

Section	Component	Pass with distinction	Pass	Learning outcomes
Introduction	Aim, objective and relevance	Independent, creative and delimited aim including issues, and an objective highly relevant to archaeology, i.e. with the potential of advancing knowledge or providing new perspectives within a field.	Clearly expressed, feasible and relevant aim and issues. Some reflection on the relevance of the project and its place in both a disciplinary and wider context.	2a; 2b; 3a; 3b
	Previous research	Analytical and critical account and review of previous research. Clear reflection on the need for further research. The account of previous research presents the most important currents within the field in question.	The study is clearly linked to previous research. It is placed in relation to previous research. The review of previous research is acceptable. The account of previous research presents relevant currents within the field in question.	1a; 2a; 2b
	Theory	The chosen theory is well justified and permeates the whole paper and its aim. Theoretical perspectives are used operationally in the analysis and discussion.	The chosen theory is relevant and well used. The reflections on the choice of theory with regard to the issue are acceptable.	1a; 1b
Material and method	Choice and delimitation of material	The choice and delimitation of the material are very relevant for the aim. The delimitation is very clearly linked to the aim, issue, method and relevance.	The choice of material is relevant for the aim. The delimitation of the material has made the project more feasible and is based on the conditions for the study.	1b; 2c; 2d; 2e
	Account of material	Very clear and instructive account of the material, including a critical review of its conditions and structure.	Clear account of the material, including a critical review of its conditions and structure.	2c; 2e
	Description and account of method	The method chosen is very relevant and skillfully calibrated to be applied to the chosen material. Analytical and critical account of key method discussions in the field.	The method chosen is relevant and calibrated to be applied to the chosen material. Basic account of key method discussions in the field.	1b; 2c; 2d; 2e
	Justification of the chosen method	The choice of method is very clearly linked to the aim of the project.	The choice of method is clearly linked to the aim of the project.	1a; 2c; 2e
Analysis and discussion	Argument	The analysis is very independently executed. The argument is convincing and structured.	The argument is clear and structured.	2e; 2f

	Relevance to the issue	The analysis is firmly linked to the issue, easy to follow and very well organised.	The analysis is linked to the issue.	1a; 2f
	Critical approach	The analysis takes a critical position in relation to the conditions of the material and method. The results are approached critically, analysing several aspects of them carefully and thoughtfully in relation to their relevance to the aim of the project.	The analysis demonstrates understanding of the results in relation to the conditions of the material and method. The results are approached critically, reporting several aspects of them.	1a; 2a; 2f
Results	Account of results	The research results are analytically and instructively reported.	The research results are adequately reported.	2d; 2e
Conclusions	Conclusion	The conclusion is firmly linked and relevant to the issue.	The conclusion is linked and relevant to the issue.	2a; 2b; 2e; 2f; 2g
	Wider perspective	The conclusion is considered in a wider research context. The study is critically evaluated with regard to its value for future research.	The conclusion is related to a wider research context.	1a; 2a; 2b; 2f; 3a; 3b
Overall assessment of the paper	Analytical reflection	The paper is independently and thoughtfully informed about the choices of theory and method in relation to the issue.	The paper reflects at a comparatively basic level on the choices of theory and method in relation to the issue.	1a; 2c; 2e; 2f; 3a; 3b
	Formalities and structure	Formalities very well executed (very careful accuracy, uses of quotations and support, notes, list of references) and designed in accordance with instructions received during the course. The sections of the paper are firmly integrated and cohesive. The structure is logical and clear.	Formalities well executed (careful accuracy, uses of quotations and support, notes, list of references) and designed in accordance with instructions received during the course. The sections of the paper are integrated and cohesive. The structure is logical and clear.	2e; 2g
	Reference management	The paper demonstrates a great ability to independently seek, find, critically assess and integrate empirical data, literature and other sources used. The reference management is consistently applied in accordance with the system adopted.	The references used are relevant to the aim. The reference management is consistently applied in accordance with the system adopted.	2e; 2g

	Language	The language used is precise, highly readable and grammatically correct.	The language used is readable and grammatically acceptable.	2g
	Execution	The project keeps within the predetermined time frame and scope.	The paper keeps within the predetermined scope.	2g
	Academic integrity	The paper displays academic integrity.	The paper displays academic integrity.	2g; 3a; 3b
	Independence	The student has assimilated the supervision provided in a well calibrated manner and demonstrated considerable development during the project. The student is able to reflect critically on the project and execute it independently. The analysis is independent and original.	The student has assimilated the supervision provided and demonstrated development during the project. The student is able to reflect on the project and execute it.	2g; 3c
Defence seminar	Critical review	Very careful account of a fellow student's paper, providing thoroughly considered and relevant criticism. The theory and method applied are discussed at an advanced level. The formalities have been checked. The critical review is conducted in a constructive and positive manner.	Careful account of a fellow student's paper, highlighting merits as well as shortcomings. The theory and method applied are discussed at a basic level. The formalities have been checked. The critical review is conducted in a constructive and positive manner.	2g; 2h
	Defence	Well prepared and nuanced defence demonstrating a good and mature ability for self-assessment and development of individual expertise.	Nuanced defence demonstrating an ability for self-assessment and development of individual expertise.	2g

A student unable to meet all the criteria for a Pass will be failed.

To be awarded a grade of Pass, students must satisfy all the criteria for a Pass.

To be awarded a grade of Pass with Distinction, students must satisfy all the key criteria (in bold) for a Pass with Distinction.

Learning outcomes for ARKM21, Archaeology and Ancient History: Master's Thesis – Archaeology, 30 credits (approved by the pro-dean for first cycle studies at the Faculties of Humanities and Theology on 5 December 2011)

1. Knowledge and understanding

- a. be able to account in detail for key concepts, theories and issues in Archaeology, including both broad knowledge of the field and specialised knowledge in the areas of the field selected for the degree project as well as insight into current research and development work,
- b. be able to account in detail for and describe the research methods applied in Archaeology.

2. Competence and skills

- a) be able to identify and formulate general problems of relevance to Archaeology with a high degree of independence,
- b) be able to independently identify and argue for key issues in Archaeology,
- c) be able to insightfully collect and process complex material of relevance to the theory and issue,
- d) be able to apply advanced qualitative and quantitative methods in Archaeology,
- e) be able to delimit, design and carry out a research assignment of relevance to theories in Archaeology and the issue selected with a high degree of independence,
- f) be able to critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information,
- g) be able to independently write and defend a thesis contributing to the knowledge and research in the field,
- h) be able to independently conduct a critical review of a fellow student's thesis and situate the work of others in a broad theoretical perspective.

3. Judgement and approach

- a) be able to make assessments informed by relevant disciplinary, social and ethical issues and also demonstrate awareness of ethical aspects of research and development work,
- b) be able to describe the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used,
- c) be able to identify the personal need for further knowledge and take responsibility for their ongoing learning.