

CRITERION	WEIGHT	VERY GOOD (5)	GOOD (4)	SATISFACTORY (3)	UNSATISFACTORY (2)
Knowledge base	0,4	The student identifies all key theoretical or professional/branch terms and concepts and is able to define and explain them. The student is critical about the knowledge acquired in the study cycle and is able to voice their position regarding the said matter clearly.	The student identifies key theoretical or professional/branch terms and concepts and is able to define and explain the most important ones. The student is critical about the knowledge acquired in the study cycle.	The student identifies key theoretical or professional/branch terms and concepts. However, the student needs the Commission's assistance to explain the most important ones. The student is not critical about the knowledge acquired in the study cycle.	The student does not identify key theoretical or professional/branch terms and concepts.
Relating knowledge to socio-economic contexts or examples	0,4	The student can illustrate the discussed issues with examples. The student is able to define the essence of the problem and the context for its analysis (e.g., technical, formal, historical or institutional - depending on the nature of the question). The student perfectly combines various aspects of the discussed issue. If the question requires it, the student is able to propose original solutions to the problems posed.	The student can illustrate the discussed issue with examples, which are mostly well-chosen. The student is able to determine the essence of the discussed problem and to adequately specify its context (e.g., technical, formal, historical or institutional - depending on the nature of the question). The student efficiently combines various aspects of the discussed issue. If the question requires it, the student is able to propose solutions to the problems posed, but only standard ones.	The student is able to illustrate the discussed issue with examples, although a significant part is not correctly chosen. The student has problems with precisely defining the essence of the discussed problem or its context (e.g., technical, formal, historical or institutional - depending on the nature of the question). The student identifies various aspects of the discussed issue but has significant problems with combining them. The student is not able to propose solutions to the problems posed, if the question requires it.	The student is not able to illustrate the discussed issue with examples. The student does not understand the essence of the discussed problem or its context. The student does not notice all key aspects of the issue.
Structure and clarity of speech	0,2	The student uses appropriate academic language and expresses thoughts clearly and unambiguously.	The student uses appropriate academic language, expresses thoughts rather unambiguously and clearly - linguistic flaws do not hinder communication.	The student uses colloquial language, expresses thoughts rather unambiguously and clearly - linguistic flaws do not hinder communication.	The student uses colloquial language and expresses thoughts in a way that strongly disturbs communication.

The above criteria are a generalised reference point. Each assessment is made individually and depends on factors such as the programme or nature of the question addressed.

In particular, if a Member of the Commission considers that the correct score should be the one between two adjacent scores in the table above, they may use half marks as scores under the individual grading criteria.