

<p>General guidelines for the evaluation of grades</p>	<p>Grade A:Excellent An excellent performance, clearly outstanding.</p> <p>Grade B: Very good A very good performance.</p>	<p>Grade C: Good A good performance in most areas.</p> <p>Grade D: Satisfactory A satisfactory performance, but with significant shortcomings.</p>	<p>Grade E : Sufficient A performance that meets the minimum criteria, but no more.</p>
<p>Overall impression, readability</p>	<p>The exam answer</p> <ul style="list-style-type: none"> • provides clear and precise answers to the questions. 	<p>The exam answer</p> <ul style="list-style-type: none"> • provides adequate answers to the questions. 	<p>The exam answer</p> <ul style="list-style-type: none"> • provides incomplete/vague answers to the questions.
<p>Knowledge, content, reflection</p>	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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. 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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. • some awareness of the legal- 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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 dimensions of the topic of

	<ul style="list-style-type: none"> • especially/very good awareness of the legal-political dimensions of the topic of the question. 	<p>political dimensions of the topic of the question.</p>	<p>the question.</p>
<p>Structure, legal method skills and reasoning</p>	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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. 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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. 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • 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.
<p>Language and formal skills</p>	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • especially/very good: <ul style="list-style-type: none"> - command of language - skills in exposition - level of accuracy 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • fairly good <ul style="list-style-type: none"> - command of language - skills in exposition - level of accuracy 	<p>The exam answer demonstrates</p> <ul style="list-style-type: none"> • relatively poor <ul style="list-style-type: none"> - command of language - skills in exposition - level of accuracy

	<ul style="list-style-type: none"> • high degree of systematic organization in written legal subjects. 	<ul style="list-style-type: none"> • fairly systematic organization in written legal subjects. 	<ul style="list-style-type: none"> • some degree of systematic organization in written legal subjects.
Specific learning requirements in JUS5670 - Electronic Commerce Law	See semesterpage for specific achievement requirements: http://www.uio.no/studier/emner/jus/jus/JUS5670/	See semesterpage for specific achievement requirements: http://www.uio.no/studier/emner/jus/jus/JUS5670/	See semesterpage for specific achievement requirements: http://www.uio.no/studier/emner/jus/jus/JUS5670/

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.