BA THESES ASSESSMENT CRITERIA
10 ects: c. 10,000 – 20,000 words including figures, excluding appendices

Aim: plan and perform archaeological research under supervision and write a report about this that meets academic standards. The student must demonstrate the ability to collect and interpret research data (from an excavation, laboratory or literature), using subject literature and theoretical and/or methodical perspectives currently relating to the specific research.

Assessment:
    - form and quality of the documentation, presentation and formulation.
    - consistent definition of the problem, presentation of the question and operationalisation;
    - handling of the data;
    - analysis and conclusions.

1. Form of the thesis:

The thesis must meet the faculty standard (= syllabus report).

The structure (technical):   planning, contents, introduction, definition of the problem, presentation of the question, operationalisation, data, conclusions, (English summary), literature, appendices

Literature references: references must be used in moderation in the text (not too few, quotes must be functional, refer to page number wherever possible). Styles specific to the subject (with or without footnotes; references in/outside the text) – if no specific instructions have been given during the main subject curriculum – are less important and may not be considered in the marking.

Notes: must, if possible, be correctly used for additional but not too extensive information;

Form of the essay: technical quality figures and tables; correct captions and reasons for figures, general form; execution of documentary material

Language use: grammar/linguistic errors/ spelling, language use (written versus colloquial) must be satisfactory, also vocabulary, reasoning, etc.

Assessment: **A.** Basic quality (6-7.5): form aspects all satisfactorily in line with the faculty norm

B: Excellent (8 or higher): consistent, good text, easy to read, logical structure, well structured and excellent conclusions.

2. Research structure:

Content: A thesis starts with a general outline of the research question (the objective or **why** someone wants to research this subject) and selects a few possible research questions, which will be answered (presentation of the question, or **what** someone wants to research). There is then an explanation of how the studied information will be

approached in order to answer the question (operationalisation, or **how** someone wants to answer the questions).

Assessment:	**A**: Basic quality (6-7.5). Objective and presentation of the question have been clearly formulated. The subject has been realistically chosen and well delineated. The methods for answering the question have been adequately chosen and well reasoned. The student explains the theoretical and/or methodical aspects of the research subject.

B: Excellent (8 or higher): the research theme is relevant to current research questions in the field. The research proposal is original and has been produced with a reasonable degree of independence. There is breadth and depth in the theoretical and/or methodical reflection.

3: The research (data)

A BA thesis is limited in length and the subject must be suitable for the scope of the thesis. The research questions must therefore be limited, as must the researched data.

Assessment: **A**: Basic quality (6-7.5). The student's handling of the data demonstrates that he/she has a reasonable level of knowledge of the subject concerned. There must be a good balance between describing the (excavation) material or data, and its critical analysis, whereby the relevant subject literature is used. There must be a good distinction between primary sources (handbooks, journal articles) and secondary literature (theses, Internet).

B: Excellent (8 or higher). The student has independently found and researched the data (also field work), demonstrating good interpretational skills and source criticism.

4: Conclusions / synthesis

A: Basic quality (6-7.5). Conclusions are more than a mere summary of the presented data. A BA thesis should be more than a description if it is to receive the qualification good or excellent. Thus a good thesis shows that the student is aware of the theoretical, methodical and/or social aspects of the research. A reasonable degree of (self) reflection is also important for good research (how deep / expressive are my conclusions? How do the data I studied relate to other phenomena in the problem area = referral back to the formulation of the problem).

B: Excellent (8 or higher). The student has demonstrated excellent command of the material, a very good analysis and vision related to the theoretical and/or methodical and/or social aspects. The student has also shown excellent reflection regarding his/her own vision within the field of research.