

# Final Honour School of Human Sciences Examination Conventions For Candidates to be Examined in Academic Year 2021-22

## 1. Introduction

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

The supervisory body responsible for approving the examination conventions is the Social Sciences Board's Quality Assurance Committee.

## 2. Rubrics for individual papers

The FHS examination consists of 8 papers:

Paper 1: Behaviour and its Evolution

Paper 2: Human Genetics and Evolution

Paper 3: Human Ecology

Paper 4: Demography and Population

Paper 5(a): Anthropological Analysis and Interpretation *or* 5(b): Sociological Theory

Paper 6: Dissertation

Papers 7 and 8: Option papers

Details relating to the assessment for each of these papers are set out below:

**Paper 1: Behaviour and its Evolution**— A three-hour open-book mixed-mode examination comprising twelve essay questions of which candidates must answer three. The paper is divided into three sections and candidates must answer one question from each section.

**Paper 2: Human Genetics and Evolution** – A three-hour open-book mixed-mode examination comprising twelve essay questions of which candidates must answer three. The paper is divided into two sections and candidates must answer at least one question from each section.

**Paper 3: Human Ecology** – An extended essay not exceeding 5,000 words (including citations and footnotes but excluding bibliography) The extended essay will be chosen from a list of titles published by the Examiners on Monday of Week 1 of Trinity Term of the second year. Essays should be word-processed in double-line spacing and should conform to the standards of academic presentation prescribed in the course handbook. An electronic copy of the essay must be submitted to the University approved online assessment platform no later than **12 noon on the Friday of Week 6 of Trinity Term of their second year of study** (the first year of the Final Honour School). Only the file submitted via the University approved online assessment platform shall constitute a valid submission; no additional hard-copy may be submitted, for any purpose.

**Paper 4: Demography and Population** – A three-hour open-book mixed-mode examination. The paper comprises two sections. Section 1 tests the candidate’s knowledge of substantive trends and their explanation. Section 2 tests the candidate’s ability to interpret quantitative results and methods of demographic analysis. Candidates are required to answer three questions, two from a choice of nine questions in Section 1 and one compulsory question in Section 2.

**Paper 5(a): Anthropological Analysis and Interpretation or Paper 5(b): Sociological Theory** – both papers are examined by a three-hour open-book typed examination comprising twelve essay questions of which candidates must answer three.

**Paper 6: Dissertation** – the dissertation must be not more than 10,000 words in length, including citations and footnotes and endnotes but excluding abstract, bibliography and appendices. Any dissertations exceeding this word limit will be penalized according to the scheme detailed in Section 3.7, below. Dissertations may include appendices; however, the examiners are not bound to read the appendices and they shall not be taken into consideration when marking the dissertation. Dissertations must include a bibliography or a list of sources, listing all sources cited in the main body of the text. Each dissertation must be prefaced by an abstract of not more than 350 words. Every candidate shall submit an electronic copy of the dissertation to the University approved online assessment platform not later than **noon on Friday of the week preceding Trinity Full Term**, of the third year of the degree (the second year of the Final Honour School).

Candidates are required to submit a form, signed by their Director of Studies and their prospective dissertation supervisor, featuring the title of their intended dissertation and an explanation of its focus of not more than 100 words, to the Academic Administrator by **noon on Friday of 2nd Week of Trinity Term** of the second year of the degree (the first year of the Final Honour School). This will normally be approved by the Chair of Teaching Committee by the end of 8<sup>th</sup> Week of Trinity Term.

**Papers 7 and 8: Option Papers** – Option papers are examined by means of three-hour open-book examinations, with the exception of the Social Policy option which will be examined by a three-hour in-person, closed-book, invigilated examination. For the majority of option papers candidates must answer three questions from a choice of nine questions. For the Social Policy option candidates have a choice of three questions from twelve. The Health and Disease option paper is divided into two sections. Candidates must answer one question out of two in section A and two questions out of eight in section B.

The Quantitative Methods option is examined by means of a submitted assessment and a three-hour open-book hand-written exam paper. The submitted assessment consists of five questions, all of which must be attempted, producing a document usually 5-10 pages in length. The exam paper comprises six compulsory questions. Candidates must complete the assignment in Week 1 of Hilary Term of the final year of the degree, being given the paper on Monday of Week 1 and submitting the completed assessment to the University approved online assessment platform by **12 noon on Monday of Week 2 of Hilary Term**. The submitted assignment accounts for 50% of the overall mark for this paper and the three-hour open-book exam accounts for 50% of the overall mark for this paper.

Psychology Options that are offered by the Department of Experimental Psychology will follow the format and marking criteria, including word-limits for Open-Book Exams and modes of completion, set out in the Examination Conventions for the Final Honour School of Experimental Psychology.

Human Sciences candidates are required to choose their two third-year option papers from a list posted in the Institute of Human Sciences at the beginning of the first week of Hilary Full Term in the second year of the degree (the first year of the Final Honour School). These lists will also be circulated to College Tutors. They are required to submit their choices in the middle of Hilary Term, the deadline for which will be circulated at the start of Hilary Term.

### **Modes of completion for online examinations**

All online exams will have a default mode of completion – either typed or handwritten set by the exam board. Exams designated as handwritten may be entirely handwritten or partly typed with handwritten elements, e.g. mathematical notation, diagrams and graphs.

Paper 1: Behaviour and its Evolution; Paper 2: Human Genetics and Evolution; Paper 4 Demography and Population; the Health and Disease option paper, and, the Quantitative Methods option paper and the will be typed examinations with handwritten elements (mixed mode). Papers 5a: Anthropological Analysis and Interpretation, Paper 5b: Sociological Theory and other option papers not mentioned above will be typed examinations. For mixed mode examinations, candidates will type their essay answers but will be able to upload diagrams, graphs and answers containing mathematical notation. A blanket 30 minutes technical time will be allowed for mixed mode examinations.

### **Word-limits for Open Book Examinations**

Each essay in open book examinations should have a maximum of 1600 words. Answers of less than 800 words are unlikely to fully address the question. No specific mark deduction penalties will be applied to over-length essays in open book examinations. Penalties outlined below (Section 3.7) only apply to submitted work.

## **3. Marking conventions**

### **3.1 University scale for standardised expression of agreed final marks**

Agreed final marks for individual papers will be expressed using the following scale:

70-100	First Class
60-69	Upper second
50-59	Lower second
40-49	Third
30-39	Pass
0-29	Fail

### **3.2 Qualitative criteria for different types of assessment**

Qualitative criteria for the marking of the Timed Open-Book Examinations, Submitted Essays and Dissertations, and Presentations are provided in the Appendix.

These marking criteria have been developed to offer guidance to students on the criteria examiners will be using in judging assessed work.

They are also intended to guide examiners in identifying the appropriate mark for the work being assessed.

### **3.3 Verification and reconciliation of marks**

The Examining Board will usually consist of four internal examiners and two or three external examiners. In addition, assessors are appointed for papers which require specialist knowledge where none of the Examiners is expert. Candidates are anonymous, being identified only by a candidate number. Each paper (including the Dissertation) has equal weight. All papers are double-marked.

An Examiner or Assessor, having received an anonymised open book examination answer (Papers 1, 2, 4, 5, 7 and 8), submitted essay (Paper 3) or dissertation (Paper 6), assigns a mark to each question (or the essay or dissertation) on the basis of the Marking Criteria detailed in the Appendix, below. Each examiner marks independently, without knowledge of the marks or comments made by the other examiner. Usually, the marks awarded by each examiner are similar and not infrequently identical. Where the overall marks assigned by the two Examiners differ the examiners identify the reasons for the difference through discussion and agree an appropriate mark. If reconciliation is difficult, a third marker acts as arbiter in agreeing the appropriate mark, and answers that have been given particularly discrepant marks may be remarked if necessary. If the examiners cannot reach an agreement, the script is submitted to an external Examiner for “adjudication”. In addition, the External Examiner may query any mark assigned to a question, even if the internal Examiners are unanimous in their judgment.

The mark for each paper (with the exception of the submitted essay and dissertation) is the mean of the agreed marks for the three questions in that paper. Fractional marks for each paper of 0.5 and above are rounded up to the nearest whole mark. Fractional marks of 0.4 and below are rounded down to the nearest whole mark.

### **3.4 Scaling**

The Examiners may choose to scale marks where in their academic judgement:

- a. a paper was more difficult or easy than in previous years, and/or
- b. an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
- c. a paper has generated a spread of marks which are not a fair reflection of student performance on the University’s standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that candidates’ marks are not advantaged or disadvantaged by any of these situations. In each case, examiners will establish if they have sufficient evidence for scaling. Scaling will only be considered and undertaken after moderation of a paper has been completed, and a complete run of marks for all papers is available.

If it is decided that it is appropriate to use scaling, the examiners will review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes an appropriate performance within each class.

Detailed information about why scaling was necessary and how it was applied will be included in the Examiners' report and the algorithms used will be published for the information of all examiners and students.

### **3.5 Short-weight convention and departure from rubric**

Candidates are reminded that in every paper they must observe the rubric at its head in relation to the number of questions to be answered, and to compulsory questions (as outlined for each paper in Section 2, above).

A mark of zero shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered.

In the case of examination answers that are incomplete, and submitted pieces of coursework that are incomplete or which fail to adhere to the stipulated rubric, these will be marked according to the criteria that are outlined in the Appendix, which include specific criteria for marking work which is incomplete, rushed, or which departs from the stated rubric.

### **3.6 Penalties for late or non-submission**

Late delivery of any dissertation or assessed work may incur an academic penalty.

Where a candidate submits a dissertation or other assessed work after the deadline (without having gained the Proctors' approval for an extension) the following late penalty tariff will be applied:

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. For information on penalties for late submission of open-book examination scripts, see section 3.10 below. Details of the circumstances in which such penalties might apply can be found in the *Examination Regulations* (Regulations for the Conduct of University Examinations, Part 14.)

Late submission	Penalty
Up to one day <i>(submitted on the day but after the deadline)</i>	-5 marks  (- 5 percentage points)
Each additional day <i>(i.e., two days late = -6 marks, three days late = -7 marks, etc.; note that each weekend day counts as a full day for the purposes of mark deductions)</i>	-1 mark  (- 1 percentage point)
Max. deducted marks up to 14 days late	-18 marks  (- 18 percentage points)
More than 14 days after the deadline	Fail

Failure to submit a required element of assessment will result in the failure of the whole Examination.

### 3.7 Penalties for over-length work and departure from approved titles or subject-matter

Coursework must have the word count clearly indicated on the front cover. In all cases, word limits are deemed to apply to the text and footnotes or endnotes, but not to the bibliography, any appendices or glossaries, or to the front matter (abstract, title page, contents page, etc., if applicable).

Where a candidate submits a dissertation or other piece of examined written coursework which exceeds the word limit prescribed by the relevant regulation, the examiners will mark the work as if submitted within the stipulated word limit. The Board of Examiners will then reduce the mark awarded according to the following tariff:

1 mark deduction for every 1% or part thereof by which the stated word limit is exceeded:

Word limit of submitted work	Penalty of one mark per:
5000	50 words or part thereof by which limit is exceeded
10000	100 words or part thereof by which limit is exceeded

### **3.8 Penalties for poor academic practice**

The Examination Board shall deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are 'grey literature' i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case must always be referred to the Proctors.

In addition, any more serious cases of poor academic practice than described above should also always be referred to the Proctors.

Where assessment includes open-book examinations, candidates will be required to sign up to the University's [honour code](#). Whilst it is not permissible to submit work which has been submitted, either partly or in full, either for their current Honour School or qualification, or for another Honour School or qualification of this University, or for a qualification at another institution, it is permissible to use work that has been written during the course of a candidate's studies (e.g. collections, tutorial essays).

All essay submissions will be monitored for plagiarism using the software Turnitin.

### **3.9 Penalties for non-attendance**

Failure to attend an examination will result in the failure of the whole Second Public Examination.

### **3.10 Penalties for late submission of open-book examinations.**

Candidates undertaking examinations with a typed mode of completion have their exam responses automatically captured by the system and therefore are not able to submit late. This section applies to all candidates with a handwritten mode of completion, including those who handwrite an online exam as an exam adjustment.

Candidates should upload their submission within the time allowed for their online examination.

When a candidate submits their examination script after the end of their exam duration, they can apply to have it accepted as if in time by the Proctors using the online help form. If the examination script is not accepted as if in time, the mark of 0 shall be applied by the Exam Board. The penalty applies to the paper as a whole even if the examination is only one part of the assessment of that paper.

## 4. Progression rules and classification conventions

### 4.1 Qualitative descriptors of classes

**First Class:** Demonstrates overall excellence, including sufficient depth and breadth of relevant knowledge to allow clarity of expression, construction of arguments, demonstration of critical faculties and originality.

**Upper Second Class (2.i):** Demonstrates overall a good standard of knowledge and understanding of material, and the ability to apply it effectively to address issues, offer interpretations and construct arguments.

**Lower Second Class (2.ii):** Demonstrates overall an adequate standard of knowledge and understanding of material, with some ability to apply it to addressing issues and to offering interpretations.

**Third Class:** Demonstrates some depth of knowledge of core material and some ability to relate it to central topics of the discipline.

**Pass (without Honours):** Demonstrates the ability to reproduce with some accuracy a limited selection of the core material of the discipline.

**Fail:** Fails overall to demonstrate a sufficient range and depth of knowledge and understanding, and/or fails to apply it appropriately.

Note that the aggregation and classification rules in some circumstances allow a stronger performance on some papers to compensate for a weaker performance on others.

### 4.2 Classification rules

Each paper (including the dissertation) has equal weighting in calculating the final overall mean mark that a candidate has achieved (each paper thus being weighted at 1/8, or 12.5% of the final mark). The final mean mark is thus calculated as the sum of the paper marks divided by eight.

In calculating the final mean mark, fractional final marks of 0.5 and above are rounded up to the nearest whole mark. Fractional marks of 0.4 and below are rounded down to the nearest whole mark.

**Class I:** Overall mean of 68 or more with 4 or more papers achieving a First class (70+) mark

**Class 2.i:** Overall mean of 60–67 with 4 or more papers achieving 2:1 marks or higher

**Class 2.ii:** Overall mean of 50–59 with 4 or more papers achieving 2:2 marks or higher

**Class 3:** Overall mean of 40–49 with 4 or more papers achieving 3<sup>rd</sup> class marks or higher

**Pass:** Overall mean of 30-39 with 4 or more papers achieving Pass marks or higher

As long as the stated required mean mark is achieved it is theoretically possible to pass the degree despite not achieving a pass mark on one or more papers.

#### *Borderline cases*

Candidates whose final mean mark falls below a grade boundary by 1 mark or less (i.e. 67-67.4, 59-59.4, 49-49.4, 39-39.4) receive special scrutiny

### **4.3 Progression rules**

Not applicable.

### **4.4 Vivas**

Vivas are not used in the examination.

## **5 Resits**

A candidate who does not achieve a classified result at the first attempt may be admitted again as a candidate in the same Final Honour School on one further occasion. This resit attempt shall normally take place at the next opportunity but may be deferred once. Candidates shall be required to resit the same papers for which they were examined at the first attempt.

## **6 Consideration of Mitigating circumstances**

A candidate's final outcome will first be considered using the classification rules/final outcome rules as described above in section 4. The exam board will then consider any further information they have on individual circumstances.

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen circumstances may have had an impact on their performance in an examination, a sub-set of the board (the 'Mitigating Circumstances Panel') will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. The Panel will evaluate, on a basis of the information provided to it, the relevance of the circumstances to examinations and assessment, and the strength of the evidence provided in support. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to decide whether and how to adjust a candidate's results. Further information on the procedure is provided in the *Examinations and Assessment Framework, Annexe E* and information for students is provided at <https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment>

Candidates who have indicated they wish to be considered for DDH will first be considered for a classified degree, taking into account the safety net policy and any individual MCE. If that is not possible and they meet the DDH eligibility criteria they will be awarded DDH.

## **7 Details of examiners and rules on communicating with examiners**

The External Examiners for FHS Human Sciences for the 2021-22 academic year are:

Dr Suzie Hingley-Wilson (University of Surrey)

Dr Samuel Roberts (Liverpool John Moores University)

Dr James Staples (Brunel University)

The internal examiners are:

Dr Thomas Cousins (Chair)

Mr Clive Hambler

Dr Caroline Phillips

Professor Stanley Ulijaszek

Questions pertaining to examination procedure should be addressed to the Examiner or Chair of Examiners.

Candidates are not under any circumstances permitted to seek to make contact with individual internal or external examiners during or after the examination process regarding specifics of the examination of their own or others' work.

Candidates who are unhappy with an aspect of their assessment may make a complaint or appeal to the Proctors via their college.

## Appendix

### HUMAN SCIENCES MARKING CRITERIA FOR EXAMINATION PAPERS

*The numerical ranges (% score) for each mark band are indicated and markers are expected to use the indicative descriptions in making their judgments on which mark to award.*

*Positive attributes are formatted to the left (the 'achievements' to be accumulated), and the negative points are to the right (those which are holding the candidate back from achieving a higher mark).*

*The criteria should be viewed in a cumulative manner, and the majority of positive criteria within a mark band (and those below it) should be satisfied in order for a mark in that band to be awarded.*

*Placement within a mark band will be determined by the extent to which the stated criteria for that band are fulfilled by the examined work; marks in the upper part of a given band may include a limited number of positive characteristics from the band above.*

Class	Mark Band	Indicative description: Examination answers
Fail	Lower 0-14	<ul style="list-style-type: none"> <li>● Fails to answer the question or completely misunderstands the question</li> <li>● A very short answer</li> <li>● No understanding of basic course material demonstrated</li> <li>● No clear logical structure</li> <li>● Poorly-written, lacking general structure</li> <li>● No attempt made to link information directly to the question</li> </ul>
	Upper 15-29	<ul style="list-style-type: none"> <li>● Contains some superficially relevant information and/or</li> <li>● Progresses no further than introductory section (even if this is of good quality) and/or</li> <li>● Information presented only in note form</li> <li>● No evidence of structure in the answer</li> <li>● Information conveyed is largely irrelevant and superficial</li> <li>● Very little connection to the question set</li> </ul>
Pass	30-39	<ul style="list-style-type: none"> <li>● Shows only minimal evidence of having understood the question</li> <li>● Provides adequate relevant content to avoid outright failure</li> <li>● Fails to directly address the question</li> <li>● No evidence of reading of relevant literature</li> <li>● Multiple factual/conceptual inaccuracies</li> <li>● Poorly written throughout</li> <li>● Very limited evidence of structure in the answer</li> <li>● Lacking in any organized argument</li> <li>● Contains uncritical and unsubstantiated assertions</li> </ul>
3 <sup>rd</sup>	Lower 40-44	<ul style="list-style-type: none"> <li>● Demonstrates a limited understanding of what the question demands</li> <li>● Exhibits some basic knowledge/understanding of some core lecture material</li> <li>● Fails to address significant portions of the question</li> <li>● No evidence of reading of relevant literature</li> <li>● Some significant factual/conceptual inaccuracies</li> <li>● Significant errors of interpretation</li> <li>● Poorly organised and written throughout</li> <li>● Lacking in substantial organized argument</li> <li>● Contains unsubstantiated assertions</li> </ul>
	Upper 45-49	<ul style="list-style-type: none"> <li>● Exhibits competent knowledge/understanding of some core lecture material</li> <li>● Link between the arguments and the question set is present (but tenuous)</li> <li>● Some attempt is made to organize material in to a coherent argument</li> <li>● Very little sign of reading or deeper thought</li> <li>● Contains errors of fact or interpretation but which do not invalidate arguments</li> <li>● Lines of argument are under-developed and/or ill-focused</li> <li>● Generally poorly organised and written</li> <li>● Conclusions indicate evidence of poor judgement</li> </ul>
2ii	Lower 50-54	<ul style="list-style-type: none"> <li>● Answer is relevant in broad terms to the question set</li> <li>● Successfully uses some aspects of relevant core lecture material in constructing arguments</li> </ul>

		<ul style="list-style-type: none"> <li>●Exhibits some basic knowledge of relevant material beyond the core lectures</li> <li>●Contains several valid arguments</li> <li>●OR, a well-constructed essay covering broadly relevant material, but failing to address the specific question being asked</li> </ul> <p style="text-align: right;">Occasional errors of fact, which do not invalidate the main arguments● Large parts of the answer lack focus● Several sections are poorly written● Arguments used lack adequate depth or support●</p>
	<b>Upper 55-59</b>	<ul style="list-style-type: none"> <li>●Reasonably well-focused on the question</li> <li>●Some well-argued points/perspectives, with some balanced discussion</li> <li>●The majority of relevant core lecture material is adequately used</li> <li>●Exhibits knowledge of relevant material beyond the core lectures</li> <li>●Demonstrates a reasonably good understanding of the main points</li> <li>●Some reference to core (directed) literature/examples included</li> </ul> <p style="text-align: right;">Not all aspects of the question are adequately addressed● Some signs of confusion and/or small factual errors● The answer lists references and/or examples but fails to relate them to each other analytically● Occasional sections may be badly written, or might not support the main argument● Some lines of argument are individually incomplete or rather pedestrian● OR: An otherwise very good answer which is significantly unfinished●</p>
<b>2i</b>	<b>Lower 60-64</b>	<ul style="list-style-type: none"> <li>●Sound, well-presented and clearly structured</li> <li>●Addresses all aspects of the question directly</li> <li>●Clear understanding of core subject material demonstrated</li> <li>●Significant body of core subject literature well represented and referenced</li> <li>●Evidence presented within a logical framework</li> <li>●Accurate but basic use of examples and case studies</li> </ul> <p style="text-align: right;">Not all sections are well-focused on the question● Occasional but significant gaps in background material and/or literature cited● Conclusions lack clarity●</p>
	<b>Upper 65-69</b>	<ul style="list-style-type: none"> <li>●Good breadth of knowledge demonstrated</li> <li>●Evidence of wider reading</li> <li>●Uses attributed examples to support the ideas advanced</li> <li>●Very good degree of clarity of explanation</li> <li>●Cautious and accurate interpretation of information</li> </ul> <p style="text-align: right;">Minor gaps in background material and/or literature cited● Minor deviation in focus●</p>
<b>1<sup>st</sup></b>	<b>Lower 70-79</b>	<ul style="list-style-type: none"> <li>●Well-balanced and comprehensive answer to the question</li> <li>●Arguments are clear, analytical, sustained, structured</li> <li>●A good range and depth of material to support arguments</li> <li>●No significant errors of fact or misunderstandings of concepts</li> <li>●Demonstrates a clear awareness and understanding of current literature</li> <li>●Evidence of original thinking or insight based on an evaluation of the evidence</li> <li>●Well-written, orderly, convincing and interesting to read</li> </ul>
	<b>Middle 80-89</b>	<ul style="list-style-type: none"> <li>●Incisive elucidation of theory or models</li> <li>●Highly organised evidence-based original arguments</li> <li>●Critical synthesis of a substantial body of evidence</li> <li>●Penetrating analysis of existing ideas, supporting perceptive conclusions</li> </ul>
	<b>Upper 90-100</b>	<ul style="list-style-type: none"> <li>●A truly outstanding answer</li> <li>●Evidence of novel ideas and originality of approach</li> <li>●Exceptionally deep critical understanding of the issues</li> <li>●Synthesizes and makes expert use of wide-ranging relevant material</li> <li>●Thought-provoking and challenging</li> </ul>

## HUMAN SCIENCES MARKING CRITERIA FOR SUBMITTED ESSAYS

The numerical ranges (% score) for each mark band are indicated and markers are expected to use the indicative descriptions in making their judgments on which mark to award.

Positive attributes are formatted to the left (the 'achievements' to be accumulated), and the negative points are to the right (those which are holding the candidate back from achieving a higher mark).

The criteria should be viewed in a cumulative manner, and the majority of positive criteria within a mark band (and those below it) should be satisfied in order for a mark in that band to be awarded.

Placement within a mark band will be determined by the extent to which the stated criteria for that band are fulfilled by the examined work; marks in the upper part of a given band may include a limited number of positive characteristics from the band above.

Class	Mark Band	Indicative description: Submitted Essays
Fail	Lower 0-14	<ul style="list-style-type: none"> <li style="text-align: right;">Fails to address the chosen topic or question●</li> <li style="text-align: right;">A very short piece of work, demonstrating little commitment●</li> <li style="text-align: right;">Very little understanding of basic topic demonstrated●</li> <li style="text-align: right;">No clear logically structured argument●</li> <li style="text-align: right;">Poorly-written, containing many mistakes●</li> <li style="text-align: right;">Lacking the required structure●</li> <li style="text-align: right;">No attempt made to link information directly to the chosen topic or question●</li> </ul>
	Upper 15-29	<ul style="list-style-type: none"> <li>●Contains some superficially relevant information</li> <li>●Includes some sense of a coherent structure</li> <li>●Information presented only in reduced (e.g. note) form</li> <li style="text-align: right;">Very limited evidence of structured/focused work●</li> <li style="text-align: right;">Information conveyed is largely irrelevant and superficial●</li> <li style="text-align: right;">Very little connection to the topic literature●</li> </ul>
Pass	30-39	<ul style="list-style-type: none"> <li>●Addresses the specified question in a highly rudimentary but coherent manner</li> <li>●Demonstrates some minimal effort in gathering data</li> <li>●Provides adequate interpretation to avoid outright failure</li> <li style="text-align: right;">Shows only minimal evidence of having understood the topic●</li> <li style="text-align: right;">Little attempt at articulating conclusions●</li> </ul>
3 <sup>rd</sup>	Lower 40-44	<ul style="list-style-type: none"> <li>●Achieves a very limited understanding of the topic area</li> <li>●Demonstrates some basic knowledge/understanding of background material</li> <li>●Simple descriptive discussion is present</li> <li>●Conclusions are attempted</li> <li style="text-align: right;">Fails to directly address the topic●</li> <li style="text-align: right;">Multiple inaccuracies in language●</li> <li style="text-align: right;">No evidence of significant engagement with literature●</li> <li style="text-align: right;">Significant errors of interpretation●</li> <li style="text-align: right;">Generally poorly written●</li> <li style="text-align: right;">Ineffective information gathering●</li> <li style="text-align: right;">Lacking in substantial analysis●</li> <li style="text-align: right;">Conclusions are weak or ill-founded●</li> </ul>
	Upper 45-49	<ul style="list-style-type: none"> <li>●Achieves a minimal overview of the chosen topic or question</li> <li>●Reveals some basic understanding of the topic</li> <li>●Literature review includes some relevant material</li> <li>●Some attempt is made to organize material in to a coherent argument</li> <li>●Conclusions based on the gathered material are attempted</li> <li style="text-align: right;">Poorly organised and written●</li> <li style="text-align: right;">Little sign of deeper engagement with the material●</li> <li style="text-align: right;">Contains errors of fact or interpretation but which do not invalidate arguments●</li> <li style="text-align: right;">Much of the argument is under-developed and/or ill-focused●</li> <li style="text-align: right;">Conclusions indicate some evidence of poor judgement●</li> </ul>
2ii	Lower 50-54	<ul style="list-style-type: none"> <li>●Demonstrates engagement with a reasonable range of source material</li> <li>●Successfully uses some aspects of the material in constructing competent arguments</li> <li>●Contains at least some structured discussion</li> </ul>

		<ul style="list-style-type: none"> <li>●Attempts at directly linking conclusions to the question are made</li> <li>●A well-constructed essay, but fails to adequately address the specified question <ul style="list-style-type: none"> <li>Treatment of the topic is rather superficial or unfocused in places●</li> <li>May be too narrow in scope●</li> </ul> </li> <li>There may be too high a degree of description, without adequate analysis and interpretation●</li> <li>Arguments lack adequate depth or support●</li> <li>Occasional errors of fact, which do not invalidate the main arguments●</li> <li>Several sections are poorly written●</li> </ul>
	<b>Upper 55-59</b>	<ul style="list-style-type: none"> <li>●Reasonably well-focused on the specified question</li> <li>●Demonstrates a reasonably good understanding of the topic area</li> <li>●A broad body of relevant literature is adequately used</li> <li>●Some well-argued points/perspectives, with some balanced discussion</li> <li>●Attempts are made to link discussions to the literature <ul style="list-style-type: none"> <li>The analysis of the literature is lacking in depth●</li> <li>Some arguments and/or analyses are individually incomplete or rather pedestrian●</li> <li>Not all aspects of the specified question are adequately addressed●</li> <li>Some signs of confusion and/or small factual or analytical errors●</li> </ul> </li> <li>Occasional sections may be badly written, or might not be relevant to the main argument●</li> </ul>
<b>2i</b>	<b>Lower 60-64</b>	<ul style="list-style-type: none"> <li>●Sound, well-presented and clearly structured</li> <li>●Addresses all aspects of the chosen topic or question directly</li> <li>●Clear understanding of subject material and relevant theoretical frameworks</li> <li>●Significant body of literature is well represented and referenced</li> <li>●Arguments are sustained and presented within a logical framework</li> <li>●Discussion is solid and well-supported by the literature</li> <li>●Conclusions are generally well-focused, showing good level of engagement with the material <ul style="list-style-type: none"> <li>Occasional gaps in background material and/or literature cited●</li> <li>Not all sections are well-focused on the question●</li> <li>Discussions/conclusions contain small degree of ambiguity●</li> </ul> </li> </ul>
	<b>Upper 65-69</b>	<ul style="list-style-type: none"> <li>●Clear signs of well-directed effort, and in particular evidence of deeper engagement with literature, including novel insight</li> <li>●Good breadth of knowledge demonstrated</li> <li>●Points of discussion are well-supported</li> <li>●High degree of clarity of explanation</li> <li>●Cautious and accurate analysis and interpretation of relevant material</li> <li>●Presentation is careful with few linguistic or other errors <ul style="list-style-type: none"> <li>Minor gaps in background material and/or literature cited●</li> <li>Minor deviation in focus●</li> </ul> </li> </ul>
<b>1<sup>st</sup></b>	<b>Lower 70-79</b>	<ul style="list-style-type: none"> <li>●Well-balanced and comprehensive treatment of the chosen topic or question</li> <li>●Arguments are clear, analytical, sustained, structured</li> <li>●A good range and depth of material to support arguments</li> <li>●No significant errors of fact, analysis, or misunderstandings of concepts</li> <li>●Demonstrates a clear awareness and understanding of current literature</li> <li>●Evidence of original thinking or insight based on an evaluation of the evidence</li> <li>●May feature novel analyses of existing data or generation and analysis of relevant new data</li> <li>●Well-written, orderly, convincing and interesting to read</li> </ul>
	<b>Middle 80-89</b>	<ul style="list-style-type: none"> <li>●An excellent essay which may, in principle, be of publishable standard</li> <li>●Incisive elucidation of theory or models</li> <li>●Highly organised evidence-based original arguments</li> <li>●Critical synthesis of a substantial body of evidence</li> <li>●Penetrating analysis of existing ideas and/or data and/or new data, supporting perceptive conclusions</li> </ul>
	<b>Upper 90-100</b>	<ul style="list-style-type: none"> <li>●A truly outstanding essay which may, in principle, be of publishable standard</li> <li>●Evidence of novel ideas and originality of approach</li> <li>●Exceptionally deep critical understanding of the issues</li> <li>●Synthesizes and makes expert use of wide-ranging relevant material</li> <li>●Thought-provoking and challenging</li> </ul>

## HUMAN SCIENCES MARKING CRITERIA FOR DISSERTATIONS

*The numerical ranges (% score) for each mark band are indicated and markers are expected to use the indicative descriptions in making their judgments on which mark to award.*

*Positive attributes are formatted to the left (the 'achievements' to be accumulated), and the negative points are to the right (those which are holding the candidate back from achieving a higher mark).*

*The criteria should be viewed in a cumulative manner, and the majority of positive criteria within a mark band (and those below it) should be satisfied in order for a mark in that band to be awarded.*

*Placement within a mark band will be determined by the extent to which the stated criteria for that band are fulfilled by the examined work; marks in the upper part of a given band may include a limited number of positive characteristics from the band above.*

Class	Mark Band	Indicative description: Dissertations
Fail	Lower 0-14	<ul style="list-style-type: none"> <li style="text-align: right;">Fails to address the chosen topic or question●</li> <li style="text-align: right;">A very short piece of work, demonstrating little commitment●</li> <li style="text-align: right;">Very little understanding of basic topic demonstrated●</li> <li style="text-align: right;">No clear logically structured argument●</li> <li style="text-align: right;">Poorly-written, containing many mistakes●</li> <li style="text-align: right;">Lacking the required structure●</li> <li style="text-align: right;">No attempt made to link information directly to the chosen topic or question●</li> </ul>
	Upper 15-29	<ul style="list-style-type: none"> <li>●Contains some superficially relevant information</li> <li>●Includes some sense of a coherent structure</li> <li>●Information presented only in reduced (e.g. note) form</li> <li style="text-align: right;">Very limited evidence of structured/focused work●</li> <li style="text-align: right;">Information conveyed is largely irrelevant and superficial●</li> <li style="text-align: right;">Very little connection to the topic literature●</li> </ul>
Pass	30-39	<ul style="list-style-type: none"> <li>●Addresses the specified question in a highly rudimentary but coherent manner</li> <li>●Demonstrates some minimal effort in gathering relevant information</li> <li>●Provides adequate interpretation to avoid outright failure</li> <li style="text-align: right;">Shows only minimal evidence of having understood the topic●</li> <li style="text-align: right;">Little attempt at articulating conclusions●</li> </ul>
3 <sup>rd</sup>	Lower 40-44	<ul style="list-style-type: none"> <li>●Achieves a very limited understanding of the topic area</li> <li>●Demonstrates some basic knowledge/understanding of background material</li> <li>●Simple descriptive discussion is present</li> <li>●Conclusions are attempted</li> <li style="text-align: right;">Fails to directly address the topic●</li> <li style="text-align: right;">Multiple inaccuracies in language●</li> <li style="text-align: right;">No evidence of significant engagement with literature●</li> <li style="text-align: right;">Significant errors of interpretation●</li> <li style="text-align: right;">Generally poorly written●</li> <li style="text-align: right;">Superficial information gathering●</li> <li style="text-align: right;">Lacking in substantial analysis●</li> <li style="text-align: right;">Conclusions are weak or ill-founded●</li> </ul>
	Upper 45-49	<ul style="list-style-type: none"> <li>●Achieves a minimal overview of the chosen topic or question</li> <li>●Reveals some basic understanding of the topic</li> <li>●Literature review includes some relevant material</li> <li>●Some attempt is made to organize material in to a coherent argument</li> <li>●Conclusions based on the gathered material are attempted</li> <li style="text-align: right;">Poorly organised and written●</li> <li style="text-align: right;">Little sign of deeper engagement with the material●</li> <li style="text-align: right;">Contains errors of fact or interpretation but which do not invalidate arguments●</li> <li style="text-align: right;">Much of the argument is under-developed and/or ill-focused●</li> <li style="text-align: right;">May fail to integrate material from more than one discipline●</li> <li style="text-align: right;">Conclusions indicate some evidence of poor judgement●</li> </ul>
2ii	Lower 50-54	<ul style="list-style-type: none"> <li>●Demonstrates engagement with a reasonable range of source material</li> <li>●Successfully uses some aspects of the material in constructing competent arguments</li> </ul>

		<ul style="list-style-type: none"> <li>●Contains at least some structured discussion</li> <li>●Attempts at directly linking conclusions to the question are made</li> <li>●A well-constructed dissertation, but fails to adequately address the specified question <ul style="list-style-type: none"> <li>○Treatment of the topic is rather superficial or unfocused in places●</li> <li>○May be too narrow in scope●</li> </ul> </li> <li>○May feature only minimal use of a second discipline, or the relevance of this may not be clear●</li> <li>○There may be too high a degree of description, without adequate analysis and interpretation●</li> <li>○Arguments lack adequate depth or support●</li> <li>○Occasional errors of fact, which do not invalidate the main arguments●</li> <li>○Several sections are poorly written●</li> </ul>
	<b>Upper 55-59</b>	<ul style="list-style-type: none"> <li>●Reasonably well-focused on the specified question</li> <li>●Demonstrates a reasonably good understanding of the topic area</li> <li>●A broad body of relevant literature from more than one discipline is adequately used</li> <li>●Some well-argued points/perspectives, with some balanced discussion</li> <li>●Attempts are made to link discussions to the literature <ul style="list-style-type: none"> <li>○The analysis of the literature is lacking in depth●</li> <li>○Some arguments and/or analyses are individually incomplete or rather pedestrian●</li> <li>○Not all aspects of the specified question are adequately addressed●</li> <li>○Opportunities may have been missed to integrate material from the different disciplines used●</li> <li>○Some signs of confusion and/or small factual or analytical errors●</li> <li>○Occasional sections may be badly written, or might not be relevant to the main argument●</li> </ul> </li> </ul>
<b>2i</b>	<b>Lower 60-64</b>	<ul style="list-style-type: none"> <li>●Sound, well-presented and clearly structured</li> <li>●Addresses all aspects of the chosen topic or question directly</li> <li>●Clear understanding of subject material and relevant theoretical frameworks</li> <li>●Significant body of literature is well represented and referenced, including integrating together some material from at least two disciplines</li> <li>●Arguments are sustained and presented within a logical framework</li> <li>●Discussion is solid and well-supported by the literature</li> <li>☑Conclusions are generally well-focused, showing good level of engagement with the material <ul style="list-style-type: none"> <li>○Occasional gaps in background material and/or literature cited●</li> <li>○Not all sections are well-focused on the question●</li> <li>○Discussions/conclusions contain small degree of ambiguity●</li> </ul> </li> </ul>
	<b>Upper 65-69</b>	<ul style="list-style-type: none"> <li>●Clear signs of well-directed effort, and in particular evidence of deeper engagement with literature, including integration of material from at least two disciplines to generate novel insight</li> <li>●Good breadth of knowledge demonstrated</li> <li>●Points of discussion are well-supported</li> <li>●High degree of clarity of explanation</li> <li>●Cautious and accurate analysis and interpretation of relevant material</li> <li>●Presentation is careful with few linguistic or other errors <ul style="list-style-type: none"> <li>○Minor gaps in background material and/or literature cited●</li> <li>○Minor deviation in focus●</li> </ul> </li> </ul>
<b>1<sup>st</sup></b>	<b>Lower 70-79</b>	<ul style="list-style-type: none"> <li>●Well-balanced and comprehensive treatment of the chosen topic or question</li> <li>●Arguments are clear, analytical, sustained, structured</li> <li>●A good range and depth of material to support arguments</li> <li>●No significant errors of fact, analysis, or misunderstandings of concepts</li> <li>●Demonstrates a clear awareness and understanding of current literature</li> <li>●Evidence of original thinking or insight based on an evaluation of the evidence</li> <li>●May feature novel analyses of existing data or generation and analysis of relevant new data</li> <li>●Well-written, orderly, convincing and interesting to read</li> </ul>
	<b>Middle 80-89</b>	<ul style="list-style-type: none"> <li>●An excellent dissertation which may, in principle, be of publishable standard</li> <li>●Incisive elucidation of theory or models</li> <li>●Highly organised evidence-based original arguments</li> <li>●Critical synthesis of a substantial body of evidence</li> <li>●Penetrating analysis of existing ideas and/or data and/or new data, supporting perceptive conclusions</li> </ul>
	<b>Upper</b>	<ul style="list-style-type: none"> <li>●A truly outstanding dissertation which may, in principle, be of publishable standard</li> <li>●Evidence of novel ideas and originality of approach</li> </ul>

	<b>90-100</b>	<ul style="list-style-type: none"> <li>●Exceptionally deep critical understanding of the issues</li> <li>●Synthesizes and makes expert use of wide-ranging relevant material</li> <li>●Thought-provoking and challenging</li> </ul>
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## HUMAN SCIENCES MARKING CRITERIA FOR PRESENTATIONS

### *Introduction*

The purpose of the presentation is to demonstrate an ability to convey information about a topic – ideas, facts and conclusions – to others in a meaningful, clear and interesting fashion within seven minutes. The aim is to enhance students’ ability to communicate verbally to others in a clear and engaging manner using transferable skills appropriate for an academic audience, the workplace and for other audiences.

### Criteria for the assessment of the presentation:

- a. Did the student provide a clear and concise presentation of the topic in a meaningful and interesting fashion?
- b. Did the student use an appropriate range of materials to engage the audience?
- c. Did the student persuade the audience of their argument with appropriate use of information that was readily absorbed and understood?
- d. Was the student able to provide appropriate and considered answers to questions from the audience following the presentation?

### **The presentation will be marked according to the following scheme:**

#### ASSESSMENT:

- |  |                    |
|--|--------------------|
| 1. Relevance and appropriateness of content and conclusions    | - 5 possible marks |
| 2. Clarity and appropriateness of level of detail              | - 5 possible marks |
| 3. Enthusiasm and engagement with audience                     | - 5 possible marks |
| 4. Effectiveness and appropriateness of medium of presentation | - 5 possible marks |
| 5. Persuasiveness of argument and conclusions                  | - 5 possible marks |

#### MARKS:

- 5 - outstanding
- 4 - excellent
- 3 - good
- 2 - satisfactory
- 1 - poor
- 0 - very poor

The final mark for the presentation is calculated as the above total (of a possible 25) divided by 5, giving a final mark out of 5.

The presentation is worth 5% of the marks for Paper 3 (the essay constituting 95% of the mark) with the final mark for the paper calculated as outlined in **Section 3.3**, above. The examiners will not know the candidate’s essay score when they are marking the presentations. No examiner will assess their own students’ work.