Guide for examiners NFI1100/NFI4100 H21

Students should be able to:

- transliterate, normalize and translate those runic inscriptions, both Proto-Norse, Viking-Age and medieval, which have been covered during the course;
- transliterate, normalize and translate an unknown Viking-Age runestone inscription of normal difficulty, with the help of Peterson's word indices;
- comment on the writing conventions that runic inscriptions of different periods show, both when it comes to rune shapes, orthography and formulae;
- approximately date Proto-Norse, Viking-Age and medieval runic inscriptions using epigraphic, linguistic and art-historical criteria;
- account for central issues, covered during the course, within runological research, as well as be able to illustrate these issues by using examples from inscriptions covered during the course;
- account for the significance of runic inscriptions as sources for important historical phenomena from different times.

In order to achieve a high grade, students were expected correctly answer to all parts of each question. As the ability to transliterate, normalize and translate runic inscriptions is a central learning outcome of the course, great importance has been attached to the question about the reading and interpretation of an unknown Viking-Age runic inscription. Apart from the correctness of the answer, the degree of independent and critical thinking shown in the questions has been taken into account in the grading. Independent and critical thinking could, for instance, be shown by using several examples to illustrate different parts of an answer, by drawing on the literature covered in the course when relevant, by presenting and comparing pros and cons of different possible readings and interpretations, as well as comparing and evaluating opposing views presented by different researchers about central runological issues.

In grading, the following description of each grade has been taken into account:

A – Excellent

An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.

B – Very good

A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.

C – Good

A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.

D – Satisfactory

A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.

E – Sufficient

A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.

F – Fail

A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.