

## Grading criteria ARKM22, Archaeology and Ancient History: Master's (120 credits) Degree Project – Historical Archaeology.

For a grade of Pass, students must pass all 16 assessment areas. For a grade of Pass with Distinction, students must be awarded this grade on at least assessment areas 1 to 11.

Learning outcomes	Assessment areas	Pass	Pass with distinction
<ul style="list-style-type: none"> <li>account in detail for key concepts, theories and issues in Historical 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</li> </ul>	<ol style="list-style-type: none"> <li>General and specialised theoretical discussion of selected areas of the field.</li> <li>Research history</li> </ol>	<ol style="list-style-type: none"> <li>The theory used is relevant and suitable in relation to aims and purpose and adequate to the epistemological starting points of the thesis.</li> <li>Previous research, relevant to the field and problems of the thesis, is discussed. If previous research of the field is lacking this is stated.</li> </ol>	<ol style="list-style-type: none"> <li>The theory used is thoroughly and critically discussed in relation to aims and purpose. The epistemological starting points of the thesis are discussed in depth.</li> <li>The position of the topic of the thesis is excellently discussed within a relevant research history.</li> </ol>
<ul style="list-style-type: none"> <li>account in detail for and describe the research methods applied in Historical Archaeology</li> </ul>	<ol style="list-style-type: none"> <li>Description of methods</li> </ol>	<ol style="list-style-type: none"> <li>The methods used are suitable for the problem and well described.</li> </ol>	<ol style="list-style-type: none"> <li>The methods used are suitable for the problem and well justified. The pros and cons of the methods used are thoroughly and critically discussed.</li> </ol>
<ul style="list-style-type: none"> <li>identify and formulate general problems of relevance to Historical Archaeology and the chosen topic with a high degree of independence</li> </ul>	<ol style="list-style-type: none"> <li>Formulating problem and purpose</li> </ol>	<ol style="list-style-type: none"> <li>The research questions, aims and purpose, are clearly stated and well defined (it must be possible to empirically investigate and answer the research question in relation to the</li> </ol>	<ol style="list-style-type: none"> <li>The research questions, aims and purpose, are well defined and thoroughly developed in relation to theory and method.</li> </ol>

		aims and purpose).	
<ul style="list-style-type: none"> <li>independently identify and argue for key issues in Historical Archaeology</li> </ul>	5. Independent argumentation	5. The arguments in the thesis demonstrate an independent position in relation to previous research	5. The arguments in the thesis demonstrate a highly independent position in relation to previous research
<ul style="list-style-type: none"> <li>insightfully collect and process complex material of relevance to the theory and issue</li> </ul>	6. Data acquisition and processing	6. The data used, and the selections that are made, are relevant to the problem, well executed, and the processing of data is of good scholarly quality.	6. The data collection and data selection, apart from being relevant, are also thoroughly executed and discussed in relation to theory and methods used. The processing of data is of excellent scholarly quality.
<ul style="list-style-type: none"> <li>apply advanced qualitative and quantitative methods in Historical Archaeology</li> </ul>	7. Application of methods	7. The methods, how the investigation is performed, are suitable in relation to aims and purpose.	7. The methods, how the investigation is performed are excellent in relation to aims and purpose.
<ul style="list-style-type: none"> <li>delimit, design and carry out a research assignment of relevance to theories in Historical Archaeology and the chosen topic with a high degree of independence</li> </ul>	8. Limitation of research question, independent choice of relevant theories	8. The research question is delimited and clarified and independently discussed in relation to relevant theory and method.	8. The research question is excellently delimited and clarified and discussed in a highly independent way in relation to relevant theory and method
<ul style="list-style-type: none"> <li>critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information</li> </ul>	9. Systematic and critical analysis of useful data in order to create integrated knowledge	9. There is an analysis of the results in relation to questions, material, method and theory. The conclusions relate to the purpose and research questions and show that the research project has been completed and that the conclusions are credible.	9. There is an excellent analysis of the results in relation to questions, material, method and theory. The conclusions are excellent and relate to the purpose and research questions showing that the research project has been completed and that the conclusions are highly

			credible.
<ul style="list-style-type: none"> <li>independently write and defend a thesis contributing to the knowledge and research in the field</li> </ul>	<p>10. Written output 11. Public defense</p>	<p>10. Formalities/accuracy, like outline, structure, headings, language, readability, references and the like are adequate for academic writing. 11. The thesis is publicly defended.</p>	<p>10. Formalities/accuracy, like outline, structure, headings, language, readability, references and the like are excellent. 11. The thesis is excellently defended.</p>
<ul style="list-style-type: none"> <li>independently conduct a critical review of a fellow student's thesis and situate the work of others in a broad theoretical perspective</li> </ul>	<p>12. Conduct a review of a fellow student's thesis</p>	<p>12. The student makes a thorough review of another student's thesis</p>	<p>12. The student makes an excellent review of another student's thesis</p>
<ul style="list-style-type: none"> <li>make assessments informed by relevant disciplinary, social and ethical issues and also demonstrate awareness of ethical aspects of research and development work</li> </ul>	<p>13. Assessment of relevant disciplinary, social and ethical aspects</p>	<p>13. Ethical and disciplinary problems, if applicable, are considered and discussed.</p>	<p>13. Ethical and disciplinary problems, if applicable, are excellently discussed.</p>
<ul style="list-style-type: none"> <li>describe the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used</li> </ul>	<p>14. Position of the thesis in a wider research context</p>	<p>14. The conclusions are discussed in relation to previous research.</p>	<p>14. The conclusions are excellently discussed in relation to previous research.</p>
<ul style="list-style-type: none"> <li>identify the personal need for further knowledge and take responsibility for their ongoing learning</li> </ul>	<p>15. Identify future research questions in relation to the topic. 16. Development of knowledge and learning</p>	<p>15. The thesis identifies new research questions. 16. The student shows clear development during the learning process.</p>	<p>15. The thesis excellently identifies new research questions. 16. The student shows excellent development during the learning process.</p>