



rijksuniversiteit  
groningen

faculteit der letteren

Academisch jaar 2020/2021

# Toetsplan

Master Oudheidstudies



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## 1 / Visie op onderwijs en toetsing

The vision of education of the programme is in accordance with the Faculty of Arts vision of education 2018 (see General information Self Assessment 2019, I.5). This vision puts 'dialogue' centre-stage, just as the programme has always done.

- Dialogue between staff and students. Central to the programme is the analysis of sources, whether these be literary, historiographical, epigraphical or archaeological. In order to interpret

these sources, one needs knowledge, which is transmitted in the programme, but this knowledge

does not yet determine interpretation, as is attested by the rich secondary literature. In class, students and teachers always discuss the interpretation of the sources and the consequences of

such interpretation for a wider understanding, as well as the contributions of the secondary literature. Because classes are small (never more than 25 students and usually considerably fewer), it is possible to involve all students in the discussions.

- Dialogue between students. The discussions mentioned above also comprise dialogue between

students. Moreover, such dialogue is fostered by having students do presentations or other tasks

together and having them give feedback on each other's performances.

- Dialogue between staff. The staff are in continuous dialogue about the programme, both in formal meetings of the Programme Team and informally. A few modules are co-taught, one of these by members of both tracks.

The programme places great store by the interaction of teaching and research. All modules are

research-driven, in the sense that they are taught by staff members who themselves are active researchers on the topics covered by the module.

The vision of assessment of the programme is in accordance with that of the Faculty, as briefly

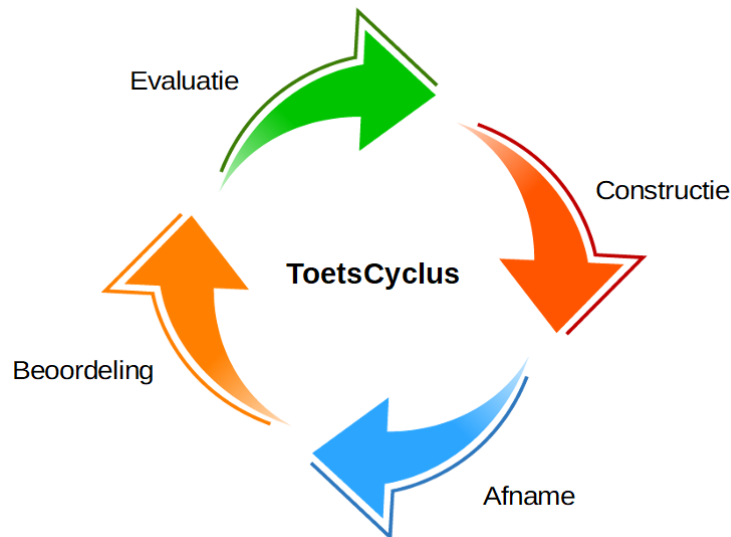
formulated in the Faculty of Arts Vision for Education (under the heading 'Learning is key'). The

primary function of assessment is to ascertain that the intended learning outcomes have been achieved. But assessment also serves to guide the learning process, and for that reason students

need to receive timely and accurate information about how they will be assessed. Moreover, assessment serves to provide the students with reliable information about their progress, and for that reason they need to receive adequate feedback on their results. Assessment also helps the teachers to gauge the effectiveness of their teaching, and to implement changes accordingly.

## 2 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

Het programma conformeert zich aan de faculteit richtlijnen t.a.v. ontwerp en evaluatie van toetsen dat in onderstaande figuur schematisch is aangegeven. Er zijn geen eigen protocollen.



## 3 / Toetsdossier

### a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:

- a. de studiehandleiding
- b. de cijferlijst, bevattende alle deeltijfers die bijdragen aan het eindcijfer
- c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;  
- in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren  
- in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)
- d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar
- e. een door de examinerator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.



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## b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:

Docent / examiner; collegadocent (t.b.v. intervisie)

Opleidingscommissie

Examencommissie

Clusterbestuur

Faculteitsbestuur

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## 4 / Programmering van de toetsing in de tijd

Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1
Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2
Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3
Aanvullende regelingen voor het afstudeerdossier	Bijlage 4

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties). Dit onderscheid komt tot uitdrukking in de markering:

“X” of “x”, d.w.z. in hoofdletter of vet, wordt gebruikt voor summatieve<sup>1</sup> toetsing op eindniveau;  
“x” voor summatieve toetsing op een lager prestatieniveau;  
“fx” voor formatieve<sup>2</sup> evaluatie op een lager prestatieniveau (door Oudheidstudies niet formeel vastgelegd).

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<sup>1</sup> Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).

<sup>2</sup> Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).



Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen.

Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3).

Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

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## 5 / **Borging toetskwaliteit door de Examencommissie**

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

### **a. Borging toetskwaliteit op programmaniveau**

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

### **b. Borging toetskwaliteit op moduleniveau**

De examencommissie beziet elk jaar een redelijk aantal toetsen. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.

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## 6 / **Archivering**

Via de knop 'Toetsdossier' in de Nestoromgeving worden alle benodigde documenten voor de beoordeling van toetsing geupload. Voor zover deze voorziening nog niet operabel is, worden de benodigde documenten door het secretariaat verzameld.

## 7 / **Lijst van de voor toetsing relevante documenten**

Facultaire visie op onderwijs en toetsing - p.m.

Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie

Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten.

Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: "x", d.w.z. met



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onderstreping) en in welke modules formatieve (codering “fx”) dan wel summatieve toetsing op een lager prestatieniveau (codering: “x” ) plaatsvindt

Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’.

Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.

Toetsplan – bijlage bij de OER en daarmee in juridische zin bindend.

Toetsprogramma - Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen (het ongewijzigde huidige “toetsplan”)

Toetsprotocol – de uitwerking van OER deel A, art. 8.7 .

# Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

## Eindkwalificaties/programma leeruitkomsten master Oudheidstudies

<b>Dublin Descriptors</b>	Graduates of the Master's degree programme in Classics and Ancient Civilizations have:
<b>Knowledge and understanding</b> 1. Graduates have demonstrable knowledge and understanding that is founded upon and extends and/or enhances what is typically associated with the Bachelor's level and that provides a basis or opportunity for originality in developing and/or applying ideas within a research context.	1.1 advanced specialized knowledge of Greek and Latin Languages and Cultures or Ancient History
	1.2 specialized knowledge and understanding of a literary or linguistic aspect of Greek and/or Latin, or a period or theme in Ancient History
	1.3 advanced knowledge and understanding of the theories, methodologies and techniques of the study of Greek and Latin Languages and Cultures and of Ancient History
<b>Applying knowledge and understanding</b> 2. Graduates have the ability to apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	2.1 the ability to apply the methods and techniques of academic research relevant to both tracks
	2.2 the ability to independently collect primary texts and scholarly literature in an academic way and to critically study and analyse them in their coherence and complexity
	2.3 the ability to apply the acquired knowledge and theories, methodologies and techniques to the assessment of research within the discipline or in society
<b>Forming judgements</b> 3. Graduates have the ability to formulate judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities linked to the application of their knowledge and judgements.	3.1 the ability to systematically and creatively deal with complex academic and social issues and to form well-founded judgements
	3.2 the ability to form independent, critical, logical and ethical judgements about academic research in the field of Greek and Latin Languages and Cultures or Ancient History
	3.3 integrity and a critical attitude towards scholarship and society, as well as historical empathy
<b>Communication</b> 4. Graduates have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	4.1 the ability to report both orally and in writing in an academically sound way on the results of their own research and that of others
	4.2 the ability to clearly present opinions both orally and in writing for an audience of peers and laypeople, and to exchange ideas with them

<p><b>Learning skills</b></p> <p>5. Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>5.1 the ability to independently expand their knowledge and understanding based on the awareness that the field of Classical Studies is constantly in motion</p>
	<p>5.2 the ability to familiarize themselves with the labour market, work at an academic level consistent with the intended working atmosphere and function in a working environment related to their field of study</p>
	<p>5.3 the ability to independently plan and implement tasks at a professional level and the ability to learn and to organize their time effectively and to meet deadlines</p>
	<p>5.4 the ability to effectively and efficiently use IT as a study and communication tool</p>



**Matrix gerealiseerde eindkwalificaties / onderwijsmodulen Masteropleiding Oudheidstudies**

	1. Kennis en inzicht			2. Toepassen kennis en inzicht			3. Oordeelsvorming			4. Communicatie		5. Leervaardigheden				
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3	5.4	
Commentaries Greek and Latin Texts	x	x	x	x	x	x	x	x	x		x	x	x		x	x
Research Seminar Ancient History	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Greek Epigraphy	x	x	x	x		x		x	x		x	x	x		x	x
Greek Epigraphy: Essay	x	x	x	x	x	x		x	x		x		x		x	x
Landscape & memory	x	x	x	x	x	x	x	x			x	x	x		x	x
<b>Jaar 1, semester 2</b>																
Theme Greek and Theme Latin	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Research Seminar Ancient History	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Ma-scriptie Classical Studies (Classics of Ancient History)	x	x	x		x	x	x		x		x	x		x	x	
Maatschappelijke stage						x	x		x		x		x	x		

# Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Module	Code	Learning outcome
<b>Jaar 1</b> <b>Semester 1</b>		
	<b>Griekse en Latijnse taal en Cultuur</b>	
Commentary Course: Grieks en Latijns didactisch epos	LQX032M10	<p>Studenten leren in dit college</p> <ul style="list-style-type: none"> <li>- hoe ze zelf een wetenschappelijk commentaar moeten schrijven op een Griekse of Latijnse tekst (inclusief brontekst voorzien van een kritisch apparaat en een vertaling), met behulp van alle bestaande hulpmiddelen (primaire en secundaire literatuur, andere commentaren, woordenboeken en andere handboeken, elektronische databases) (1.1-3, 2.1-3, 3.1-3, 4.1-2, 5.1, 5.3-4)</li> <li>- hoe ze op een kritische en verantwoorde wijze bestaande commentaren kunnen bespreken voor hun medestudenten. (1.1-3, 2.3, 3.1-3, 4.2, 5.1)</li> </ul>
Interdisciplinair onderzoekscollege	Variabel	
Res. Sem.: Ancient History I	LGX001M10	In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies on the same theme using, for instance, social network analysis, globalisation theory and postcolonialism (1.1-3, 5.1-4) Students become acquainted with intriguing new methods such as isotopic analysis and ancient DNA of human remains. Students write an essay based on their own research (2.1-3, 3.1-3, 4.1-2).
Griekse epigrafie (MaLa)	LQX021M05	<p>Studenten verwerven in dit college:</p> <ul style="list-style-type: none"> <li>- Kennis en inzicht in de Griekse epigrafie (1.1-1.3)en</li> <li>- epigrafische onderzoeksvaardigheden (2.1, 2.3, 3.2-3.3, 4.1-2, 5/1, 5/3-4)</li> </ul>
Greek Epigraphy: Essay	LQX022M05	<p>Studenten verwerven in dit college:</p> <ul style="list-style-type: none"> <li>-(Op basis van op persoon afgestemd zelfstudiepakket) verdiepende kennis en inzicht in de Griekse epigrafie en relevante methodes en technieken Kennis en inzicht in de Griekse epigrafie (1.1-1.3; 2.1-3)</li> <li>- vaardigheid onderzoek te verrichten en hiervan kritisch verslag te doen ((3.1-2, 4.1-2; 5.1, 5.3-4)</li> </ul>
Interdisciplinaire Module: Landscape & memory	LQX041M05	<p>Students who successfully complete the course will be able to:</p> <ul style="list-style-type: none"> <li>- collect, analyse and contextualise textual and material primary sources</li> <li>- understand and apply current theories on memory and landscape to the ancient world</li> <li>- give critical and constructive peer reviews on the work of fellow students</li> <li>- present and communicate academic work to a broader audience in an online environment (wiki/blog etc)</li> <li>- independently prepare critical reviews of scholarly literature</li> </ul>
<b>Jaar 1</b> <b>Semester 2</b>		

Theme Greek: Fate and Fortune in Classical Literature	LQX002M05	<p>Studenten die dit college hebben gevolgd zijn in staat:</p> <ul style="list-style-type: none"> <li>- antieke (literaire, filosofische en historiografische) teksten rond het thema Lot, Toeval en Voorzienigheid te lezen en begrijpen in de originele taal en vertaling</li> <li>- een gefundeerde mening te geven over het denken over 'Lot, Toeval en Voorzienigheid' in de oudheid mede op basis van secundaire literatuur</li> <li>- zelfstandig onderzoek te doen op het gebied van dit thema op basis van originele teksten en secundaire literatuur</li> <li>- dit onderzoek te presenteren in orale en schriftelijke vorm</li> <li>- deel te nemen aan de discussie van student-presentaties; feedback te geven en ontvangen</li> <li>-</li> </ul>
Theme Latin	LQX003M05	<p>Studenten die dit college hebben gevolgd zijn in staat:</p> <ul style="list-style-type: none"> <li>- antieke (literaire, filosofische en historiografische) teksten rond het thema te lezen en begrijpen in de originele taal en vertaling</li> <li>- een gefundeerde mening te geven over het denken over het thema in de oudheid mede op basis van secundaire literatuur</li> <li>- zelfstandig onderzoek te doen op het gebied van dit thema op basis van originele teksten en secundaire literatuur</li> <li>- dit onderzoek te presenteren in orale en schriftelijke vorm</li> <li>- deel te nemen aan de discussie van student-presentaties; feedback te geven en ontvangen</li> <li>-</li> </ul>
MA-scriptie Oudheidsstudies	LQX997M20	<p>Na afloop hebben de studenten verworven:</p> <ul style="list-style-type: none"> <li>-op gevorderd, resp. specialistisch niveau kennis van en inzicht in de Griekse en Latijnse taal en cultuur dan wel de Oude Geschiedenis en de daarbij behorende methoden en technieken, die de studenten in staat stelt zelfstandig origineel onderzoek uit te voeren. (1.1-1.4)</li> <li>-het beheersen van een voor de beide specialisaties geëigende methoden, technieken en vaardigheden van wetenschappelijk onderzoek (2.1-2.3; 3.1-2);</li> <li>-het op wetenschappelijk verantwoorde wijze schriftelijk en mondeling rapporteren over de resultaten van eigen onderzoek en dat van anderen (4.1-2).</li> <li>- vaardigheid te reflecteren op het vakgebied (ontwikkelingen, relevantie) (5.1-5.4)</li> </ul>
Masterstage Oudheidstudies	LQX028M10	<p>Leerdoelen</p> <ul style="list-style-type: none"> <li>- Het opdoen van (sollicitatie)vaardigheden bij het zoeken naar een op de masterspecialisatie aansluitende stageplek;</li> <li>- Werkervaring opdoen en communicatieve vaardigheden ontwikkelen in een buitenuniversitaire functie waarvoor de opleiding die de student volgt relevant is;</li> <li>- Ontwikkeling van persoonlijke en beroepsmatige competenties;</li> <li>- Methodisch en planmatig werken in opdracht van stagebieder en stagebegeleider;</li> <li>- Planmatige en doelmatige uitvoering van de stage-opdracht;</li> <li>- Stagerapportage geschiedt op regelmatige basis met stagebieder en stagebegeleider;</li> <li>- Een stageverslag is verplicht onderdeel van de Masterstage en wordt ter goedkeuring en beoordeling aangeboden om ECTS toekenning te verwerven</li> </ul>

**Jaar 1**  
**Semester 1**

**Oude geschiedenis**

Module	Code	Learning outcome
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Grieks en Latijns didactisch epos	LQX032M10	<p>Studenten leren in dit college</p> <ul style="list-style-type: none"> <li>- hoe ze zelf een wetenschappelijk commentaar moeten schrijven op een Griekse of Latijnse tekst (inclusief brontekst voorzien van een kritisch apparaat en een vertaling), met behulp van alle bestaande hulpmiddelen (primaire and secundaire literatuur, andere commentaren, woordenboeken en andere handboeken, elektronische databases) (1.1-3, 2.1-3, 3.1-3, 4.1-2, 5.1, 5.3-4)</li> <li>- hoe ze op een kritische en verantwoorde wijze bestaande commentaren kunnen bespreken voor hun medestudenten. (1.1-3, 2.3, 3.1-3, 4.2, 5.1)</li> </ul>
Res. Sem.: Ancient History I	LGX001M10	In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies on the same theme using, for instance, social network analysis, globalisation theory and postcolonialism (1.1-3. 5.1-4) Students become acquainted with intriguing new methods such as isotopic analysis and ancient DNA of human remains. Students write an essay based on their own research (2.1-3, 3.1-33, 4.1-2).
Griekse epigrafie (MaLa)	LQX021M05	<p>Studenten verwerven in dit college:</p> <ul style="list-style-type: none"> <li>- Kennis en inzicht in de Griekse epigrafie (1.1-1.3)en</li> <li>- epigrafische onderzoeksvaardigheden (2.1, 2.3, 3.2-3.3, 4.1-2. 5/1. 5/3-4</li> </ul>
Greek Epigraphy: Essay	LQX022M05	<p>Studenten verwerven in dit college:</p> <ul style="list-style-type: none"> <li>-(Op basis van op persoon afgestemd zelfstudiepakket) verdiepende kennis en inzicht in de Griekse epigrafie en relevante methodes en technieken Kennis en inzicht in de Griekse epigrafie (1.1-1.3; 2.1-3)</li> <li>- vaardigheid onderzoek te verrichten en hiervan kritisch verslag te doen ((3.1-2, 4.1-2; 5.1, 5.3-4)</li> </ul>
Interdisciplinaire Module: Landscape & memory	LQX041M05	<p>Students who successfully complete the course will be able to:</p> <ul style="list-style-type: none"> <li>- collect, analyse and contextualise textual and material primary sources</li> <li>- understand and apply current theories on memory and landscape to the ancient world</li> <li>- give critical and constructive peer reviews on the work of fellow students</li> <li>- present and communicate academic work to a broader audience in an online environment (wiki/blog etc)</li> </ul> <p>independently prepare critical reviews of scholarly literature</p>
<b>Jaar 1</b> <b>Semester 2</b> Research Seminar Ancient History 2:	LGX002M10	<p>In this research seminar students study a theme with the help of ancient literary, archaeological and documentary evidence and compare this with modern studies on the same theme using, for instance, social network analysis, globalisation theory and postcolonialism, leadership theories (1.1-3. 5.1-4). Students write an essay based on their own research (2.1-3, 3.1-33, 4.1-2). Na afloop hebben de studenten verworven:</p>
MA-scriptie Oudheidsstudies	LQX997M20	<ul style="list-style-type: none"> <li>-op gevorderd, resp. specialistisch niveau kennis van en inzicht in de Griekse en Latijnse taal en cultuur dan wel de Oude Geschiedenis en de daarbij behorende methoden en technieken, die de studenten in staat stelt zelfstandig origineel onderzoek uit te voeren. (1.1-1.4)</li> <li>-het beheersen van een voor de beide specialisaties geëigende methoden, technieken en vaardigheden van wetenschappelijk onderzoek (2.1-2.3; 3.1-2);</li> <li>-het op wetenschappelijk verantwoorde wijze schriftelijk en mondeling rapporteren over de resultaten van eigen onderzoek en dat van</li> </ul>

anderen (4.1-2).

- vaardigheid te reflecteren op het vakgebied (ontwikkelingen, relevantie) (5.1-5.4)

Masterstage  
Oudheidstudies

LQX028M10

Leerdoelen:

- Het opdoen van (sollicitatie)vaardigheden bij het zoeken naar een op de masterspecialisatie aansluitende stageplek;
- Werkervaring opdoen en communicatieve vaardigheden ontwikkelen in een buitenuniversitaire functie waarvoor de opleiding die de student volgt relevant is;
- Ontwikkeling van persoonlijke en beroepsmatige competenties;
- Methodisch en planmatig werken in opdracht van stagebieder en stagebegeleider;
- Planmatige en doelmatige uitvoering van de stage-opdracht;
- Stagerapportage geschiedt op regelmatige basis met stagebieder en stagebegeleider;
- Een stageverslag is verplicht onderdeel van de Masterstage en wordt ter goedkeuring en beoordeling aangeboden om ECTS toekenning te verwerven

# Bijlage 3. Schematische weergave toetsprogramma

## Toetsprogramma Masteropleiding Oudheidstudies 2020-2021

JAAR 1 semester 1		Blok 1		Blok 2	
vaktitel	vakcode	week 1-7 colleges	week 8/9/10, 20 (her)toetsing	week 11-16, 19 colleges	week 21/22, 30 (her)toetsing
<b>Totaal aantal ECTS getoetst</b>					
Commentaries Geek and Latin Texts	LQX032M10	Participatie / presentatie (20%)			Werkstuk (commentaar) (80%)
Research Seminar Ancient History I	LQX001M10	Presentatie, schriftelijke opdrachten (of in blok 2) 40%		Presentatie, schriftelijke opdrachten (of in blok 1) 40%	Essay 60%
Griekse Epigrafie	LQX021M05			Participatie en presentatie 40%	Excursie in blokcursus met schriftelijk verslag/essay 60%
Griekse Epigrafie: essay	LQX022M05			Begeleide zelfstudie	essay
Interdisciplinaire Module/Course	LQX041M05	Opdracht/presentatie (10%)		Opdracht (10%	Essay(80%)
Thema Grieks	LQX002M05	presentatie (20%)	Kort schriftelijk tentamen Essay (80%)		
Thema Latijn	LQX003M05			presentatie (20%	Essay en/of kort schriftelijk tentamen (80%)

JAAR 1 semester 2		Blok 1		Blok 2	
vaktitel	vakcode	week 1-7 colleges	week 8/9/10, 20 (her)toetsing	week 11-16, 19 colleges	week 21/22, 30 (her)toetsing
<b>Totaal aantal ECTS getoetst</b>					
Res.Sem. Ancient History II	LQX002M 10	Presentatie, schriftelijke opdrachten (of in blok 2) 40%		Presentatie, schriftelijke opdrachten (of in blok 1) 40%	Essay 60%
Masterstage Oudheidstudies (elective)	LQX028M 10				stageverslag
Ma-scriptie Oudheidstudies	LQX997M 20				scriptie
Electives	30				

# **Bijlage 4. Aanvullende regelingen voor het afstudeerdossier**

**MASTER'S THESIS**

**Degree programme in**

**CLASSICS AND ANCIENT CIVILIZATIONS**

**Regular Master's degree and Master of Arts in Teaching degree**

**Version 20 November, 2019**



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## **1 Introduction**

This brochure is intended for Master's students of Classics and Ancient Civilizations who are about to begin writing their Master's thesis. The document provides a step-by-step plan, setting out the obligations of both students and supervisors, as well as generally useful information and suggestions.

## **2 Definition and features of the thesis**

The Master's thesis is one of the most important instruments for determining whether a student has attained the final outcomes for the Master's programme. The student applies what he has learned - knowledge, understanding and skills - by setting up and carrying out a substantia and academically sound research project.

The thesis has the following elements:

- 1) An unambiguous question (also called research question or central question), which can be broken down into sub-questions if necessary. A well-formulated question is an essential condition for the successful execution of the research project. This is because the research question not only gives direction to the research, but also defines the material to be investigated or the research corpus.
- 2) Substantial study of literature and sources: The publications studied must be thoroughly analysed in view of the research question; scholarly arguments and views must be assessed and compared in terms of their value and validity. This will result in a research report that is not merely reproductive in nature, but demonstrates the student's ability to analyse and critically evaluate what others have written, based on his/her knowledge of the subject. Therefore is thus an original contribution to the (limited) subject area.
- 3) Argumentative essay based on analysis along the way and formulating an answer to an academically relevant and substantiated research question (often subdivided in subquestions). The argumentation must demonstrate knowledge of the current state of research and take its own position. It must not simply be a reformulation of what is found in the literature. The argument is coherent and structured and the conclusion follows logically from the arguments put forward in the various chapters or argumentative parts.
- 4) The argument is scientifically justified and sound. The analytical argument is substantiated with references to sources and literature in footnotes and a bibliography. The academic research is carried out in accordance with the conventions for the subject area.

NB The Master's Thesis may also take the form of a commentary, with or without a critical edition of the text commented upon. In this case the above does not fully apply, but the student should refer to the instructions given in the MA Commentary Course. The commentary proper must be preceded by a substantial introduction, discussing the problems of the text and the contribution the commentary aims to make to solving these.

## **3 Choosing a thesis topic**

In the specialisation Classics the topic is chosen from the fields of Greek, Latin or Ancient Philosophy, in the specialisation Ancient History from the fields of Ancient History or Classical and Mediterranean Archaeology; in both specialisations a topic in the reception of Classical Antiquity may also be chosen, as long as this involves study of a substantial amount of ancient

material (and in the case of the specialisation Classics, of a substantial amount of texts in Greek and/or Latin). Topics that involve more than one discipline are encouraged; if such a topic is chosen, it may be advisable to have two supervisors.

#### **4 Thesis preparation and planning**

Students must register through Progress (LQX997M20). They must also fill out the relevant Google form on the Nestor site of the department, in which the (provisional) title of the thesis and the name of the supervisor are specified. On the basis of this document, the second assessor is appointed by the Programme Coordinator.

Then the student, in consultation with the supervisor, draws up a *thesis plan* consisting of approximately 2 pages. This plan must contain a justification, a sharply defined research question, preliminary chapter headings with their related sub-questions, a brief list of sources and secondary literature, and a time schedule including an overview of the planned submission dates for each chapter and for the final version of the thesis; if the thesis is a commentary, the plan will be structured accordingly. This plan may be adjusted in the course of the work on the thesis, in consultation with the supervisor.

#### **5 Composition and presentation**

##### *5a Composition*

The text of a thesis is divided into three main parts (unless it is a commentary; see below):

(i) The *introduction* comprises remarks about: topic, research question, working hypotheses, the reasons for conducting the research, its position in the wider context and justification of the demarcation of the research field, the research method, justification of chapter divisions, possibly an overview of the conclusion(s).

(ii) The *actual research report* is divided into chapters or sections which can be further divided into sections or subsections if desired for the sake of clarity. Sometimes it is a good idea to conclude a chapter with a summary and indicate how the argument will continue. If it is necessary to diverge from the main topic or to explain a certain aspect in more detail, this must be clearly indicated, and it should be clear to the reader where the diversion ends and the main discussion resumes.

(iii) The *final part* consists of a summary of the points argued and one or more conclusions. If possible, the conclusion(s) is/are placed in a wider context, with indications for further research and with reference to the significance of the results.

NB If the thesis is a commentary, this structure is adapted accordingly.

##### *5b Presentation*

The writer should always have the readers in mind, and aim to ensure that they can understand the thesis. The readers may include classicists or advanced fellow students who are not specialists in the subject area of the thesis. Since a thesis aims to transfer academic knowledge, it must be written in a formal and accurate style. A thesis aims to convince its readers with logical arguments, by presenting facts and conclusions, hypotheses and explanations. One

characteristic of an academic text is that it must be verifiable – in other words, facts and statements must always be substantiated.

The thesis may be written in English or Dutch; in both cases correct grammar and spelling are expected.

The thesis should be structured as follows:

1. Title page
  - a. Title and possibly subtitle. The title and subtitle together should accurately reflect the thesis content.
  - b. Author's name
  - c. Author's student number
  - d. Year and date of completion
2. Table of contents
3. Text with footnotes (no endnotes)
4. (possibly) List of abbreviations
5. Bibliography
6. Appendices (if any)

A list of abbreviations is not always necessary. If the thesis is submitted in the Classics track, the following applies: Greek and Latin must be typed correctly (including accents and spiritus); the critical text edition used for the quotations should always be specified. Quotations longer than a few words should be accompanied by translations *made by the student him-/herself*. For the form of references to Greek and Latin texts the Syllabus 'Academische Vaardigheden voor classici' (available on Nestor) should be consulted. The same holds for thesis in the Ancient History track if a student makes use of the original primary sources.

There are no strict requirements regarding the format of referencing secondary literature. The most important thing is to use one system accurately and consistently.

The complete version of the thesis must be presented neatly in A4 format for assessment. The pages must have wide margins, with the text typed in a Unicode font (with line spacing set at 1.5). The pages must be numbered.

### *5c Student workload*

The Master's thesis is the result of 560 hours of study at academic level (20 ECTS credit points). The thesis must be between **18,000 and 24,000** words in length, including notes and translations made by the student of Greek and Latin quotations (in the Classics track and in case original primary sources are used, also in the Ancient History track), but excluding the bibliography and any appendices. Theses that are not between 18,000 and 24,000 words in length will not be accepted and must be rewritten.

The precise amount of literature to be read and processed depends on the character of the research project and the way the literature is distributed over primary texts in Greek and/or Latin, primary texts in translation, commentaries and secondary literature, and also on what literature is analysed in depth and what is read more cursorily. Students and lecturers must together aim to keep the actual workload as close as possible to the norm of 560 hours. The choice of topic, the moment this choice is made (the earlier the better) and the structure of supervision can contribute to this.

#### 5d. *Submission deadlines*

The following **timetable** must be adhered to in order to graduate on 31 August:

- the student must submit the thesis by **1 July** via 'Ephorus upload' on the Nestor site 'Master's thesis in Classics and Ancient Civilizations'. This version will be assessed before 15 July by the supervisor and the second assessor. If the thesis is submitted later than 1 July, the student is not entitled to a reassessment in the same semester.
- If (but only if) the thesis should be assessed as unsatisfactory, the student may submit a revised version by **15 August**; this will be assessed by the supervisor and the second assessor before 31 August.

See also the step-by-step plan.

## 6 **Supervision**

The supervision of the Master's thesis can in principle be divided into the following phases:

1. During the preparatory phase, the research design is discussed with the supervisor.
2. Then a thesis plan is drawn up in consultation with the supervisor.
3. During the actual research, the various aspects of the implementation are discussed further (e.g. the research method, means of analysis) and, if necessary, the thesis plan is adjusted.
4. During the writing phase, the supervisor reads and comments on the draft chapters of the thesis.
5. Finally, the thesis is submitted and assessed by the supervisor and the second assessor. The second assessor is appointed by the Programme Coordinator (upon approval by the Board of Examiners); the supervisor and the student are informed of this decision as soon as possible, but in any case before the submission deadline.

In general supervisor and student will schedule max. 4 moments of supervision (max. 1 hour each). This is the general rule and may be adapted given the specific situation.

N.B. 1 Supervisors may be absent for shorter or longer periods to attend conferences, conduct research or due to vacations. Please find out about this in good time, preferably when the time schedule in the thesis plan is being drawn up. Thesis supervision is not available between 15 July and 15 August.

N.B. 2 Students who wish to change their supervisor should submit a request to that effect to the Programme Coordinator, through the secretariat.

## 7 **Assessment and marking**

The Master's thesis is assessed by two assessors. The main assessor is the thesis supervisor. If the thesis is being written within two degree programmes or supervised by two examiners, the second supervisor is also the second assessor. The assessors use the prescribed assessment forms; these are to be found on the Nestor site of the programme.

A thesis may be resubmitted only if it has been assessed as unsatisfactory. If the thesis has been assessed as satisfactory or better, the student may not resubmit a revised version in order to get a higher mark.

If the student does not agree with the assessment, it is possible to approach the Board of Examiners with a request for re-assessment.

## 8 Rights and obligations

Students have a right to thesis supervision as set out in Section 6. Students also have the obligation to collect information in a correct, i.e. independent, way and to write a Master's thesis in line with the rules and customs of the degree programme. Cheating and plagiarism carry severe penalties, because it must be clear at all times that the student is the actual author of the thesis in all respects. Partial or inaccurate source references will count against the student. The Master's thesis must be the result of independent academic research. The lecturer has the right to examine the consulted sources and literature, and students must provide the lecturer with this material if required. See also the section relating to cheating and plagiarism in the relevant Teaching and Examination Regulations.

The copyright on a Master's thesis is shared: both lecturer and student hold the copyright on the thesis. This means that neither the supervisor nor the student can publish on the results reported in the thesis unless they have the permission of the other.

## 9 Archiving and open access

Students must provide a digital version (in pdf) of the Master's thesis for the degree programme's archive. This must be submitted via <https://arts.studenttheses.ub.rug.nl/>. The thesis is stored in the University of Groningen repository, the digital archive of University publications.

Master's theses in the repository can be freely accessed (from within and outside the University) if the student and supervising lecturer give permission. Students can indicate 'freely accessible – yes/no' on the form. 'Yes' means that the student states that the lecturer has also given permission, in accordance with the Rules and Regulations of the Boards of Examiners that apply within the Faculty of Arts. Before answering 'yes' on the form, the student must check that the lecturer also agrees to the thesis being freely accessible.

## 10 Step-by-step plan

Step-by-step plan	Deadline/ Period
1. Exploration of thesis subject and finding supervisor	November–January
2. The student signs up for the thesis in Progress and fills out the Google form on the Nestor site. The programme coordinator appoints a second assessor (after approval by the Board of Examiners) and informs the student and the supervisor	1 February

3. The student draws up a thesis plan in consultation with the supervisor; this includes a timetable.	February
4. Writing of the thesis. Supervision as agreed between supervisor and student.	February–June
5. Student submits the thesis via ‘Ephorus upload’ on the Nestor site ‘Master’s thesis in Classics and Ancient Civilizations’	<b>1 July</b> If the thesis is submitted later, the student is not entitled to a reassessment in the same semester.
6. Assessment by supervisor and second assessor	15 July
7. Student submits revised version, if (and only if) first version was unsatisfactory.	15 August
8. Assessment by supervisor and second assessor of revised version (if applicable)	31 August
9. Supervisor submits final mark	<b>31 August</b>
10. After assessment, the student must upload the thesis to <a href="https://arts.studenttheses.ub.rug.nl/">https://arts.studenttheses.ub.rug.nl/</a> N.B. thesis must be uploaded in pdf.	Immediately after final mark has been entered in Progress

## 11. Graduation Procedure

For more information about the Graduation procedure of the Faculty of Arts, see <https://student.portal.rug.nl/infonet/studenten/let/studieadvies-en-carriere/bureau-studentzaken/under-construction-afstuderen/>

## 12. List of areas of specialisation the staff members in Classics and Ancient Civilisations

### Greek

- Dr J.J.H. Klooster
  - Ancient Greek literature (all genres and periods), in particular:
  - Hellenistic poetry
  - Archaic lyric poetry
  - Ancient biography and historiography (esp. Plutarch, Appian)
- Dr S. Peels-Matthey
  - Greek religion
  - Lexical semantics, value terminology
  - Greek linguistics
  - Greek drama
  - Greek epic poetry
- Dr R.F. Regtuit
  - Textual criticism and scholia

- Aristophanes
- Greek orators
- Late Greek texts /ancient Christian Greek

- Prof. G.C. Wakker

- Ancient Greek semantics and syntax
- Discourse analysis and Ancient Greek texts (esp. subordinate clauses, aspect, tense, particles)
- Herodotus
- Greek theatre
- Greek epic poetry

## **Latin**

- Dr C.M. van der Keur

- Latin epic poetry, especially from the Flavian period
- Intertextuality and genre in Latin literature
- Latin linguistics, especially pragmatics/ narrative structure
- Latin historiography (Republic and early Empire)

- Prof. R.R. Nauta

- Ancient Latin literature (all genres and periods), esp.
- Neronian and Flavian poetry
- representations of imperial power in literature (poetry and prose)

- Dr B.L. Reitz-Joosse

- Latin literature and Roman architecture
- The city of Rome in Latin literature
- Memory of war in Latin literature
- Roman love elegy
- Reception of Antiquity in Italian fascism

-Dr A.J. van der Velden

- (Receptions of) Cicero
- Vergil, esp. *Aeneid*
- Latin literature in Late Antiquity
- Latin tradition of commentary

## **Ancient History**

- Dr J.W. Drijvers

- Late Antiquity
- Cultural history of Antiquity
- Early Christianity and the Christianization of the Roman Empire
- Relations between the Late Roman Empire and the Sassanid Empire
- Historiography in Late Antiquity
- 'Nachleben' of Antiquity
- Leadership in Rome



- Prof. O.M. van Nijf

- Greek history (all aspects)
- Hellenism and the Greek world in the Roman period
- Sport and physical culture (Greece/Rome)
- Political culture
- Greek and Latin epigraphy
- History of religion (festival culture, cults and associations, ruler cult) (Greece/Rome)
- Memory and memory culture (Greece/Rome)
- Urban history and urban culture (Greece/Rome)
- Education, literacy and written culture (Greece/Rome)
- Social and economic history (food supply, social organization, trade and industry) (Greece/Rome)

- Dr J. Pelgrom

- Roman imperialism and colonialism
- Hellenistic Italy
- Roman rural history
- Archaeology of mythology
- Landscape archaeology

- Dr C.G. Williamson

- Landscape
- The Greek city
- Greek religion
- Hellenistic period
- Asia Minor

## **Archaeology**

- Prof. P.A.J. Attema

- Mediterranean protohistory of Italy (esp. early Mediterranean colonisation)
- Mediterranean landscape archaeology
- Roman economy and demography on the basis of integrated landscape-archaeologic data

- Dr L. de Jong

- Burial rituals and tombs (Hellenistic and Roman)
- Imperialism, identity and culture in the Hellenistic and Greek Near East (incl. Turkey)
- Antique globalisation
- Archaeological theory

- Dr E. van 't Lindenhout

- Architecture
- Urbanization in Italy

- Iconography

- Prof. S. Voutsaki

- Aegean prehistory
- The Greek mainland in the Bronze Age
- Archaeological theory
- History of Greek archaeology and the ideological use of the past in modern times

## **Philosophy**

- Dr L.A. Joosse

- Plato
- Aristotle
- Stoa
- Roman philosophy (Cicero, Seneca, Epictetus)
- Neoplatonism

## **Reception of Classical Antiquity**

- Prof. D. Rijser

- Augustan poetry
- Medieval and Neo-Latin poetry and prose
- The relation between word and image
- Reception of Classical Antiquity 1600-today

Appendix 1

**Assessment form for the Master's thesis in GLTC (LQX997M20), Faculty of Arts, University of Groningen, version 29 May 2018**

**Form for the supervisor (NB also available in Dutch, and for 2<sup>nd</sup> supervisor, see [Assessmentform MA thesis](#))**

Date:	
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Name of student:	
Student number:	
Title of thesis:	

Name of supervisor:	
Name of second reader:	

Final result:	
Degree programme/ specialisation	MA Classics and Ancient Civilisations/ Classics MA Classics and Ancient Civilisations/ Ancient History MA in Teaching/ GLTC

Signature of supervisor

Signature of second assessor

**N.B.** Not all of the questions under each heading have to be answered individually; some of them may be irrelevant in your situation and the questions should be seen primarily as guidelines to help

you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form.

<b>1. Problem area</b>					
	Un-satisfactory	Satisfactory 6.0-6.5	More than satisfactory 7-7.5	Good 8-8.5	Excellent 9-10
Has the problem area for the thesis been clearly defined? Is the author aware of the most important relevant literature (the <i>status quaestionis</i> , the historiography, the historical debate) on the subject? Has the author been able to reflect on the literature in a critical and analytical way?					
<i>Substantiation of the assessment:</i>					

<b>2. Research question</b>
-----------------------------

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the discussion of existing literature on the topic resulted in a clear problem definition? Has the problem definition been adequately divided into subquestions? Throughout the thesis, has the author continued to focus on the questions formulated?					
<i>Substantiation of assessment:</i>					

<b>3. Operationalization of research question</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the operationalization of the problem definition been adequately substantiated? Are the chosen theory, methods and techniques of research well suited to the problem					

definition? Have core concepts been clearly defined and operationalized?					
<i>Substantiation of assessment:</i>					

<b>4. Argumentation structure and composition/argumentation/conclusions</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Is the argument clearly structured, and does the thesis have a clear balanced structure/chapter division that is appropriate for the problem definition? Is the argumentation consistent and convincing? Do the conclusions follow from the material presented, and do they answer the questions that were asked?					
<i>Substantiation of the assessment:</i>					

<b>5. Use of primary sources</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Have the relevant Greek and Latin texts been used and correctly interpreted? Are quoted passages correctly translated? With regard to this, was adequate use made of existing commentaries, translations and reference works?					
<i>Substantiation of assessment:</i>					

<b>6. Use of secondary literature</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the existing literature on the topic been adequately processed? Did the author demonstrate					

sufficient critical-thinking skills?					
<i>Substantiation of assessment:</i>					

<b>7. Originality and contribution to research in the field of Antiquity</b>					
	Unsatisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has an original research question been formulated? Has the author explored new paths and found new sources of knowledge? Does the thesis make a contribution to the field?					

<b>8. Annotation, readability and design</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the literature and sources adequately referred to? Are clear notes					



and references included, edited consistently in accordance with a system? Is the language used in the thesis correct and appropriate? Is the thesis well structured/laid out and well presented?					
<i>Substantiation of assessment:</i>					

<b>9. Process [not to be completed by the second assessor!]</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
To what extent did the student work independently and come up with his/her own ideas? How well did the student plan his/her time during the research and writing phases?					
<i>Substantiation of assessment:</i>					

	<b>Summary of assessment in partial marks</b>								
	N.B. None of the partial marks on items 1 to 5 may be Unsatisfactory!								
	1	2	3	4	5	6	7	8	9
MARK									
Weighting	15%	15%	10%	10%	10%	10%	20%	5%	5%

NB The calculation above is no more than a guideline for determining the preliminary final mark: depending on the character of the thesis, certain aspects may be weighed more or less heavily. The preliminary final mark may differ from the result of the calculation, but an explanation should be given below.

Preliminary FINAL MARK:

<i>General assessment (and explanation of preliminary final mark):</i>
--

This assessment is the basis for the discussion with the second assessor. After the discussion, the supervisor attaches the second assessor's assessment form to his/her own form and fills in the final mark and assessment below. The supervisor and second assessor then both sign the first page of this form.

FINAL MARK:

*Final mark (and explanation of the final mark):*

## Appendix 2

**Assessment form for the Master's thesis (format: commentary) in GLTC (LQX997M20), Faculty of Arts, University of Groningen, version 2 September 2019**

**Form for the supervisor (form 2<sup>nd</sup> supervisor, see [Assessment form MA thesis commentary](#))**

Date:	
-------	--

Name of student:	
Student number:	
Title of thesis:	

Name of supervisor:	
Name of second reader:	

Final result:	
Degree programme/ specialisation	MA Classics and Ancient Civilisations/ Classics MA Classics and Ancient Civilisations/ Ancient History MA in Teaching/ GLTC

Signature of supervisor

Signature of second assessor

**N.B.** Not all of the questions under each heading have to be answered individually; some of them may be irrelevant in your situation and the questions should be seen primarily as guidelines to help you draw up your assessment. In other words, you should follow the spirit rather than the letter of this form.

<b>1. Introduction: position and focus of the commentary</b>					
	Un-satisfactory	Satisfactory 6.0-6.5	More than satisfactory 7-7.5	Good 8-8.5	Excellent 9-10

<p>Has the position of the commentary in relation to existing commentaries and studies been clearly defined in the introduction?</p> <p>Is the author aware of the most important relevant literature (the <i>status quaestionis</i>, the historiography, the historical debate) on the subject? Has the focus of the commentary been adequately motivated?</p>					
<p><i>Substantiation of the assessment:</i></p>					

<b>2. Introduction: discussion of the passage and its context</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
<p>Does the introduction adequately discuss the commented passage as a whole (e.g. its structure, interpretation, literary motifs etc.), and its position in and relation to the whole text and context (e.g. book, entire work, oeuvre, genre, socio-historical context)?</p>					
<p><i>Substantiation of assessment:</i></p>					

<b>3. Commentary: method and techniques</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Does the commentary show command and sensible use of the main tools and techniques of a commentator? These include: - use of academic dictionaries and other (digital and printed) resources, such as reference works and databases - appropriate lemmatisation and introductory notes - useful organisation and lay-out of the commentary					
<i>Substantiation of assessment:</i>					

<b>4. Commentary: lemmata</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the lemmata complete, relevant and of adequate quality with regard to the analysis of the text under discussion in its various aspects (e.g. syntax, style, metre where applicable, intertextuality, rhetoric)?					
<i>Substantiation of the assessment:</i>					

--

<b>5. Use of primary sources and textual criticism</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Have the relevant Greek and Latin texts been used and correctly interpreted? Are quoted passages correctly translated? Is proper account given of the text used (and of any adaptations compared to a standard edition), and are the critical apparatus and any text critical notes of sufficient quality?					
<i>Substantiation of assessment:</i>					

<b>6. Use of secondary literature</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Has the existing literature on the topics covered in the commentary been adequately processed? Did the author demonstrate sufficient critical-thinking skills?					

*Substantiation of assessment:*

**7. Originality and contribution to research in the field of Antiquity**

	Unsatisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the analyses and interpretations given in the commentary original? Has the author explored new paths and found new sources of knowledge? Does the thesis make a contribution to the field?					

**8. Annotation, readability and design**

	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
Are the literature and sources adequately referred to? Are clear notes and references included, edited consistently in accordance with a system? Is the language used in the thesis correct and appropriate? Is the thesis well structured/laid out and well presented?					
<i>Substantiation of assessment:</i>					



--

<b>9. Process [not to be completed by the second assessor!]</b>					
	Un-satisfactory	Satisfactory	More than satisfactory	Good	Excellent
To what extent did the student work independently and come up with his/her own ideas? How well did the student plan his/her time during the research and writing phases?					
<i>Substantiation of assessment:</i>					

<b>Summary of assessment in partial marks</b>									
N.B. None of the partial marks on items 1 to 5 may be Unsatisfactory!									
	1	2	3	4	5	6	7	8	9
MARK									
Weighting	10%	10%	15%	15%	10%	10%	20%	5%	5%

NB The calculation above is no more than a guideline for determining the preliminary final mark: depending on the character of the thesis, certain aspects may be weighed more or less heavily. The preliminary final mark may differ from the result of the calculation, but an explanation should be given below.

Preliminary FINAL MARK:

<i>General assessment (and explanation of preliminary final mark):</i>
--

This assessment is the basis for the discussion with the second assessor. After the discussion, the supervisor attaches the second assessor's assessment form to his/her own form and fills in the final mark and assessment below. The supervisor and second assessor then both sign the first page of this form.

FINAL MARK:

*Final mark (and explanation of the final mark):*

