte spørsmål som er knytte til sosiale og økonomiske forhold i USA og drøfte korleis sentrale historiske prosessar har påverka utviklinga av det amerikanske samfunnet. Eit godt svar på oppgåve 3b viser at du kan drøfte politiske forhold og system i USA og drøfte aktuelle debattema som er knytte til amerikansk politikk og samfunn. Eit godt svar på oppgåve 3c viser at du kan drøfte politiske forhold og system i

	Storbritannia. Eit godt svar på oppgåve 3d viser at du kan bruke informasjon basert på talmateriale og statistikk som utgangspunkt for kommunikasjon om samfunnsfaglege emne, og drøfte korleis sentrale historiske hendingar og prosessar har påverka utviklinga av det britiske samfunnet.

Kjelder:	1 Oppgåve 1: Vedlegg 1:
	     Walker A. 2008. "An Open Letter to Barack Obama". www.theroot.com
	     (12.12.2008).
	
	2 Oppgåve 2:
	     Giovanni, N. 1968. "The Funeral of Martin Luther King Jr.".
	     Black Feeling, Black Talk, Black Judgement. New York: W. Morrow & Co.
	
	3 Oppgåve 3a: "Meet Naomi Klein".
	     http://www.naomiklein.org/articles/2006/08/pay-be-saved-future-
	     disaster-response.
	
	4 Oppgåve 3b: BBC News Online.
	     http://news.bbc.co.uk/2/shared/vote2005/flash_map/html/map05.stm
	     (12.12.2008).
	
	5 Oppgåve 3c: Vedlegg 2:
	     Office for National Statistics. http://www.statistics.gov.uk/statbase/
	     (11.12.2008)
	     http://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom,
	     (11.12.2008).

Bokmål

Eksamensinformasjon

Eksamenstid:	5 timer
Hjelpemidler:	Alle hjelpemidler er tillatt. Unntak er Internett og andre verktøy som tillater kommunikasjon. For norsk, samisk, finsk som 2. språk og fremmedspråkene er heller ikke oversettelsesprogrammer tillatt For matematikk, fysikk, kjemi og biologi er bare skrivesaker, passer, linjal med centimetermål og vinkelmåler tillate på del en. På del en kan heller ikke datamaskin brukes. For del to se over. *(Stryk det som ikke passer)*
Bruk av kilder:	Alle kilder som blir brukt til eksamen skal oppgis på en slik måte at leseren kan finne fram til kilden. Du må oppgi forfatter og hele tittelen både på lærebøker og annen litteratur. Dersom du har med deg utskrift eller sitat fra nettsider, skal hele adressen og nedlastingsdato oppgis. Det er f. eks. ikke tilstrekkelig med www.wikipedia.no.
Vedlegg:	1 "An Open Letter to Barack Obama" 2 "Some ethnic groups in the UK"
Informasjon om vurderingen	På eksamensdagen må du skrive en selvstendig tekst som er et relevant svar på den valgte oppgaven. Godt språk, logisk struktur og selvstendig brukt av kilder blir også vektlagt i vurderingen. Oppgavesettet har tre hoveddeler: oppgave 1, oppgave 2 og oppgave 3. Du skal svare på alle tre delene. I oppgave 1 skal du svare på tre av fem spørsmål. I oppgave 3 skal du svare på én oppgave, 3a, 3b, 3c eller 3d. Et godt svar på oppgave 1 viser at du forstår og kan oppsummere tekster med samfunnsfaglig perspektiv, analysere språklige virkemidler og vurdere virkningen av dem. Et godt svar på oppgave 2 viser at du kan tolke en litterær tekst i samfunnsmessig perspektiv, og at du kan drøfte aktuelle spørsmål i det internasjonale nyhetsbildet. Alle deloppgavene i oppgave 3 måler kompetansen i å skrive tekster med god struktur og sammenheng om allmenne, faglige eller litterære emner. Et godt svar på oppgave 3a viser at du kan drøfte spørsmål knyttet til sosiale og økonomiske forhold i USA og drøfte hvordan sentrale historiske prosesser har påvirket utviklingen av det amerikanske samfunnet. Et godt svar på oppgave 3b viser at du kan drøfte politiske forhold og system i USA og drøfte aktuelle debattema knyttet til amerikansk politikk og samfunn.

	Et godt svar på oppgave 3c viser at du kan drøfte politiske forhold og system i Storbritannia. Et godt svar på oppgave 3d viser at du kan bruke informasjon basert på tallmateriale og statistikk som utgangspunkt for kommunikasjon om samfunnsfaglige emner, og drøfte hvordan sentrale historiske hendelser og prosesser har påvirket utviklingen av det britiske samfunnet.

Kilder:	1 Oppgave 1: Vedlegg 1:
	    Walker A. 2008. "An Open Letter to Barack Obama". www.theroot.com
	    (12.12.2008).
	
	2 Oppgave 2:
	    Giovanni, N. 1968. "The Funeral of Martin Luther King Jr.".
	    Black Feeling, Black Talk, Black Judgement. New York: W. Morrow & Co.
	
	3 Oppgave 3a: "Meet Naomi Klein".
	    http://www.naomiklein.org/articles/2006/08/pay-be-saved-future-
	    disaster-response.
	
	4 Oppgave 3b: BBC News Online.
	    http://news.bbc.co.uk/2/shared/vote2005/flash_map/html/map05.stm
	    (12.12.2008.
	
	5 Oppgave 3c: Vedlegg 2:
	    Office for National Statistics. http://www.statistics.gov.uk/statbase/
	    (11.12.2008)
	    http://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom,
	    (11.12.2008).

Oppgåve 1 / Oppgave 1

Choose **three** of the five tasks below.

a)
Read through the five paragraphs of "An Open Letter to Barack Obama" in "Vedlegg 1" and select a suitable heading for each of the five paragraphs. Choose from the list of six headings below. One heading does not fit.

Write each heading and the number of the paragraph that it matches on your answer sheet.

The importance of retaining a sound soul

The burden of expectations

The danger of fear

The importance of personal happiness

The awakening

The significance of the presidency

b)
Why does Alice Walker address Barack Obama as 'Brother'?

c)
Explain the last line of the text: 'We are the ones we have been waiting for'.

d)
Select two metaphorical expressions from the first paragraph and explain their meanings by paraphrasing them.

e)
Compare versions i) and ii) below. What is lost in version ii)?

i)
I would advise you to remember that you did not create the disaster that the world is experiencing, and you alone are not responsible for bringing the world back to balance. A primary responsibility that you do have, however, is to cultivate happiness in your own life.

ii)
I would advise you to remember that you did not create the disaster that the world is experiencing, and you alone are not responsible for bringing the world back to balance. You have a primary responsibility to cultivate happiness in your own life.

Oppgåve 2 / Oppgave 2

Write two or three paragraphs in which you discuss how the poem "The Funeral of Martin Luther King, Jr." below expresses some of the feelings evoked by the election of Barack Obama as US President in 2008.

The Funeral of Martin Luther King, Jr.

His headstone said
FREE AT LAST, FREE AT LAST
But death is a slave's freedom
We seek the freedom of free men
And the construction of a world
Where Martin Luther King could have lived
And preached non-violence.

The poem was written by the female American poet Nikki Giovanni in 1968.

Oppgåve 3 / Oppgave 3

Choose **one** of the alternatives a), b), c) **or** d) below.

a)

One year after Hurricane Katrina journalist Naomi Klein wrote:

'One year ago, New Orleans's working-class and poor citizens were stranded on their rooftops waiting for help that never came, while those who could pay their way escaped to safety. The country's political leaders claim it was all some terrible mistake, a breakdown in communication that is being fixed. Their solution is to go even further down the catastrophic road of "private-sector solutions."

Unless a radical change of course is demanded, New Orleans will prove to be a glimpse of a dystopian[1] future, a future of disaster apartheid in which the wealthy are saved and everyone else is left behind.'

Using the statement above as your point of departure and your knowledge of American society, politics and history, discuss the background for the development Naomi Klein describes and the direction in which you believe American society is headed.

1) dystopian: dire; grim

b)

"Change" was the main slogan of Barack Obama's successful campaign for president. The presidential election meant a change from a Republican to a Democratic administration.
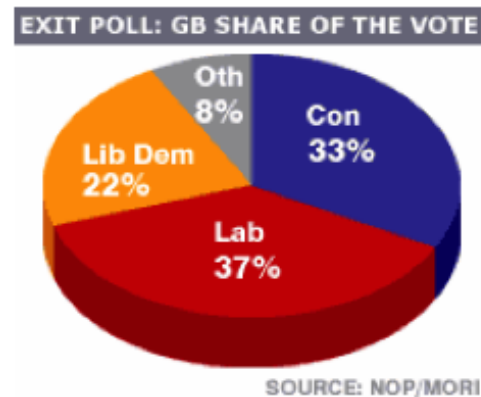
Taking as your point of departure the differences between the Republican and the Democratic parties and the eight years of the Bush administration, discuss what changes have taken place and what changes may be expected to take place in American politics.

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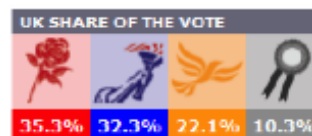
c)

Democracy in Britain has evolved gradually from the signing of the Magna Carta in 1215 to today's democratic parliamentary system. The electoral system, however, has sometimes been criticised for not being completely democratic.

Study the graphs below and write an essay in which you explain what they show about the British electoral system and discuss advantages and disadvantages of such a system.

UK SCOREBOARD

PARTY	SEATS
LAB	356
CON	198
LD	62
OTH	30

distribution of seats in the House of Commons

EXIT POLL: GB SHARE OF THE VOTE

Oth 8%
Con 33%
Lib Dem 22%
Lab 37%

SOURCE: NOP/MORI

UK SHARE OF THE VOTE
35.3% 32.3% 22.1% 10.3%

http://news.bbc.co.uk/2/shared/vote2005/flash_map/html/map05.stm

d)

Like most other European nations Britain has a population of mixed ethnic and national origin. Some of the largest ethnic minority groups come from countries very far away from Britain.

Write an essay in which you use British history – in particular the history of the British Empire and the history of British immigration – as a basis for explaining the present ethnic makeup of Britain's population.

What ethnic and cultural changes do you think may be expected in Britain over the next 50 years?

Use the information in "Vedlegg 2" as you see fit.

SPR3010 – V09 – VEDLEGG 1

An Open Letter to Barack Obama

Dear Brother Obama,   Nov. 5, 2008

You have no idea, really, of how profound this moment is for us. Us being the black people of the Southern United States. You think you know, because you are thoughtful, and you have studied our history. But seeing you deliver the torch so many others before you carried, year after year, decade after decade, century after century, only to be struck down before igniting the flame of justice and of law, is almost more than the heart can bear. And yet, this observation is not intended to burden you, for you are of a different time, and, indeed, because of all the relay runners before you, North America is a different place. It is really only to say: Well done. We knew, through all the generations, that you were with us, in us, the best of the spirit of Africa and of the Americas. Knowing this, that you would actually appear, someday, was part of our strength. Seeing you take your rightful place, based solely on your wisdom, stamina and character, is a balm for the weary warriors of hope, previously only sung about.

I would advise you to remember that you did not create the disaster that the world is experiencing, and you alone are not responsible for bringing the world back to balance. A primary responsibility that you do have, however, is to cultivate happiness in your own life. To make a schedule that permits sufficient time of rest and play with your gorgeous wife and lovely daughters. And so on. One gathers that your family is large. We are used to seeing men in the White House soon become juiceless and as white-haired as the building; we notice their wives and children looking strained and stressed. They soon have smiles so lacking in joy that they remind us of scissors. This is no way to lead. Nor does your family deserve this fate. One way of thinking about all this is: It is so bad now that there is no excuse not to relax. From your happy, relaxed state, you can model real success, which is all that so many people in the world really want. They may buy endless cars and houses and furs and gobble up all the attention and space they can manage, or barely manage, but this is because it is not yet clear to them that success is truly an inside job. That it is within the reach of almost everyone.

I would further advise you not to take on other people's enemies. Most damage that others do to us is out of fear, humiliation and pain. Those feelings occur in all of us, not just in those of us who profess a certain religious or racial devotion. We must learn actually not to have enemies, but only confused adversaries who are ourselves in disguise. It is understood by all that you are commander in chief of the United States and are sworn to protect our beloved country; this we understand, completely. However, as my mother used to say, quoting a Bible with which I often fought, "hate the sin, but love the sinner." There must be no more crushing of whole communities, no more torture, no more dehumanizing as a means of ruling a people's spirit. This has already happened to people of color, poor people, women, children. We see where this leads, where it has led.

A good model of how to "work with the enemy" internally is presented by the Dalai Lama, in his endless caretaking of his soul as he confronts the Chinese government that invaded Tibet. Because, finally, it is the soul that must be preserved, if one is to remain a credible leader. All else might be lost; but when the soul dies, the connection to earth, to peoples, to animals, to rivers, to mountain ranges, purple and majestic, also dies. And your smile, with which we watch you do gracious battle with unjust characterizations, distortions and lies, is that expression of healthy self-worth, spirit and soul, that, kept happy and free and relaxed, can find an answering smile in all of us, lighting our way, and brightening the world.

We are the ones we have been waiting for.

In Peace and Joy,
Alice Walker

© 2008, Alice Walker

SPR3010 – V09 – VEDLEGG 2

Some ethnic groups in the UK
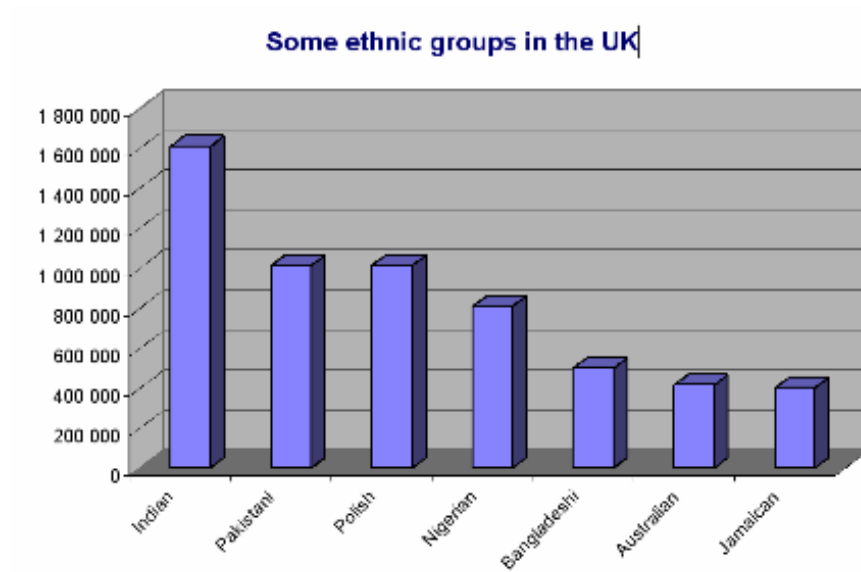
Sources: **Office for National Statistics** at http://www.statistics.gov.uk/statbase/ and **Wikipedia** at http://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom, both accessed 11 December 2008.

Note 1: The chart is, as far as possible, based on the 2001 census.

Note 2: Persons of Irish descent, estimated at 14,000,000, are not included in the chart.

Note 3: British immigration data are uncertain. For example, the Foreign and Commonwealth Office states that there are between 800,000 and 3 million people of Nigerian descent in the United Kingdom. For Jamaicans there is no undisputed figure available, according to Wikipedia.

Appendix 5: English Social Studies Exam's Answer Guideline, VG3 level,

22.05.2009

Sensorveiledning

22.05.2009

SPR3010 Samfunnsfaglig engelsk

Elever/Elevar, Privatistar/Privatister

Bokmål

Oppgave 1

I denne oppgaven skal eleven vise sin kompetanse til å forstå og oppsummere tekster med samfunnsfaglig perspektiv og til å analysere språklige virkemidler og vurdere virkningen av dem.

Eleven besvarer tre av de fem spørsmålene.

Nedenfor er det forslag til riktige og relevante svar. Sensorene bør ikke forvente at eleven nevner like mange språklige trekk som er foreslått nedenfor. Eleven bør honoreres for forsøk på å vise til språklige elementer, selv om terminologibruken er unøyaktig eller mangelfull.

a
The numbered order of the headings is:

1 The burden of expectations
2 The importance of personal happiness
3 The danger of fear
4 The importance of retaining a sound soul
5 The awakening

"The significance of the presidency" is the heading that does not fit.

b
The term evokes a sense of belonging together or standing together in the face of oppression and injustice. The term 'brother' (and 'sister') is not uncommon among Afro-American in the US to address members of their own ethnic group even though they have no close family relations.

c
Alice Walker probably uses this puzzling sentence to intrigue readers, but also to say that black people will have to recognise that they themselves hold the key to their own progress. It also states that their time has arrived. This underlines the historical significance of this event.

d
Here are some metaphors with suggested paraphrases:

....deliver the torch...   = pass on a symbol of inspiration, and the
                                                obligation that goes with it, from one
                                                generation to another

... igniting the flame of justice and of law... = set the principle of law and justice to work

...more than a heart can bear...   = more than we could have hoped for/
                                                made us extremely happy

...all the relay runners before you...   = all black people before you who persisted in

their struggle, and passed on the hope and
obligation

...is a balm for the weary warriors of hope... = something with a soothing effect for all the
tired people who have fought to keep their
hope alive

e

Three different features of the first version emphasise the contrast between what Obama
is responsible for and what he is not responsible for:

- the fronting of "A primary responsibility that you ..."
- the emphatic use of "do"
- the explicit contrast expressed in "however"

These features are lost in version ii).

Oppgave 2

Alle elever skal besvare denne oppgaven ved å skrive en tekst på 2–3 avsnitt.

Eleven skal vise sin kompetanse i å tolke en litterær tekst i samfunnsmessig perspektiv
og sin kompetanse i å drøfte aktuelle spørsmål i det internasjonale nyhetsbildet.

Det er ikke stilt bestemte krav om situasjonstilpassing av teksten. Verbet *discuss* i
oppgaveteksten må ikke forstås slik at ulike syn nødvendigvis må settes opp mot
hverandre, men snarere slik at eleven skal ha en kritisk, vurderende holdning til det
han/hun legger fram.

I en besvarelse på høyt nivå vil eleven vise god forståelse av diktet og god kjennskap til
relevante forhold omkring presidentvalget i USA høsten 2008. Teksten drøfter
sammenhengen mellom diktet og valgseieren på en klar og presis måte. Teksten har god
struktur og tydelig budskap. Språket er korrekt og viser at eleven behersker nødvendig
terminologi for å skrive om både litteratur og samfunn.

En besvarelse på middels nivå viser at eleven har forstått hovedbudskapet i diktet og har
kjennskap til de viktigste sidene ved presidentvalget i USA høsten 2008. Teksten drøfter
sammenhengen mellom diktet og valgseieren på en noenlunde relevant måte. Teksten
kan ha noe løsere struktur, men formidler likevel budskapet på en brukbar måte. Språket
er ikke feilfritt, men greit forståelig.

I en besvarelse på lavt nivå kan teksten være preget av overflatisk eller mangelfull
forståelse av både diktet og presidentvalget i USA høsten 2008. Teksten nevner på en
enkel måte sammenhengen mellom diktet og presidentvalget. Teksten kan ha svak
struktur, og budskapet kan være delvis uklart. Språket har mange formelle svakheter,
men er stort sett forståelig.

Nedenfor er det noen eksempler på momenter som kan være med i drøftingen. Sensor må være åpen for andre måter både å lese diktet og å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

The poem

- The poem reflects upon the epitaph on the headstone: Death is often seen as setting people free from the troubles on earth, but this is not the freedom black people seek.

- They seek a freedom where they can be assertive and make their own decisions.

- They want to create a world where Martin Luther King Jr. would not have had to die and where he could have worked for what he believed in without fear for his life.

- This is also a dream Martin Luther King Jr. himself outlined in his famous speech "I have a Dream".

The election

- One attitude that surfaced during the election campaign was that Martin Luther King's dream was left unfulfilled when he died, which is also what the poem says.

- For many black people, supporting Obama became a way of promoting Martin Luther King's dream and honouring his memory.

- Blacks and others saw it as a breakthrough when Obama won the election, proving that the USA in 2008 was open to a black person leading the nation.

- This victory was seen by many as the fulfilment of Martin Luther King's dream.

- By the same token it was also the realisation of the freedom called for in the poem.

Oppgave 3
Eleven skal velge én av de fire langsvarsoppgavene.

Oppgave A
I denne oppgaven skal eleven vise sin kompetanse til å drøfte spørsmål knyttet til sosiale og økonomiske forhold i USA og til å drøfte hvordan sentrale historiske prosesser har påvirket utviklingen av det amerikanske samfunnet.

I en besvarelse på høyt nivå viser eleven god forståelse både av hendelsene rundt "Hurricane Katrina", utviklingen i forholdet mellom rike og fattige, svarte og hvite og av de grunnleggende verdiene i det amerikanske samfunnet. Eleven får godt fram hvordan USA er splittet i to når det gjelder disse verdiene. Påstander og synspunkter i besvarelsen er godt begrunnet gjennom relevante eksempler. Teksten har god struktur og tydelig budskap. Språket er korrekt og viser at eleven kan kommunisere godt om et samfunnsfaglig emne.

I en besvarelse på middels nivå viser eleven en viss forståelse både av hendelsene rundt "Hurricane Katrina", utviklingen i forholdet mellom rike og fattige, svarte og hvite og av de

grunnleggende verdiene i det amerikanske samfunnet. Eleven får til en viss grad fram hvordan USA er splittet i to når det gjelder disse verdiene. Teksten kan ha noe løsere struktur, men formidler likevel budskapet på brukbar måte. Språket er ikke feilfritt, men greit forståelig.

En besvarelse på lavt nivå vil være preget av mangelfull eller overflatisk forståelse av hendelsene rundt "Hurricane Katrina" og utviklingen i forholdet mellom ulike grupper i USA. Eleven kjenner litt til de grunnleggende verdiene i det amerikanske samfunnet, men får i liten grad fram hvordan USA er splittet i to når det gjelder disse verdiene. Teksten kan ha svak struktur, og budskapet kan delvis være uklart. Språket er svakt, men stort sett forståelig.

Nedenfor er det noen eksempler på momenter som kan være med i drøftingen. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

- the American belief in the power and the responsibility of the individual
- the social problem of equality between black and white
- the American belief in self-reliance
- the belief in the American Dream
- rags to riches and the belief in self-improvement
- the belief in "small government"
- 2008 financial crisis/the accumulating problems from the legacy of Reagan economics
- the spirit of Roosevelt's New Deal compared to what happened in 2008/2009 (financial crisis)
- the effect of the frontier mentality: always looking west, to improvement and to individual freedom, opportunity and prosperity
- the belief in private enterprise taking responsibility for typical public tasks
- one man's American Dream is another's nightmare
- belief in voluntary work as opposed to government intervention
- the belief in pure capitalism as preached by Milton Freidman

Oppgave B

I denne oppgaven skal eleven vise sin kompetanse til å drøfte politiske forhold og system i USA og drøfte aktuelle debattema knyttet til amerikansk politikk og samfunn.

I en besvarelse på høyt nivå drøfter eleven flere forandringer som har skjedd, og som vi kan forvente med Obama som president. Eleven viser god kompetanse til å drøfte forandringene på moden og selvstendig måte. Eleven viser også grundig innsikt i og forståelse av forskjellene mellom de to sentrale politiske partiene i USA og i politikk gjennom åtte år. Språkføringen er korrekt og presis, og det er god struktur i teksten.

I en besvarelse på middels nivå drøfter eleven noen forandringer som har skjedd, og som vi kan forvente. Eleven viser en viss kompetanse til å drøfte forandringene. Eleven viser også noe forståelse av forskjellene mellom de to sentrale politiske partiene i USA og i Bushadministrasjonens politikk gjennom åtte år. Språket er ikke feilfritt, men forståelig. Teksten kan ha noe løsere struktur, men fungerer kommunikativt.

En besvarelse på lavt nivå er enkel og beskrivende. Generelt sett er elevens innsikt overflatisk eller mangelfull. Svært få forskjeller mellom de to sentrale politiske partiene i USA og i Bushadministrasjonens politikk gjennom åtte år er nevnt. Språkføringen er enkel og preges ofte av mange formelle svakheter. Besvarelsen har svak struktur.

Nedenfor er det eksempler på mulige forandringer som eleven kan drøfte. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

- more active government
- return of economic control institutions
- revival of the American Dream/hope/optimism
- welfare reforms/universal health care/social responsibility
- environmental commitment
- international cooperation
- withdrawal of American forces from international engagement
- reversal of the trend towards private education
- improvement of public school standards
- curtailment of greed capitalism
- improvement of race relations/real equality for blacks
- return to the spirit of Roosevelt's New Deal?
- return to liberal values
- rejection of unfettered capitalism

Oppgave C

I denne oppgaven skal eleven redegjøre for valgsystemet til Underhuset i Storbritannia ved å ta utgangspunkt i tallmaterialet om fordeling av plasser i forhold til velgernes stemmeavgivning og å drøfte fordeler og ulemper ved det britiske valgsystemet.

I en besvarelse på høyt nivå vil eleven redegjøre for valgsystemet til Underhuset på god og innsiktsfull måte. Eleven vil få fram det essensielle ved å ha et valgsystem basert på énmannsvalgkretser. Valgresultatet vist i grafene vil bli grundig analysert, og eleven vil drøfte både fordeler og ulemper ved et slikt system. Argumentasjonen vil bli underbygd gjennom relevante eksempler. Teksten fyller kravene til et essay, har god struktur og tydelig budskap. Språket er korrekt og viser at eleven behersker nødvendig ordforråd for å skrive om et faglig emne.

I en besvarelse på middels nivå vil eleven redegjøre for enkelte trekk ved valgsystemet til Underhuset. Informasjon fra grafene vil bli anvendt på enkel måte. Eleven vil i liten grad drøfte fordeler og ulemper ved et slikt system. Teksten fyller i hovedsak kravene til et essay. Den har brukbar struktur, og budskapet kommer stort sett greit fram. Språket er ikke feilfritt, men stort sett greit forståelig.

En besvarelse på lavt nivå er preget av liten eller mangelfull innsikt i valgsystemet til Underhuset i Storbritannia. Informasjon fra grafene blir anvendt på lite relevant eller feilaktig måte, eller mangler helt. Drøftingen av fordeler og ulemper ved det britiske valgsystemet er mangelfull eller fraværende. Teksten kan ha svak struktur, men noe av

budskapet kommer likevel fram. Språket er preget av svakheter, men er i hovedsak forståelig.

Følgende punkter og terminologi er eksempler på hva som kan tas med i besvarelsen. Sensor må være åpen for andre måter å løse oppgaven på. Eleven kan selvsagt ikke forventes å komme med en like fyldig liste av momenter som nedenfor.

The graphs show that the number of seats/MPs a party gets is not proportional to the popular vote; for example, the difference in the popular vote between the two major parties is only three per cent while the Labour Party received 55.1% of the seats in the House of Commons and the Conservative Party received only 30.7% of the seats.

The British electoral system

- **single-member constituency** : election district where only one candidate can win a seat
- **first-past-the-post/winner-takes-all:** election system where the candidate who gets most votes is the winner (**simple plurality system:** one winner and no majority is required)
- **multi-member constituency:** election district where more than one candidate can win a seat
- **proportional representation:** a system of voting in which the number of representatives a party gets is proportional to the number of votes cast in its favour

Advantages and disadvantages of the British electoral system
- **advantages:**
  - simple and efficient: clean sweep results, electoral wipeouts, no absolute majority is
  - required
  - clear majority for the winning party
  - no fractionalized outcome: promotes a two-party system, absence of very small parties and/or single-issue parties
  - majority government
  - single party government (no coalition government)
  - constituency link: MP-voter link, only one MP represents a constituency, closeness, accountability
  - regionalism: possible for small parties to be represented if there is high concentration of voters/supporters in one area

- **disadvantages:**
  - undemocratic and unfair: the number of MPs for each party is normally disproportionate
  - to the popular vote
  - a party can and will normally rule with the support of less than 50 per cent of the
  - electorate: breaks the majority principle of democracy
  - Parliament is not representative of the full diversity of opinion within the UK
  - difficult for third, fourth, fifth parties etc/very small parties and/or single-issue parties to
  - be properly represented or be represented at all
  - a large number of wasted votes

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– more difficult for women and minority groups to be represented

Oppgave D

I denne oppgaven skal eleven vise sin kompetanse til å bruke informasjon basert på tallmateriale og statistikk som utgangspunkt for kommunikasjon om samfunnsfaglige emner, og til å drøfte hvordan sentrale historiske hendelser og prosesser har påvirket utviklingen av det britiske samfunnet.

I en besvarelse på høyt nivå vil eleven vise god forståelse både av diagrammet og av de hendelser og prosesser som har påvirket den etniske sammensetningen av Storbritannias befolkning. Eleven skriver om framtidsutsiktene på moden og reflektert måte. Teksten fyller kravene til et essay, har god struktur og tydelig budskap. Språket er korrekt og viser at eleven behersker nødvendig ordforråd for å skrive om et samfunnsfaglig emne.

I en besvarelse på middels nivå vil eleven vise forståelse både av diagrammet og av de viktigste hendelser og prosesser som har påvirket den etniske sammensetningen av Storbritannias befolkning. Eleven skriver om framtidsutsiktene på forholdsvis velbegrunnet måte. Teksten fyller i hovedsak kravene til et essay. Den har brukbar struktur, og budskapet kommer stort sett greit fram. Språket er ikke feilfritt, men stort sett greit forståelig.

En besvarelse på lavt nivå kan være preget av overflatisk eller mangelfull forståelse både av diagrammet og av historiske hendelser og prosesser som har påvirket den etniske sammensetningen av Storbritannias befolkning. Eleven får fram noen enkle ideer om framtidsutsiktene. Teksten har svak struktur, men mesteparten av budskapet kommer likevel fram. Språket er svakt, men i hovedsak forståelig.

Nedenfor er det noen momenter som kan være med i drøftingen. Dette er bare eksempler. Sensor må være åpen for andre måter å løse oppgaven på. En elevbesvarelse vil naturligvis bare inneholde et utvalg av de punktene som er nevnt. Når det gjelder vurdering av framtidens Storbritannia, må eleven stå svært fritt.

- The "old ethnic mix": Before 1900 the British population was largely composed of ethnic groups that had arrived in the British Isles before AD 1100.
- Ireland was part of Great Britain for centuries, and over the years a large number of Irish immigrated to England, Wales and Scotland.
- In the early 1900s the British Empire covered 25% of the earth, bringing peoples from all corners of the world into contact with Britain and British culture.
- The British Commonwealth: Commonwealth citizens had free access to Britain until 1962.
- Active recruitment to find labour for the booming post-war economy in Britain. Commonwealth countries like India, Pakistan, and the West Indies were in focus. There was also immigration from former colonies in Africa.
- Immigration continued, though more restricted, throughout the 1960s.
- Britain joined the EEC (now the EU) in 1973.
  Restrictions on migration within the EU were gradually removed.
  In recent years there has been a considerable influx from Eastern Europe.
- Ethnic and cultural changes in the future -- issues that may be considered:
  - Will the white dominance continue?

- Will race relations be peaceful, or will there be more open conflicts?
- Will there be ethnic integration or will there be segregation/ghettos?
- What will the cultural blend be like? Areas such as food/drink, art, music, literature, entertainment, theatre, film, TV, Internet, religion, mores, dress code, sports, education and many others may be considered
- What will happen to British class distinctions? Will they increase or disappear?
- What will happen to the language in Britain? Will it still be English? How will immigrant languages influence it?
- Will the political system change? Will the monarchy still prevail?
- What will be the main religion in 50 years?
- What will be Britain's position in international affairs? Will its orientation shift from Western Europe and North America to other regions due to large immigrant populations?
- Will British humour survive? Will it change fundamentally?
- What will employment patterns and working life be like in 50 years?

Generell vurderingsrettleiing, SPR3010 Samfunnsfagleg engelsk

Nivå	Språkleg innsikt/refleksjonsevne	Skriftleg kommunikasjon	Kultur, samfunn og litteratur
5 og 6	Eleven kan • gjere greie for og drøfte forholdet mellom form, innhald og stil i samfunnsfaglege tekstar • analysere og vurdere effekten av språklege verkemiddel i ulike teksttypar • vurdere eiga språklæring i høve til oppsette mål	Eleven kan • drøfte og kommunisere presist og nyansert om samfunnsfaglege og politiske emne i eit situasjonstilpassa språk • skrive eigne tekstar innanfor ulike sjangrar med tydeleg formål, god struktur, formålstenleg stil og korrekt språk • bruke informasjon basert på statistikk som utgangspunkt for å skrive om samfunnsfaglege og politiske emne	Eleven kan • reflektere over og drøfte historiske hendingar og prosessar i det amerikanske og britiske samfunnet • drøfte politiske system, samfunnsfaglege og økonomiske forhold og aktuelle debattema i engelskspråklege land • analysere ein regional eller internasjonal konflikt der eit engelskspråkleg land er involvert • tolke litteratur og film • presentere sitt fordjupingsarbeid og vurdere prosessen
3 og 4	Eleven kan • i store trekk gjere greie for og drøfte forholdet mellom form, innhald og stil i samfunnsfaglege tekstar • til ein viss grad analysere og vurdere effekten av språklege verkemiddel i ulike teksttypar • til ein viss grad vurdere eiga språklæring i høve til oppsette mål	Eleven kan • til ein viss grad drøfte og kommunisere med noko variasjon i eigen språkbruk om samfunnsfaglege og politiske emne i eit stort sett situasjonstilpassa språk • skrive eigne tekstar innanfor ulike sjangrar med relevant innhald, rimeleg god struktur og godt språk i ein formålstenleg stil • til ein viss grad bruke informasjon basert på statistikk som utgangspunkt for å skrive om samfunnsfaglege og politiske emne	Eleven kan • til ein viss grad reflektere over og drøfte historiske hendingar og prosessar i det amerikanske og britiske samfunnet • til ein viss grad drøfte politiske system, samfunnsfaglege og økonomiske forhold og aktuelle debattema i engelskspråklege land • til ein viss grad analysere ein regional eller internasjonal konflikt der eit engelskspråkleg land er involvert • til ein viss grad tolke litteratur og film • presentere sitt fordjupingsarbeid og til ein viss grad vurdere prosessen
2	Eleven kan • på ein enkel måte gjere greie for forholdet mellom form, innhald og stil i samfunnsfaglege tekstar • på ein enkel måte peike på effekten av språklege verkemiddel i ulike teksttypar • på ein enkel måte vurdere eiga språklæring i høve til oppsette mål	Eleven kan • gi att nokre hovudproblemstillingar og på ein enkel måte kommunisere om samfunnsfaglege og politiske emne • skrive eigne tekstar innanfor ulike sjangrar med enkel struktur i eit enkelt språk • bruke informasjon basert på statistikk som utgangspunkt for å skrive på ein enkel måte om samfunnsfaglege og politiske emne	Eleven kan • på ein enkel måte gjere greie for historiske hendingar og prosessar i det amerikanske og britiske samfunnet • på ein enkel måte drøfte politiske system, samfunnsfaglege og økonomiske forhold og aktuelle debattema i engelskspråklege land • på ein enkel måte analysere ein regional eller internasjonal konflikt der eit engelskspråkleg land er involvert • på ein enkel måte tolke litteratur og film • på ein enkel måte presentere sitt fordjupingsarbeid og gi att prosessen
1	Eleven har svært låg kompetanse i faget.		

SPR3010 Samfunnsfaglig engelsk 22. mai 2009
Eksamen

Skole					Eks. nr.

Vurderingskriterier	Kompetansenivå				Kommentar
	6-5	4-3	2	1	
Oppgave 1 • Innholdet i besvarelsen • Terminologi • Språket i besvarelsen • Strukturen i besvarelsen					
Oppgave 2 • Diktforståelse • Samfunnsforståelse • Drøfting av sammenheng • Språket i besvarelsen • Strukturen i besvarelsen					
Oppgave 3 Generelt					
Momenter til vurdering — **Språk** Variert/presist/nyansert ordforråd Korrekt og variert setningsoppbygning Korrekt rettskriving og ordbøyning Kommunikativt språk					
Innhold Fullstendig svar på oppgaven Relevant og presist Klart og logisk Moden/reflektert framstilling Selvstendig Originalt/kreativt Riktig kildebruk					
Struktur Logisk oppbygning/disposisjon God sammenheng/flyt God framdrift uten gjentagelser God og variert tekstbinding Tilpasset situasjon og mottaker Rett sjanger/teksttype					
Karakter	Samlet vurdering av besvarelsen				

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