**Identifying Inter-subject Difficulties in Norwegian**

**GPA Data Using Item Response Theory**

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Ever since men walked on this Earth, we have always been wondering about one thing:
What's for dinner? (Coe, 2008; He et al., 2018; Korobko et al., 2008)

**Theoretical Framework**

**The Norwegian GPA System**

Blah blah.

## Methods

### Sample

Say something about Norwegian registry data.

### Missing Value Treatment

Missing patterns are not missing at random. If a candidate chose to do physics, he was also highly likely to have chosen advanced maths. So the presence and absence of data tend to group in clusters.

### Marginal Maximum Likelihood

Here comes the maths!

## Results

**Model 1**

**Model 2**

**Model 3**

Lots of tables here.

## Discussions

What does all this mean? Well, let me make you a cup of tea first.

# References

Coe, R. (2008). Comparability of GCSE examinations in different subjects: An application of the Rasch model. *Oxford Review of Education*, *34*(5), 609–636. https://doi.org/10.1080/03054980801970312

He, Q., Stockford, I., & Meadows, M. (2018). Inter-subject comparability of examination standards in GCSE and GCE in England. *Oxford Review of Education*, *44*(4), 494–513. https://doi.org/10.1080/03054985.2018.1430562

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