| General guidelines for the evaluation of grades | Grade A: Excellent  
An excellent performance, clearly outstanding.  
Grade B: Very good  
A very good performance. | Grade C: Good  
A good performance in most areas.  
Grade D: Satisfactory  
A satisfactory performance, but with significant shortcomings. | Grade E: Sufficient  
A performance that meets the minimum criteria, but no more. |
|-------------------|------------------|------------------|------------------|
| **Overall impression, readability** | The exam answer  
• provides clear and precise answers to the questions. | The exam answer  
• provides adequate answers to the questions. | The exam answer  
• provides incomplete/vague answers to the questions. |
| **Knowledge, content, reflection** | The exam answer demonstrates  
• especially/very good knowledge and overview of the assignment topic and of the relevant background material.  
• especially/very good ability to distinguish between essential and non-essential or irrelevant factors, and between that which is certain and that which is open to doubt.  
• especially/very good ability to reason critically and independently in relation to the available materials and teaching. | The exam answer demonstrates  
• good/satisfactory knowledge and overview of the assignment topic and of the relevant background material.  
• good/satisfactory ability to distinguish between essential and non-essential or irrelevant factors, and between that which is certain and that which is open to doubt.  
• good/satisfactory ability to reason critically and independently in relation to the available materials and teaching. | The exam answer demonstrates  
• some knowledge and overview of the assignment topic and of the relevant background material.  
• relatively poor ability to distinguish between essential and non-essential or irrelevant factors, and between that which is certain and that which is open to doubt.  
• relatively poor ability to reason critically and independently in relation to the available materials and teaching.  
• little awareness of the legal-political |
<table>
<thead>
<tr>
<th><strong>Structural, Legal Method Skills and Reasoning</strong></th>
<th><strong>Linguistic and Formal Skills</strong></th>
</tr>
</thead>
</table>
| - especially/very good awareness of the legal-political dimensions of the topic of the question. | - especially/very good:  
  - command of language  
  - skills in exposition  
  - level of accuracy |
| - some awareness of the legal-political dimensions of the topic of the question. | - fairly good  
  - command of language  
  - skills in exposition  
  - level of accuracy |
| dimensions of the topic of the question. | - relatively poor  
  - command of language  
  - skills in exposition  
  - level of accuracy |

**The exam answer demonstrates**

- especially/very good ability to detect and formulate legal problems, to distinguish between problems and between principal and subsidiary questions, and to put these questions into their correct context.
- especially/very good ability to discuss questions in a professionally sound and judicious manner, and to utilize available legal materials and facts in accordance with the accepted methodological principles of the subject.
- especially/very good ability to make a sensible weighting in terms of choice of material and proportions in the answer.

- good/satisfactory ability to detect and formulate legal problems, to distinguish between problems and between principal and subsidiary questions, and to put these questions into their correct context.
- good/satisfactory ability to discuss questions in a professionally sound and judicious manner, and to utilize available legal materials and facts in accordance with the accepted methodological principles of the subject.
- good/satisfactory ability to make a sensible weighting in terms of choice of material and proportions in the answer.

- relatively poor ability to detect and formulate legal problems, to distinguish between problems and between principal and subsidiary questions, and to put these questions into their correct context.
- relatively poor ability to discuss the questions in a professionally sound and judicious manner, and to utilize available legal materials and facts in accordance with the accepted methodological principles of the subject.
- relatively poor ability to make a sensible weighting in terms of choice of material and proportions in the answer.
<table>
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<tr>
<th>Specific learning requirements in JUR1440 - EU Substantive Law</th>
<th>See specific achievement requirements also for bachelorlevel from semesterpage for the course: <a href="http://www.uio.no/studier/emner/jus/jus/JUS5440/index.html">http://www.uio.no/studier/emner/jus/jus/JUS5440/index.html</a></th>
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All these skills shall be taken into account in the evaluation. However, they may be taken into account to a varying degree, and are neither exhaustive nor given priority.

The general and supplementary descriptions shall not be used in order to arrive at a standardised percentage distribution for a single examination, but remain permanent over time.