

Assessment criteria for the exam

In order to get an A, the student must have written a well-structured essay in clear prose. The examples have to be relevant and presented well. The student should be able to draw on examples across different class meetings. Ability to engage with differences and similarities between regions (if relevant) and change over time is evident in the text.

In order to get a B, the student must have written a well-structured essay in clear prose. The essay should be based on material from different class meetings. Some ability to reflect over differences and similarities between regions (if relevant) and change over time needs to be evident in the text.

In order to get a C, the student must have written a somewhat well-structured essay without errors that distort meaning. The information may be somewhat generic and broad with some specific details connected to time and place. Some reflections over change and continuation over time should be evident.

In order to get a D, the student must have written an essay with an uneven structure and language that is unclear with errors that somewhat distort meaning. The information may be generic and broad, lacking in detail about place and time.

In order to get an E, the student must have written an essay with weak structure and unclear writing. The information is very broad and lacking in detail about place and time.

An F: No clear structure. No specific examples. Lack of historical thinking.