

## Assessment guidelines (sensurveiledning) EUS2300

The format for the exam is a term paper of 8 pages. The students have chosen the theme and research question. The students have made an oral presentation in class, of which they could submit in written form to receive feedback, and they have submitted a draft for term paper and received feedback.

**Grades:** A-F

The grades should be set according to the overall impression of the paper.

### Criteria for grades

**The theme** must be relevant for the subject of the course.

**The goal/research question** of the paper must be concrete and precise.

**Language:** Precise use of language and terminology is weighted in the grading.

- In a *very good* paper, the language will be precise and follow the terminology of the fields discussed.
- In a *good* paper, the language will be understandable and make use of terminology in an understandable way.
- In a *not so good* paper, it will be hard to understand what is meant and the terminology will be wrong or hard to understand.

**Content:** The candidate's capacity to move between theoretical frameworks and concrete case-studies in an academically sound way will be weighted.

- In a *very good* paper, the candidate will produce new insight by moving productively between different frameworks and case-studies and will show clearly when and how this is done while being aware of the differences between different epistemological frameworks.
- In a *good* paper, the candidate will move between different frameworks and will partially show when and how this is done while being somewhat aware of the differences between different epistemological frameworks.
- In a *not so good* paper the candidate will not move between different frameworks and case-studies or do so in a misguided way, and will not show when and how this is done, without being aware of the differences between different epistemological frameworks.

**Structure:** The degree to which the paper presents the argument in a logical and well-structured way will be weighted.

- In a *very good* paper, there will be a clear and logical relationship between research question/goal of the paper, analysis and conclusion. The argument is coherent and there are clear links between all elements of the paper.
- In a *good* paper, there will be a more or less clear and logical relationship between research question/goal of the paper, analysis and conclusion. The candidate shows clear signs of having worked on making the argument coherent and creating links between all the elements of the paper.
- In a *not so good paper*, the structure is difficult to follow and the links between the different elements of the paper are hard to follow or non-existent.

**References:** Correct and relevant use of sources is weighted.

- In a *very good* paper, in-text citations and bibliography are coherently formatted and the sources used are highly relevant, productive and clearly support the argument. None or few claims are not properly supported by references.
- In a *good* paper, in-text citations and bibliography are coherently formatted and the sources used are for the most part relevant, productive and support the argument. Some claims are not properly supported by references.
- In a *not so good paper*, in-text citations and bibliography are not coherently formatted and/or contain errors. The sources used are not or to little degree relevant, productive and do little to support the argument. Many claims are not properly supported by references.