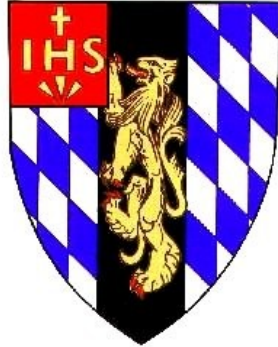


Heythrop College
University of London



Guide to Assessment:
Undergraduate Programmes
2010/11

September 2010

Undergraduate Programmes 2010/11

BA Philosophy

BA Philosophy and Theology

BA Philosophy, Religion and Ethics

B Divinity

BA Theology

BA Psychology and Philosophy

BA Psychology and Theology

BA Abrahamic Religions

BA Study of Religions

Foundation Degree in Pastoral Mission

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1. LEARNING ACTIVITIES

If this is your first experience of University study in the UK, it is important to realise that the time you spend in class with a teacher is only a very small part of your learning time. The majority of your learning comes from work you undertake yourself, sometimes with detailed guidance and sometimes more independently.

Vital elements for success at this level include:

- developing your capacity to work independently
- making good use of advice and feedback – for example, applying feedback on how you have tackled one piece of work to improve your research or writing techniques for the next one
- working productively with other students to improve your understanding

Three booklets are available to help with this – on study skills, on the Library and on using the computer facilities at Heythrop. The three booklets are intended to help you make good use of the majority of your study time – before, after and between the classes and tutorials. There is additional help on the student website under Study Skills and Support Services (Computing and Library).

For most taught classes, you will need to prepare in advance or do follow-up work after the session. Students' private study time mainly involves preparing for coursework assessments and for tutorials or seminars which require your input. For these sessions you will be expected to prepare appropriately and contribute constructively.

Modules, Credits and Student Workload

Undergraduate modules have the following credit values:

Module Type	Term	Credit Value
Whole	ML	30
Half	M	15
Half	L	15

Most undergraduate students are studying on a full-time basis. The exact amount of time you will need to put into your studies will vary on an individual basis. In the UK the majority of full-time students also do some paid work during term time as well as in vacation periods. However, the paid work is intended to be taken from 'spare' time and not done instead of

academic work. It is recommended that paid work is limited to 15 hours per week for full-time students to avoid using up core study time.

All Heythrop modules are credit-rated and the general university policy is that 1 credit point equates to approximately 10 hours of study. Therefore, since a whole module counts as 30 credits, you will need to put in about 300 hours of work for that module. The time input for a module is the average time required for the whole range of learning activities associated with a module: lectures, seminars, tutorials, coursework assessments, private study and end of year assessments.

For each academic year, undergraduates study for 120 credits (about 1200 hours of work) and, based on a 30 week academic year, the average undergraduate term-time study would work out at 40 hours a week. This is not a hard and fast measure, but a rough guide to what is expected of a full-time degree student.

Part-time students usually undertake 60 credits of modules over the academic year which translates into 600 hours of work. The amount of input over each week should be approximately 20 hours but this is a rough guide to what is expected of a part-time degree student.

2. ASSESSMENT

There is some variation in the way that modules are assessed, but most will conform to one of the patterns described below. Please ensure that you refer to the assessment programme for your year of study (Year 1 **or** Years 2 and 3). Students studying on the Foundation Degree in Pastoral Mission should refer to their programme handbook for information on assessment.

Assessment Patterns

1. YEAR 1

Table 1: UNDERGRADUATE DEGREE PROGRAMMES - YEAR 1 (LEVEL 4)

30 Credit Module	<p><u>COURSEWORK ELEMENT (LEVEL 4): 40% of module mark</u></p> <p>Three points of assessment, each contributing to a combined total of 40% of the module mark (100% of the overall coursework contribution is 40% of the overall module mark).</p> <ul style="list-style-type: none"> ○ Normally, the tasks will be weighted as follows: task 1, 20%; task 2, 40%; task 3, 40%. ○ No individual task may be weighted at less than 20% of the overall coursework contribution.
	<p><u>END OF YEAR ELEMENT AT LEVEL 4: 60% of module mark</u></p> <p>The module outline will specify EITHER a 3000 word essay OR a 2.25 hour exam (3 questions or equivalent).</p>
15 Credit Module	<p><u>COURSEWORK ELEMENT (LEVEL 4): 40% of module mark</u></p> <p>Two points of assessment, each contributing to a combined total of 40% of the module mark, and facilitating a feedback loop within a single term.</p> <ul style="list-style-type: none"> • The two points of assessment will normally relate to two parts of a single task, or to two tasks, distinguished as follows: <ul style="list-style-type: none"> ○ Task 1: weight 25% with a lower magnitude appropriate to weighting (e.g. review of a journal article, library research task, contribution to a group presentation, etc). ○ Task 2: weight 75% with a greater magnitude appropriate to weighting (e.g. essay, presentation) • It is particularly important to ensure that the magnitude of half-module coursework does not place requirements on students which cause the module to exceed 150 notional hours of student learning (i.e. 150 hours). • No individual task may be weighted at less than 20% of the overall coursework contribution.
	<p><u>END OF YEAR ELEMENT AT LEVEL 4: 60% of module mark</u></p> <p>The module outline will specify EITHER a 2000 word essay OR a 1.5 hour exam (2 questions or equivalent).</p>

Year 1

For all modules at Level 4:

- In order to pass a module, the **end of year element must be passed**, and the overall mark for the module must be a passing mark
- the number, weight and magnitude of coursework tasks and end of year assessments will normally be defined in the module outline, in accordance with the pattern above.

For 15 credit modules you should receive feedback about your coursework within the same term.

2. LANGUAGE MODULES

(Years 1 and 2)

Assessment of language modules is as follows:

30 Credit modules	<u>COURSEWORK ELEMENT (LEVEL 4): Compulsory, making no contribution to the module mark.</u> <ul style="list-style-type: none">• Coursework in the form of class tests and exercises as required by the module teacher. Work is required but contributes 0% to final assessment.• Normally, students who do not fulfil coursework requirements will not be permitted to sit the final examination.
	<u>END OF YEAR, LEVEL 4: 100%</u> The module outline will specify a 2.25 hour examination, contributing 100% of the final mark.

3. LEVEL 5/6 IN 2010/11

For all modules at level 5/6:

- In order to pass a module, the **overall mark** for the module must be a passing mark.
- the number, weight and magnitude of coursework tasks and end of year assessments for levels 5/6 will remain unchanged in 2010/11
- there is no student choice for the end of year assessment; it is specified by the module co-ordinator

The assessment patterns for 15 and 30 credit modules are given in the table below:

**Table 2: UNDERGRADUATE DEGREE PROGRAMMES - YEARS 2 AND 3
(LEVEL 5/6)**

30 Credit Module	<p><u>COURSEWORK ELEMENT (LEVEL 5/6): 40% of module mark</u></p> <p>Three points of assessment two of which contribute to a combined total of 40% of the module mark (100% of the overall coursework contribution is 40% of the overall module mark).</p> <ul style="list-style-type: none"> ○ Normally, the tasks will be weighted as follows: task 1, 20%; task 2, 20%; task 3, 0% where tasks 1 and 2 are the best marks achieved. ○ In order to pass the module all three coursework elements must be completed.
	<p><u>END OF YEAR ELEMENT AT LEVEL 5/6: 60% of module mark</u></p> <p>The module outline will specify whether students will complete EITHER a 4,000-word essay or a 3-hour exam (3 questions or equivalent).</p> <p>There is NO student choice.</p>
15 Credit Module	<p>Two points of assessment which contribute 40% of the module mark as follows:</p> <ul style="list-style-type: none"> ○ Either Two tasks, both of which count towards the module mark ○ Or Two tasks, one of which counts towards the module mark ○ In order to pass the module the two coursework elements must be completed.
	<p><u>END OF YEAR ELEMENT AT LEVEL 5/6: 60% of module mark</u></p> <p>The module outline will specify specify whether students will complete EITHER a 2,500-word essay or a 2-hour exam (2 questions or equivalent)</p> <p>There is NO student choice.</p>

MODULE MARKS

The module mark is calculated by computer on the basis of the contribution each coursework and end-of-year assessment makes to the module mark. In this example the best two of three coursework marks contribute 20% each and the end-of-year exam 60%.

Assessment Task	Mark Awarded %	Weighting: % Contribution	Calculation	Actual Mark Contribution
Coursework 1	61	20% (x 0.2)	61 x 0.2	12.2
Coursework 2	58	0%	0	0
Coursework 3	64	20% (x 0.2)	64 x 0.2	12.8
Exam	56	60% (x 0.6)	56 x 0.6	33.6
			Overall Module Mark	59% Pass

PROGRESSION

The pass mark for all undergraduate modules is 40%. The overall profile of all your marks in a particular academic year will be considered to determine whether you may progress to the next year.

Progression Year 1 to Year 2

You must have passed modules totalling 90 credits (3 whole modules or equivalent).

Progression Year 2 to Year 3

You must have passed modules totalling 210 credits (7 whole modules or equivalent)

FAILURE OF MODULES

If your overall module mark is below 40%, you have failed the module.

Normally, when you have made an attempt at a particular assessment task, you have the right to a second attempt. These take the form of a re-sit for examinations in late August or re-submission of coursework tasks by 1 September of that year.

Usually, the Examination Board will require you to repeat the assessment element or elements which caused you to fail a particular module.

Failure at Level 4

The marks for **all assessment elements** contribute to the overall module mark. Therefore, if you do not submit, or fail, any assessment element you will need to resit or resubmit that element as appropriate.

Failure at Level 5/6

The assessment pattern at Level 5/6 is different to that at Level 4 in the 2010/11 academic year (see table above).

The following example shows failure in one coursework:

Assessment Task	Mark Awarded %	Weighting: % Contribution	Calculation	Actual Mark Contribution
Coursework 1	56	0%	0	0
Coursework 2	50	20% (x 0.2)	50 x 0.2	10
Coursework 3	20	20% (x 0.2)	20 x 0.2	4
Exam	40	60% (x 0.6)	40 x 0.6	24
			Overall Module Mark	38% fail

Coursework 3 achieved a mark of 20% (fail) and also caused overall failure of the module. The Examination Board would require Coursework 3 to be resubmitted to achieve a pass mark.

At Level 5/6, you can also fail a module because, although your module mark is above 40%, you have not attempted all the tasks.

Assessment Task	Mark Awarded %	Weighting: % Contribution	Calculation	Actual Mark Contribution
Coursework 1	<i>not submitted</i>	0%	0	0
Coursework 2	61	20% (x 0.2)	61 x 0.2	12.2
Coursework 3	72	20% (x 0.2)	72 x 0.2	14.4
Exam	62	60% (x 0.6)	62 x 0.6	37.2
			Overall Module Mark	64% fail

Coursework 1 was not submitted and caused failure of the module.

If your failure is not the result of special circumstances, the highest mark you can get for your second attempt is 40%. In the first example above, a mark of 40% for the second attempt at Task 3 would bring the module mark to 42%, and you would pass the module.

If you fail to complete a required piece of coursework which does not count towards the module mark by the deadline or extended deadline, you may be required to write a timed essay during the September re-sit period, and to make a reasonable attempt at this in order to pass the module.

Please note:

- **you will NOT be allowed to repeat any part of a module which you have passed in order to get a better mark**
- **you may NOT substitute another module to improve your profile of marks**

ACADEMIC INTEGRITY

You must make sure that all the work that you submit for assessment is your own and that it is properly referenced. Except for short, fully referenced material you must under no circumstances reproduce passages, diagrams, drawings, tables or photos borrowed wholesale from books, articles, the internet, or other sources written by a person or persons other than yourself. Similarly, you must not summarise an author's ideas or arguments without providing a full reference. If you do so, you are wrongly indicating that you have thought of the points yourself.

Detecting Plagiarism

As part of its ongoing efforts to promote academic integrity, the College makes use of the TurnItInUK Plagiarism Detection Service as part of the submission process for assessed work on Helios. This is a piece of software which searches the world wide web and extensive databases of reference material and content submitted by other students to identify

any duplication with your work. The software makes no decisions as to whether a piece of work has been plagiarised but simply highlights sections of text that have been found in other sources. The decision as to whether the highlighted text constitutes plagiarism is made by the academic staff marking your work.

Further information on **referencing and bibliographies** is given in Appendix 2.

Accurate referencing is important because:

- it helps you to avoid accusations of plagiarism, an offence with serious penalties (you may be asked to leave), and
- it enables the reader – and you, when revising – to check the accuracy of what you write or to find further information.

PROBLEMS IN COMPLETING ASSESSED WORK BY THE DEADLINE

Coursework Extensions

If, for good reason, you are unable to meet the deadline for a coursework task or essay, you can request a **coursework extension**, normally of up to five days.

The extension form can be obtained from the Student Services Centre and must be submitted fully completed with supporting documentary evidence. Forms are submitted to the Undergraduate Administrator who will decide whether an extension can be awarded and for how long. Applications for extensions must be made by deadline given for a particular assignment.

****!Please do not request coursework extensions from your module teacher or the Student Development Manager since it is not within their remit.***

You may apply for up to three extensions in any one academic year

Examples of circumstances in which an extension may be granted include:

- significant illness or injury
- significant illness, injury or death of a near relative or close friend
- relationship breakdown
- changes in relation to employment (part-time students only)

- financial problems
- accommodation problems

Examples of acceptable documentary evidence may include:

- medical certificate or hospital admission letter
- letter from a counsellor or similar
- medical certificate or related independent evidence in respect of the illness of a near relative or friend for whom you were caring
- death certificate or related independent evidence or confirmation from an independent source
- crime reference number

✳! Please note that IT related problems are not normally considered a good reason for coursework extensions. Always **keep a back-up** of all your work. It sounds obvious, but every year students get into difficulties by losing their work either on a College or their personal computer.

Coursework Extensions – Revised Deadlines

If your application for an extension is approved, the Undergraduate Administrator will determine a revised deadline. From the end of Michaelmas Term 2010-11, calendar days will be used to calculate the new deadline. For example, if your deadline is Thursday 27 January, a five day extension would mean that your new deadline is Tuesday 1 February.

Deferred Assessment

If you need more than three extensions or a longer extension period, you are advised to discuss the situation with your Personal Tutor and/or the Undergraduate Administrator. The deferred assessment procedure must be used for end-of-year essays, the Undergraduate Dissertation and examinations. Students on the Foundation Degree in Pastoral Mission must use the deferred assessment procedure if, for good reason, they cannot complete any aspect of their portfolio by the specified deadline. Note that requests for deferred assessment must be made before the specified deadline. Such requests are considered by a sub-committee of the exam board and it will make a

decision based on the nature of your special circumstances, their timing and their likely impact on your capacity to meet the deadline(s).

Mitigating Circumstances

If you submit work or take an examination but feel that your performance has been adversely affected by serious circumstances beyond your control, you should use the **mitigating circumstances procedure** which is available from the Heythrop website. You should also use this procedure if, for good reason, you have failed to submit work or take an examination and have not applied for deferred assessment.

Please note that there are **deadlines for the submission of applications** for consideration of applications for mitigating circumstances to be taken into consideration. Guidelines will be available with the forms.

Only a very small sub-committee of the Examination Board will look at evidence of mitigating circumstances. You can, if you wish, ask that only the Chair of the Board reads your personal information. Your mark for the relevant piece of assessment will **NOT** be increased. If you failed a module, and your usual level of attainment is better, you may be reassessed as if for the first time, without any penalty. If you passed the module, but your performance was clearly worse than it usually is, a record will be kept, and your circumstances may be taken into account at the end of your final year, when your classification is being considered.

Late Submissions – Marks Deductions

If you **submit coursework after the specified deadline without an approved extension**, two marks will be deducted for each day that the work is late, up to a maximum of 10 days. A loss of two marks for a coursework element worth 20% of the module mark represents a loss of 0.4 of the module mark.

Work may not be submitted more than 10 days after the deadline given on Helios.

Marks Deduction Period

From the end of the Michaelmas Term in 2010-11, the marks deduction period will be counted as 10 calendar days. This means that you will need to count 10 days from the deadline to determine the last day on which you may submit via Helios. For example, if your deadline is Thursday 27 January, the final date for submission is Sunday 6 February.

Exceeding the Word Limit – Marks Deductions

There is a mark penalty of between two and 10 marks if you **exceed the word limit** by more than 10%.

ASSESSMENT CRITERIA

Your assessed work will be marked against **assessment criteria** to ensure that you are achieving the learning outcomes at the specified level of study for your year. In Appendix 4 the criteria for each level are listed in a table.

Your teacher will judge the degree to which you have been successful in achieving the following:

Subject knowledge and understanding

- How much of the subject matter do you know and understand? Are there events/important scholars/ideas missing? Have you covered a lot of ground, but in words which suggest you don't really understand what you have written? Are you aware of different interpretations?

Intellectual skills

- Do you know what the key issues are? And have you focussed on them throughout the task?
- Have you chosen relevant material?
- Have you used your sources not only to provide an account of the key events/ideas but also to give alternative points of view, significant objections, and so on? Have you included your own assessment of the topic?
- Is there a clear argument running throughout the work? And is this summarised in the conclusion? Or does the conclusion bear little relation to the content of the essay?

Transferable skills

- Is there a clear structure to your work – both as a whole, and within individual paragraphs? Or do you ramble about to such an extent that, in most places, the reader is unsure how you got to that point and where your argument is leading?
- Do you do justice to opposing points of view? Or do you appear biased in favour of one interpretation or opinion?
- Is your referencing complete and consistent?
- Do you write in a clear and fluent style?
- Is your grammar correct and is your typing accurate? Or is your work full of basic errors?

Tutorials

In many cases, there will be **tutorials** on the work you have submitted. You should regard the tutorial as an opportunity to improve your skills so that you can do better next time, and to learn more about the topic – for its own sake, but perhaps in preparation for an examination, or to improve your ability to relate parts of the subject area to the area as a whole. You should reread your essay just before the tutorial and think of questions you would like to ask. The tutorial is meant to be a dialogue; it is not only the means by which teachers give you feedback on your work. You can deepen your understanding, think more critically about the topic and your own views on it, and improve your verbal communication skills.

Tutorial arrangements for **end-of-year essays and the Undergraduate Dissertation** are different to those for coursework.

For **end-of-year essays**, you should be given a planning tutorial and a tutorial on a draft.

For the **Undergraduate Dissertation**, you should be given a planning tutorial and two tutorials on a draft, as required.

Planning Tutorial:

- May focus on a short written outline of the work proposed
- Should assist you to clarify the topic, to be clearly focussed and not over-ambitious
- Should advise you on the viability of his/her ideas
- If appropriate, should direct you to additional relevant sources/websites etc
- Should advise on appropriate methodologies/techniques.

The **purposes of a coursework tutorial** may include:

- Giving feedback on the standard of the essay, ensuring that you understand how the assessment criteria have been used
- Indicating areas for improvement – both structure and content – perhaps focussing on transferable skills, especially in Year 1
- Providing an opportunity for you to ask questions
- Enabling you to deepen your understanding of the topic and relate it to the wider context

- Helping you to engage in debate and practice the necessary verbal communication skills
- Encouraging you to be critically reflective about your own work
- Encouraging further areas of reading and inquiry in this or related topics.

The **purposes of a tutorial on a draft end-of-year essay/Undergraduate Dissertation** may include all of the above except the first.

To prepare for a coursework tutorial or tutorial on a draft end-of-year essay/Undergraduate Dissertation, you may be asked to:

- Re-read your essay, with comments if the essay has been returned prior to the tutorial
- Summarise your own argument in 30-40 words
- Prepare any questions you may have
- Reflect on what you found easy/difficult and what you did well/least well
- Consider what was the most important thing you learned from the task.

3. HOW YOUR DEGREE CLASSIFICATION IS DECIDED

The procedures for calculating degree classification are explained in the Regulations for Undergraduate Programmes. The Regulations are the full definition of the method used; this is a less detailed short description.

All Undergraduate Degree Programmes:

- A mark out of 100 is given for every half module, and two equal marks out of 100 are given for every whole module.
- Marks for Year 1 modules (normally taken in the first year) are averaged to produce two equal marks.
- At the end of the degree there will be eighteen marks (two from the first year, and eight each from Years 2 and 3).
- Your classification will be based on the ninth highest of those eighteen marks.

Normally, degree classifications are based on the following percentage mark bands:

70% or above	First Class Honours
60-69%	Upper Second Class Honours (2.1)
50-59%	Lower Second Class Honours (2.2)
45-49%	Third Class Honours
40-44%	Pass Classification

Where your determining mark falls very close to a classification boundary, the Examination Board will normally look closely at the overall distribution of your marks when deciding your classification.

Failure of a module

Not more than one module (or two half modules) can be compensated. A failure can normally be compensated only if the mark achieved is not below 30%. If at the end of the final year you have failed one module which can be compensated, and have passed all others, you will not be given an opportunity to repeat the failed module.

Graduate Diploma in Theology (Finalists in 2010/11):

- A mark out of 100 is given for every half module, and two equal marks out of 100 are given for every whole module.
- If you have been assessed in no more than one Year 1 module or two Year 1 half modules, an average mark will be calculated on the basis of the eight marks equally weighted.
- If you have been assessed in more than one Year 1 modules or two Year 1 half modules, the best four marks for the Year 2/3 modules will each contribute 15% to the overall mark and the remaining four marks will contribute 10%.
- Failure in one whole module or up to two half modules may be compensated, provided that the failing mark (or average mark) is 30% or above and that the overall average achieved is 40% or above. Failure in the Long Essay cannot be compensated.
- If you achieve an overall Diploma mark of 65% you will be awarded a Graduate Diploma with distinction.

4. PLAGIARISM AND OTHER ASSESSMENT OFFENCES

You are responsible for ensuring that the work you present for assessment is your own.

As a student it is essential to draw on other people's ideas. You are expected to use books, journals and websites, and often also to work cooperatively and interactively with staff and with other students. You are expected to use reading and discussions to inform your own ideas, and to build or critique arguments in essays and examinations. However, other people's work must be used in a principled way, and you must acknowledge those whose words or ideas you use. In academic writing, if you do not say where an idea came from, the reader will assume that you mean it to be taken as your own.

Plagiarism means use of someone else's work without proper acknowledgement, presenting it as though it were your own. An extreme case of plagiarism would be to include in your work substantial verbatim material written by someone else, without acknowledgement. Most plagiarism on the part of University students is a little subtler and may sometimes be accidental or the result of ignorance, but is still unacceptable. For example, the following may be regarded as plagiarism:

- Taking a passage from a book, journal, internet page or someone else's essay or dissertation, and rewriting the same points and ideas in your own words without acknowledgement
- Using a series of short quotations from several sources, without acknowledgement
- Summarising another person's ideas, opinions or research findings without acknowledgment
- Submitting the same essay, fully or in substantial part, for two different assessment exercises. This could be described as 'self plagiarism'

Another common offence is **collusion**. It may be regarded as collusion if two or more students work together and each present the work (usually with some modifications) as their own individual work. If you allow someone else to copy your own work, you are assisting in an academic offence. Do not give other students completed copies or final drafts of your work, either on paper or, more especially, in electronic form. Markers can usually detect plagiarism and collusion, whether your source is a publication, another student or a past student.

The guidelines on **referencing** in Appendix 2 of this handbook will help you to acknowledge sources properly, and avoid plagiarism. Weak referencing can cause you to be suspected of plagiarism. More advice and some practice exercises can be found on College website.

The College regards plagiarism as a serious offence and imposes appropriate penalties where the panel is satisfied that there has been an offence. You may fail your degree completely if an investigation finds that your work is seriously plagiarised.

A worked example of appropriate and inappropriate referencing may be found in Appendix 2.

Updated and amended January 2011

Appendix 1

THE PRESENTATION AND SUBMISSION OF ESSAYS

Coursework for all undergraduate degree programmes

It is essential that all essays are typed since they can only be submitted electronically via HELIOS. A completed coursework coversheet (available from Helios) must form the first page of each piece of coursework submitted.

You should follow the instructions regarding references and bibliographies given in Appendix 2 below.

The Undergraduate Dissertation for all degree programmes

All work should be **typed**, with line spacing at a minimum of 1.5.

Margins: the 'binding (left hand) margin' should be 1½" (3.75 cm); top, bottom and right side margins should be 1" (2.5 cm).

Numbering pages: Pages must be numbered consecutively beginning with the title page. Use one series of numerals throughout;

At the front of each essay there should be (in this order):

- (a) a **title page**
- (b) where necessary, a **list of contents** (including the page number on which each chapter and/or section begins)
- (c) where applicable, a separate page with a **list of abbreviations** used.

Besides the title itself, **the title page should include:**

- (a) The College: 'Heythrop College, University of London'
- (b) The name of the **degree** and the **module** for which the work is presented.
- (c) The **year**.
- (e) The word count.

NB All work is submitted electronically via Helios. Full instructions are given on Helios for all matters concerning electronic submission.

Signatures

Prior to submitting end-of-year essays or your dissertation, you will be required to complete a declaration form for each piece of work.

If your essay title has been taken from a list of approved titles provided by the module teacher, you must sign a declaration form to indicate this. If your essay title has been negotiated with your module teacher, you must also obtain the signature of the module teacher on the form. **Do this well before the final deadline**; you do not need to wait until you have completed the essay to obtain your module teacher's signature.

Submission

NB All submission dates are published on Helios and are definitive.

Length of End-of Year Essays and Dissertation/Research Project

Degree Programme	End-of-Year Essays	Undergraduate Dissertation/ Psychology Project (Year 3 only)
Abrahamic Religions	<i>see module information</i>	one of 6,000 – 8,000 words
B Divinity		
Psychology+Philosophy/ Theology		
Philosophy, Religion & Ethics		
Philosophy & Theology		
Study of Religions		
Theology		

Appendix 2

REFERENCING

Any form of referencing (in-text, footnotes or endnotes) is always included in the total word allowance whereas bibliographies are excluded from the word count.

Forms of references

- **Books**

(a) Denys Turner, *The Darkness of God: Negativity in Christian Mysticism* (Cambridge: Cambridge University Press, 1999), pp 48-49.

(b) George Herbert, *The Complete English Poems*, ed. by John Tobin (London: Penguin Books, 1991), p 178.

(c) *The Oxford Companion to Christian Thought*, ed. by Adrian Hastings, Alistair Mason and Hugh Pyper (Oxford: Oxford University Press, 2000), pp 195-199.

(d) Julian of Norwich, *Showings*, translated from the critical text with an introduction by Edmund Colledge, O.S.A. and James Walsh, S.J., *Classics of Western Spirituality*, (New York: Paulist Press, 1978), p 47.

(e) Mark Kinkead Weekes and Ian Gregor, *William Golding: A Critical Study of the Novels with a Biographical Sketch by Judy Carver*, new and enlarged edition, (London: Faber and Faber, 2002).

Whether in the text, notes or bibliography, titles of books, journals, newspapers, films, pamphlets go in *italics*.

The author's name should be given as it appears on the title page. The names of up to three authors should be given in full; for works by more than three authors, only the name of the first should be given, followed by 'and others'. If the book is an edited collection or anthology, the title will appear first (see (c) above).

The title should be printed as it appears on the title page and italicised. A colon should be used to separate the title and subtitle. For books in English, capitalise the initial letter of the first word after the colon and of all principal words throughout

the title (see examples above).

The names of editors should be treated in the same way as those of authors.

The place of publication, the name of the publisher and the date of publication should be enclosed in parentheses, with the punctuation as in the examples given.

- **Chapters or articles in books**

(a) Derek Pearsall, 'Piers Plowman Forty Years on', in *Langland, the Mystics and the Medieval English Tradition: Essays in Honour of S.S. Hussey*, ed. by Helen Phillips, (Cambridge: D. S. Brewer, 1990), pp 1-10 (p 6).

(b) Lewis L. Rambo, 'The Psychology of Conversion', in *Handbook of Religious Conversion*, ed. by H. Newton Maloney and Samuel Southard (Birmingham Alabama: Religious Education Press, 1992), pp 159-177.

(c) Michael Barnes SJ, 'Facing the Other', in *Theology and the Dialogue of Religions* (Cambridge: Cambridge University Press, 2002), pp 65-96, (p 77).

(d) David Lonsdale, 'Desolation', in *The New SCM Dictionary of Christian Spirituality*, ed. by Philip Sheldrake (London: SCM Press, 2005), pp 233-234.

The author's name should be given as it appears in the book. The title of the chapter or article goes into single quotation marks. Include the word 'in', as in the above examples, followed by the title, editor's name and full publication details of the book. The page numbers in the above examples refer to the first and last pages of the item cited; the page numbers in brackets indicate a particular reference.

- **Articles in journals**

(a) David A. Denby, 'The Distinction between Intrinsic and Extrinsic Properties', *Mind*, 115 (2006), 1-18.

(b) David E. Klemm, ' "The darkness inside the human soul": Uncertainty in Theological Humanism and Michael Frayn's Play *Copenhagen*', *Literature and Theology*, 18 (2004), 292-307.

(c) Martin McKeever, C.Ss.R., 'Afterthoughts on the Globalization Debate: Critical Observations on a Hyper-modern Metanarrative', *Studia Moralia*, 42 (2004), 205-224, (p 220).

The author's name should be given exactly as it appears in the article. The title of the article is given in single quotation marks. The title of the journal is italicized. The volume number is put in arabic numerals, with the year(s) of publication in brackets. First and last page numbers of the article are cited. The page number in brackets in (c) above indicates a particular reference.

- **Articles in newspapers and magazines**

In references to articles in newspapers and magazines you need to include only the date of issue, the relevant section where appropriate and the page number(s):

(a) Angelique Chrisafis, 'Beaujolais Nouveau's inventor fined for fraud', *Guardian*, 5 July 2006, p 19.

(b) David Hare, 'Battle in the Bedroom', *Guardian*, 5 July 2006, section G2, pp 18-19.

- **Electronic Resources**

(a) This example refers to a website:

Incigneri, B. <http://www.cr.org.au/discern.htm> [accessed 3 July 2006].

(b) This example refers to an article in an online encyclopedia:

Kent Bach, 'Performatives', in *Routledge Encyclopedia of Philosophy*, <<http://www.rep.routledge.com>>[accessed 4 July 2006].

(c) This refers to an individual poem included in a full-text online database:

E. E. (Edward Estlin) Cummings, 'maggie and milly and molly and may' in *Literature Online*, <<http://lion.chadwyck.co.uk>>[accessed 4 July 2006].

(d) This refers to an on-line journal:

G. Wheeler, 'Frank Wesley: Religious Works, Retrospective Exhibition' in *Australian E-journal of Theology*, 4 (2005),

<<http://dlibrary.acu.edu.au/research/theology/ejournal/aejt4/farrell.htm>>[accessed 2 April 2009].

It is essential that, when referring to any electronic resource, you give the date of access, as above, since they are being constantly updated.

- **Other sources**

References to material published on CD-ROM, DVD-ROM or floppy disc should follow the usual format for printed sources, as outlined above, but with the addition at the end of the phrase '[on CD-ROM]', '[on DVD-ROM]', etc., as appropriate.

SYSTEMS OF REFERENCING

You are advised to choose the system of providing references that best serves clarity and ease of reading and that allows a reader to follow up the references with ease. It is also important that, having adopted a system, you use it consistently throughout your essay.

Two systems of referencing are acceptable:

- by footnotes or endnotes
- by in-text referencing, sometimes called 'the author-date system'.

Referencing by footnotes or endnotes

Footnotes are placed at the foot of the page, endnotes at the end of the work, before the bibliography. Although in some longer works such as books, you will find endnotes at the end of individual chapters or sections, this is not recommended for UG Long Essays, as it makes reading the notes less easy for the reader (and tends to irritate irritable examiners). The first reference to a work in each chapter should contain the full bibliographical details (see examples above), including the pages to which particular reference is being made. In repeated references, never use the conventional *op. cit.* to refer to work cited earlier. It is always liable to create difficulty for the reader, especially if the full reference is several pages back. For repeated references, after the first full reference, any one of the following is acceptable:

- The author's name followed by the volume, (if applicable) and page reference, e.g. Lartey, p 133.
- a shorter version of the full title, e.g., Lartey, *Blackwell Reader*, p 133;

- an abbreviation, e.g., Lartey, *BRPPT*, p 133.

If you use abbreviations, you must include them in a list of abbreviations as indicated in 2.5 above.

In-text referencing

In this system, footnotes are kept to a minimum, and the referencing is done in conjunction with the bibliography. Where the information being given is to the only work of a particular author that is listed in the bibliography, and the name of the author is not clear from the context, referencing is by inserting in the text, in parenthesis: the author's name, a colon and the page number, e.g. (Smith: 123).

When more than one work of the same author is included in the bibliography, and the name of the author is not clear from the context, the author's name must be followed by the date of the work being referred to, then the page number; e.g. (Smith, 2004: 123).

If the author has been exceedingly productive, and there are two or more works in the same year by the same author in the bibliography, they must be indicated by the use of the letters (a), (b), etc., and the corresponding letter must appear after the date in the in-text reference; e.g., (Smith, 2004 (b): 123). If it is clear from the context which author is being referred to, a page number is enough, e.g. (123). Initials are included only if there are two authors with the same surname in the bibliography.

Remember that clarity and consistency are important. If this system of referencing is used, it should be used throughout. Any information other than these direct bibliographical references must appear in footnotes or endnotes in the conventional form.

The Bible and Church documents

Any of the usual ways of referencing the Bible in current use in books and journals is acceptable. You may use either the full name of the books of the Bible (Isaiah; II Corinthians) or a standard abbreviation (Is; II Cor). Chapter and verse may be separated either by a colon with no following space (John 12:2-4) or a full stop with a following space (Is 43. 3-15). Note that books of the Bible are not italicized. Official Vatican documents, such as encyclicals and documents of councils, are

usually referred to by their Latin titles italicized, e.g. *Veritatis Splendor*, *Gaudium et Spes*, followed by the relevant paragraph number, if there is one. English titles, however, are also acceptable. Full bibliographical details should be given as and when they are required, as explained in section 3 above and section 4 below.

Bibliography

Bibliographies are not included in the total word-allowance. At the end of every essay or dissertation, bibliographical details must be provided, in alphabetical order. If more than one work of an author is included, they should be listed in chronological order of publication. Bibliographies may be offered either as a single list or divided into sections. They should include all the relevant works consulted in your research or used or cited in the essay, including electronic resources. You should list only relevant sources: the aim is not to provide a comprehensive list of known works on the subject. In bibliographies the use of italics, capitals and punctuation is similar to their use in referencing (see below).

Bibliographies when referencing is by footnotes or endnotes:

- **Books**

(c) Abbott, Walter, (ed.), *Documents of Vatican II*, (London: Chapman, 1966).

(d) Midgley, Mary, *Wickedness: A Philosophical Essay* (London: Routledge, 2001).

(e) Turner, Denys, *The Darkness of God: Negativity in Christian Mysticism* (Cambridge: Cambridge University Press, 1999).

(f) Weekes, Mark Kinkead and Ian Gregor, *William Golding: A Critical Study of the Novels with a Biographical Sketch by Judy Carver*, new and enlarged edition, (London: Faber and Faber, 2002).

- **Articles in books**

Janssens, L. 'Personalism in Moral Theology', in Curran, Charles, E. (ed.), *Moral Theology: Challenges for the Future*, (New York: Paulist Press, 1984), pp 84-94.

- **Articles in journals**

Denby, David A., 'The Distinction between Intrinsic and Extrinsic Properties', *Mind*, 115 (2006), 1-18.

- **Electronic resources**

Incigneri, B., <http://www.cr.org.au/discern.htm> [accessed 3 July 2009]

2. Bibliographies when the referencing is by in-text references

Here the difference is that the date of publication appears immediately after the author's name(s):

(a) Abbott, Walter (ed.), 1966, *Documents of Vatican II*, (London: Chapman).

(b) Midgley, Mary, 2001, *Wickedness: A Philosophical Essay* (London: Routledge).

(c) Janssens, L., 1984, 'Personalism in Moral Theology', in Curran, Charles, E. (ed.) *Moral Theology: Challenges for the Future*, (New York: Paulist Press), pp 84-94.

(d) Denby, David A., 2006, 'The Distinction between Intrinsic and Extrinsic Properties', *Mind*, 115, 1-18.

Remember: consistency is important.

Foreign words and quotations

Single words or short phrases in foreign languages, which are not used as direct quotations, should be in italics. Direct, acknowledged or more substantial quotations in foreign languages should be in roman type. For quotations generally, see section 5 below.

For transliterations from languages or scripts which do not use the roman alphabet, (e.g., Greek, Hebrew, Cyrillic, Glagolitic), follow the guidelines in the paragraph immediately above; so *ruah*, *agape*.

Foreign words and phrases which have passed into regular English usage do not usually appear in italics. When in doubt, use roman. The following examples are of words which are no longer italicized (not a comprehensive list):

avant-garde	dilettante	milieu	salon
cliché	ennui	par excellence	status quo
denouement	leitmotif	résumé	vice versa

Italics are also no longer used for some Latin words and abbreviations which are in regular usage, e.g. etc., et al., passim, viz.

Setting quotations

When quoting, use single quotation marks. If there is a second quotation within the quotation, the second quotation (the quotation within the quotation) goes into double quotation marks. For example, Smith asserts, but without convincing evidence: ‘What Keats called “negative capability” is now, with the death of Romanticism, a meaningless concept’.

Quotations of up to about fifty words may be included in the text in the normal way, double spaced. Longer quotations should be printed as a separate paragraph, single spaced, with its left-hand margin indented by one tab space. Quotation marks need not be used for quotations printed as separate, indented paragraphs.

Please note that quotations should be printed in the same typeface as the rest of the work; they should not be printed in *italics* or **bold**.

Referencing for Psychology modules:

The American Psychological Association publish a style guide which dictates the style of citation and referencing that must be used in psychology. This style is followed by all journals and most books published within mainstream psychology. As a universal standard that has been required for publication in the discipline for almost a century, all work submitted within psychology must follow this ‘APA Style’ and work must not mix this style with others used in different disciplines.

The APA style is based on the Harvard referencing system whereby works are referred to *in the text* using the author name(s) and year of publication in brackets. Footnotes are not, and should not be used for referencing. Two common forms of in-text citation are:

1. Jones (2009) argued that
2. It has been claimed that (Jones, 2009).

Whenever you cite the ideas or the work authored by more than one person, you should list all authors the first time (for example, Jones, Green, Smith, and Brown, 2009). Subsequent

references, however, identify only the first author, and the remaining authors are acknowledged as “et al” (for example, Jones et al, 2009).

Students should be aware that any non-original statement you make in your report should *always* be supported with a reference to the source from which it is derived. Non-original statements can take the form of direct quotes (when you use the words of another author) or indirect references (as in the case when you refer to another author’s ideas, using your own words). Note, this second way of referencing is much more common in psychology and direct quotes are generally used rather sparsely (this may be different to the norms in philosophy and theology).

Following the main text of a paper there is a section entitled ‘References’ (*not* ‘Bibliography’). This includes all the sources that have been referred to throughout the essay or report. Note that the reference section of a psychology report:

- Is not a bibliography that lists everything you have read
- Is an acknowledgment of all the sources that have been referred to throughout the report
- Is arranged in alphabetical order, according to the surname of the first author, following APA style

Some examples of proper formatting of entries in the ‘References’ section are given below. Many further examples can be found in the ‘References’ sections of papers and books, and in further details of APA style which will be given in relevant modules.

Beevers, C., Rohde, P., Stice, E., & Nolen-Hoeksema, S. (2007). Recovery from major depressive disorder among female adolescents: A prospective test of the scar hypothesis. *Journal of Consulting and Clinical Psychology, 75*, 888–900.

Jung-Beeman, M. (2005). Bilateral brain processes for comprehending natural language. *Trends in Cognitive Sciences, 9*, 512–518.

Citations from books are cited in the following way:

Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2007). *Introduction to social psychology: A European perspective (4th ed.)*. London: Blackwell.

Myers, D. G. (2007). *Exploring social psychology (4th ed.)*. New York: McGraw-Hill.

Citations from book chapters are cited in the following way:

Bryant, R. A., & Harvey, A. G. (1999). Acute stress disorder following motor vehicle accidents.

In Hickling,

E. J., & Blanchard, E.B. (Eds), *The international handbook of road traffic accidents & psychological*

trauma: Current understanding, treatment and law. (pp. 29-42). New York: Elsevier Science.

Gillam, B. (1998). Illusions at century's end. In Hochberg, J. (Ed), *Perception and cognition at century's*

end. Handbook of perception and cognition (2nd ed.). (pp. 95-136). San Diego: Academic Press.

HOW NOT TO USE WRITTEN MATERIAL BY OTHERS (with thanks to David Lonsdale)

Suppose this paragraph were submitted as a student's own work:

Attitudes towards the eucharist in the middle ages express attitudes towards the creation. In fact, eucharistic practice as reflected in art and architecture underlines the extent to which reverence for the host was reverence for the divine *in the material*. Not only did the thirteenth century see the growth of the practice of reserving the host in pyxes or tabernacles; the eucharist was also sometimes reserved in a reliquary, mobile tabernacles were modeled on reliquaries, and pyxes were sometimes displayed alongside reliquaries. The practice of burning candles or lamps before the host was borrowed from the manner in which relics were revered. Thus the host was clearly treated as a relic of Christ; tabernacles were thrones or tombs for Christ's body. Women had an important role in this piety, and it is interesting to note that our earliest evidence for visits to the reserved host seen as a relic of Christ, a fragment of his physicality, comes from an English rule for female recluses and from the life of Mary of Oignies.

An essay or dissertation containing this would FAIL and the student would be found guilty of plagiarism because in fact this is a plagiarised paragraph in that most of the material has been taken, directly and without acknowledgement, from Caroline Walker Bynum, *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* (New York; Zone Books, 1992), 144-5. The underlined material in the paragraph below shows you what has been directly copied.

Attitudes towards the eucharist in the middle ages express attitudes towards the creation. In fact, eucharistic practice as reflected in art and architecture underlines the extent to which reverence for the host was reverence for the divine *in the material*. Not only did the thirteenth century see the growth of the practice of reserving the host in pyxes or tabernacles; the eucharist was also sometimes reserved in a reliquary, mobile tabernacles were modelled on reliquaries, and pyxes were sometimes displayed alongside reliquaries. The practice of burning candles or lamps before the host was borrowed from the manner in which relics were revered. Thus the host was clearly treated as a relic of Christ; tabernacles were thrones or tombs for Christ's body. Women had an important role in this piety, and it is interesting to note that our earliest evidence for visits to the reserved host seen as a relic of Christ, a fragment of his physicality, comes from an English rule for female recluses and from the life of Mary of Oignies.

HOW TO USE WRITTEN MATERIAL BY OTHERS

The same material can be used in ways that avoid plagiarism.

1/ For example, if it is important enough, a long quotation from Bynum can be included in an essay, provided it is acknowledged:

As Caroline Walker Bynum (1992, pp. 144-5) points out in her study of medieval religion, attitudes towards the eucharist, particularly among women in this period, are rich in their theological and symbolic significance:

In fact, eucharistic practice as reflected in art and architecture underlines the extent to which reverence for the host was reverence for the divine *in the material*. Not only did the thirteenth century see the growth of the practice of reserving the host in pyxes or tabernacles; the eucharist was also sometimes reserved in a reliquary, mobile tabernacles were modelled on reliquaries, and pyxes were sometimes displayed alongside reliquaries. The practice of burning candles or lamps before the host was borrowed from the manner in which relics were revered. Thus the host was clearly treated as a relic of Christ; tabernacles were thrones or tombs for Christ's body. It is interesting to note that our earliest evidence for visits to the reserved host seen as a relic of Christ, a fragment of his physicality, comes from an English rule for female recluses and from the life of Mary of Oignies.

2/ OR quoted material can be more fully integrated into the argument of the student's essay, again with proper acknowledgement of Bynum's work:

Women had an important role in the thirteenth century development of Eucharistic piety in which the host was reserved in a pyx or tabernacle. As Caroline Walker Bynum points out, reverence for the host 'was reverence for the divine *in the material*', a theological principle which was expressed artistically in the design of tabernacles modelled on reliquaries:

The practice of burning candles or lamps before the host was borrowed from the manner in which relics were revered. Thus the host was clearly treated as a relic of Christ; tabernacles were thrones or tombs for Christ's body. (1)

Bynum sees significance in the fact that the earliest evidence for visits to the reserved host comes from an English rule for female recluses and from the life of Mary of Oignies. This indicates, in her view, that women's eucharistic piety shaped the Church's eucharistic practice.

FOOTNOTE (1) Caroline Walker Bynum, *Fragmentation and Redemption: Essays on Gender and the Human Body in Medieval Religion* (New York; Zone Books, 1992), 144-5.

3/ OR a simple reference, without quotation, to Bynum's work can be given:

In the thirteenth century, new attitudes emerged towards the reservation of the Eucharistic host in pyxes and tabernacles which were sometimes modelled on the reliquaries containing the relics of saints. It would seem that the host was seen in this period as a 'relic' of Christ and that the tabernacle was understood as a 'tomb' for Christ's body (Bynum, 1992, pp.144-5). From the fact that the earliest evidence of visits to the reserved host comes in an English rule for female recluses and from the life of Mary of Oignies, Bynum argues that women were closely involved in his development of piety which subsequently shaped the eucharistic piety of the whole Church (ibid.).

In these three acceptable uses of Bynum's book, there is proper acknowledgement of the original work and care is taken by the student to provide accurate reference to the work. You can, and should, make use of the work of others, but don't present it as your own work. The rule is: DON'T STEAL: ALWAYS QUOTE AND ACKNOWLEDGE YOUR SOURCES

Appendix 3

DEADLINES

Assessment Entry

For **all degree programmes**, you must complete the assessment of each module in the year in which you study the module, unless you have applied for deferred assessment on grounds of extended illness or other serious problem and this has been agreed. In most cases, you will be asked to attend an exam form entry session at the beginning of February.

Deadlines for Assessed Work

Coursework

As stated on Helios by module for Michaelmas and Lent Terms

End-of-year Essay

16 May 2011 (Monday of the third week of the Summer Term)

Undergraduate Dissertation

Degree Programmes: **6 May 2011** (Friday of the first week of the Summer Term)

Appendix 4

UNDERGRADUATE ASSESSMENT CRITERIA

The assessment criteria by degree classification for all undergraduate modules are given in the following table:

	Year One (Level 4)	Years Two/Three (Levels 5/6)
<p>Class I (70 and above) Work of outstanding quality, generally displaying:</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Excellent knowledge and understanding of a wide range of central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> Clear identification of key issues Excellent focus on key issues Excellent selection and organisation of material relevant to the task set Highly-developed use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment Clear, coherent argument running throughout, concisely summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Clear structure – overall, and within sections/paragraphs Balanced treatment of opposing views Complete and consistent referencing Clear and fluent style Minimal inaccuracies in grammar and punctuation 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Excellent detailed knowledge and understanding of one or more central topics, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual skills</p> <ul style="list-style-type: none"> Very clear identification of key issues Excellent focus on key issues Excellent selection and organisation of material relevant to the task set/agreed Sophisticated use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with significant evidence of own assessment Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject <p>Transferable skills</p> <ul style="list-style-type: none"> Exceptionally clear structure – overall, and within sections/paragraphs Balanced treatment of opposing views Complete and consistent referencing Clear and fluent style Minimal inaccuracies in grammar and punctuation
<p>Class II.1 (69-60)</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Good knowledge and understanding of a wide range of central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> Clear identification of key issues 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Good detailed knowledge and understanding of one or more central topics, showing awareness of a range of interpretations where applicable <p>Intellectual skills</p>

<p>Work of high quality, generally displaying:</p>	<ul style="list-style-type: none"> · Good focus on key issues · Good selection and organisation of material relevant to the task set · Well-developed use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with limited evidence of own assessment · Coherent argument running throughout and summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> · Appropriate structure – overall, and within sections/paragraphs · Balanced treatment of opposing views · Complete and consistent referencing · Good style · Few inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> · Clear identification of key issues · Good focus on key issues · Good selection and organisation of material relevant to the task set/agreed · Well-developed use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment · Argument sustained throughout and summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> · Clear structure – overall, and within sections/paragraphs · Balanced treatment of opposing views · Complete and consistent referencing · Fluent style · Few inaccuracies in grammar and punctuation
<p>Class II.2 (59-50) Commendable work, generally displaying:</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> · Satisfactory knowledge and understanding of a range of central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> · Fairly clear identification of key issues · Satisfactory focus on key issues · Satisfactory selection and organisation of material relevant to the task set · Some use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered · Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> · Fairly clear structure – overall, and within sections/paragraphs · Fairly balanced treatment of opposing views · Some attempt at 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> · Satisfactory detailed knowledge and understanding of one or more central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> · Fairly clear identification of key issues · Satisfactory focus on key issues · Satisfactory selection and organisation of material relevant to the task set/agreed · Some use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered · Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> · Fairly clear structure – overall, and within sections/paragraphs · Fairly balanced treatment of opposing views · Some attempt at referencing, although this may be neither

	<p>referencing, although this may be neither complete nor consistent</p> <ul style="list-style-type: none"> Reasonable style A number of inaccuracies in grammar and punctuation. 	<p>complete nor consistent</p> <ul style="list-style-type: none"> Reasonable style A number of inaccuracies in grammar and punctuation
<p>Class III (49-45) Adequate work, generally displaying:</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of a range of central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> Some attempt to identify key issues Some attempt to focus on key issues Some selection and organisation of material relevant to the task set Limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some evidence of structure, probably following that found in one or more secondary sources Fairly balanced treatment of opposing views Some attempt at referencing, although this may be neither complete nor consistent Lacks fluent style A significant number of inaccuracies in grammar and punctuation Limited use of listed books and other sources 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of one or more central topics, with limited attention to detail <p>Intellectual skills</p> <ul style="list-style-type: none"> Some attempt to identify key issues Some attempt to focus on key issues Some selection and organisation of material relevant to the task set/agreed Limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some evidence of structure, probably following that found in one or more secondary sources Fairly balanced treatment of opposing views Some attempt at referencing, although this may be neither complete nor consistent Lacks fluent style A significant number of inaccuracies in grammar and punctuation
<p>Pass (44-40) Defective work that is still worthy of a pass, generally displaying:</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Some knowledge and understanding of some central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> Some attempt to identify key issues Some attempt to focus on key issues 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Some knowledge and understanding of one or more central topics, with very limited attention to detail <p>Intellectual skills</p> <ul style="list-style-type: none"> Some attempt to identify key issues Some attempt to focus on key

	<ul style="list-style-type: none"> Some selection and organisation of material relevant to the task set Very limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Perceptible overall structure, but argument lacks clarity/organisation within paragraphs Some attempt to consider opposing views Limited attempt at referencing, although this may be neither complete nor consistent Lacks fluent style Many inaccuracies in grammar and punctuation 	<p>issues</p> <ul style="list-style-type: none"> Some selection and organisation of material relevant to the task set/agreed Very limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Perceptible overall structure, but argument lacks clarity/organisation within paragraphs Some attempt to consider opposing views Limited attempt at referencing, although this may be neither complete nor consistent Lacks fluent style Many inaccuracies in grammar and punctuation
<p>Marginal fail (39-34) Defective work, generally displaying:</p>	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Partial knowledge and understanding of some central topics <p>Intellectual skills</p> <ul style="list-style-type: none"> Little attempt to identify key issues Little attempt to focus on key issues Very limited ability to select and organise material relevant to the task set/agreed Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Little evidence of structure Little or no attempt to consider opposing views Little or no attempt at referencing Very difficult to read 	<p>Subject knowledge and understanding</p> <ul style="list-style-type: none"> Partial knowledge and understanding of one or more central topics, with no attention to detail <p>Intellectual skills</p> <ul style="list-style-type: none"> Little attempt to identify key issues Little attempt to focus on key issues Very limited ability to select and organise material relevant to the task set/agreed Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Little evidence of structure Little or no attempt to consider opposing views Little or no attempt at referencing Very difficult to read Multiple inaccuracies in grammar and punctuation

Poor fail (33-21)	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.
Comprehensive fail (20-0)	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.

Updated and amended January 2011