

## **Grading Criteria - Thesis at Bachelor's level**

### **Course content**

The course consists of an independently conducted research task or investigation/inventory, formulated in collaboration with a supervisor at the Department of Physical Geography. The work shall be presented in the form of a scientific paper and an oral presentation.

### **Learning outcomes**

After taking this course the student must be able to (numbers refer to the grading criteria on the next page):

- Set the project in its scientific context (or in the case of an investigation or inventory in the perspective of a current application) and relate it to the area's current state of knowledge (4) (2)
- from an initial idea develop, concretize, design and plan a research task or investigation (inventory) with the application of relevant methodologies (1)
- collect, process, analyze, present, and critically interpret a data set (1) (3)
- present and discuss the results and conclusions in the perspective of a larger context or application (2) (1) (3)
- write a scientific, structured essay or report in accordance with accepted standards (4)
- carry out a project within the assigned time frame (6)
- present the project orally in a seminar (5)

### **Examinations**

The course is examined with regard to the written report and the oral presentation. The quality of the written essay is weighed higher than the oral presentation. The oral presentation is examined and wrapped up with an oral feedback by the examiner. This part is a minor part of the final grade.

In addition:

- Belated submission will automatically render one step lower grade (but not lower than E) than the thesis otherwise would have received.

Score	1. Problem definition and methodology	2. Analytical skills	3. Information and references	4. Written communication	5. Oral communication	6. Independence and Planning
<b>A</b>	Very good problem identification and development of problem-solving strategies / planning of experiments. Excellent ability to apply theories, analyze information, and to link empirical evidence and theories	Good presentation of arguments, theory and implications of the thesis and key points. Logically coherent. Clear feedback to the research questions.	Ample literature and information. Distinctive and correct use of references and bibliographies. Examines, interprets and compares the literature in an excellent and scientific way.	Thesis where descriptions are clear and relevant, the theories clearly defended, the results are well separated from the analysis, comparison, synthesis and interpretation, and where language usage and grammar are distinct and proper	Well thought-out structure (“red thread”), appealing language and layout, dedicated presentation.	Very high autonomy in project planning, work rate and preparation of presentation
<b>B</b>				Thesis where descriptions are clear and relevant, the theories are defended, the results are well separated from the analysis, comparison, synthesis and interpretation, and where language usage and grammar are correct.		
<b>C</b>	Good problem identification and development of strategies <b>for</b> problem solving / planning of experiments. Ability to apply theories, analyze information, and to link empirical evidence and theories	Good presentation of arguments, theory and implications of the thesis and key points. Lacks logical jumps. Satisfactory feedback to the research questions.	Relevant literature and information. Proper use of references and bibliographies. Examines, interprets and compares the literature in a good and scientific manner.	Thesis where descriptions are relevant, the theories are defended, the results are generally separated from the analysis, comparison, synthesis and interpretation, and where language usage and grammar are correct	Comprehensible structure (“red thread”), acceptable language and layout.	High autonomy in project planning, work rate and preparation of presentation.
<b>D</b>	Satisfactory problem identification and development of strategies for problem solving / planning of experiments. Satisfactory ability to apply theories, analyze information, and to link empirical evidence and theories.		Relevant literature and information. Proper use of references and bibliographies. Examines, interprets and compares the literature in a satisfactory and scientific manner.			Independence in project planning, work rate and preparation of presentation.

<b>E</b>		Satisfactory presentation of arguments, theory and implications of the thesis and key points. Some ambiguity in the feedback to the research questions.	Satisfactory use of literature and information. Some errors in the use of references and bibliographies. Examines, interprets and compares the literature in a satisfactory manner	Thesis where descriptions generally are relevant, the theories are clearly shown, the results are generally separated from the analysis, comparison, synthesis and interpretation, and the essay is satisfactory with regard to language usage and grammar		Acceptable autonomy in project planning, work rate and preparation of presentation.
<b>Fx</b>	Lack of problem identification and development of strategies for problem solving / planning of experiments.	Substandard presentation of arguments, theory and implications of the thesis and key points. Presence of logical jumps. No feedback to the research questions.	Too little relevant literature and information. Careless use of references and bibliographies. Imperfect examination, interpretation and comparison of literature.	Thesis where descriptions are often less relevant, the theories are missing or ill-defended, the results are often separated from the analysis, comparison, synthesis and interpretation, and language usage and grammar are flawed.	Unclear structure (no "red thread"), inadequate language or layout, careless presentation	Lack of autonomy in project planning, work rate and preparation of presentation.
<b>F</b>	Lack of ability to apply theories, analyze information, and to link empirical evidence and theories	Lack of arguments, theory and implications of the thesis and key points. Presence of logical jumps No feedback to the research questions.		Thesis has vague and often irrelevant descriptions, theories are missing, the results are mixed with analysis, comparisons, syntheses and interpretations, and language usage and grammar are poor.	Irrelevant structure, incorrect language and layout, careless presentation.	