

# Level 3 examination matters

Richard Leegood (Spring Semester)

[r.leegood@sheffield.ac.uk](mailto:r.leegood@sheffield.ac.uk)

Charles Wellman (Autumn Semester)

[c.wellman@sheffield.ac.uk](mailto:c.wellman@sheffield.ac.uk)

Penny Watt (TurnItIn)

[p.j.watt@sheffield.ac.uk](mailto:p.j.watt@sheffield.ac.uk)

**MUSE**

The dripping taps of climate change.

[www.nature.com/news](http://www.nature.com/news)

WWW.JUPITERIMAGES.COM



2 NASA Goddard Institute for Space Studies

# Entire-paper plagiarism caught by software

When Eric Le Bourg, a French biogerontologist, came across a paper in a Korean journal recently, he almost fell off his chair; the entire article — text and graphs included — had been taken from one of his earlier articles. “It was plagiarism from beginning to end,” he says. “I was astonished; it was pure cut and paste.”

Such blatant copying of an entire article is not unknown, says Harold Garner, a researcher at the University of Texas Southwestern Medical Center in Dallas. Garner’s team has used its eTBLAST text-matching software to build *Deja Vu*, a continually updated database that already holds some 75,000 abstracts listed in Medline that seem highly similar. His team has so far found dozens of near-100% clone papers.

Garner estimates that among the 181 papers they have identified so far as

With the trail gone cold, *Experimental Gerontology* intends to publish a note in its next issue stating that its editors have done their best to elucidate the case, and that “in the absence of any explanation, we believe that this is plagiarism of our article that we want to bring to the attention of the scientific community”.

Garner has begun to systematically contact editors and authors of the duplicates he has identified to assess how other cases have been followed up, and is submitting the results for publication. Many journal editors seem reluctant to pursue cases of plagiarism, and half of the articles that editors are alerted to remain uncorrected, Garner says. Few journals have communicated their retraction decision to PubMed, the most widely used abstracts database.

But the wider availability of tools to detect

# What is plagiarism?

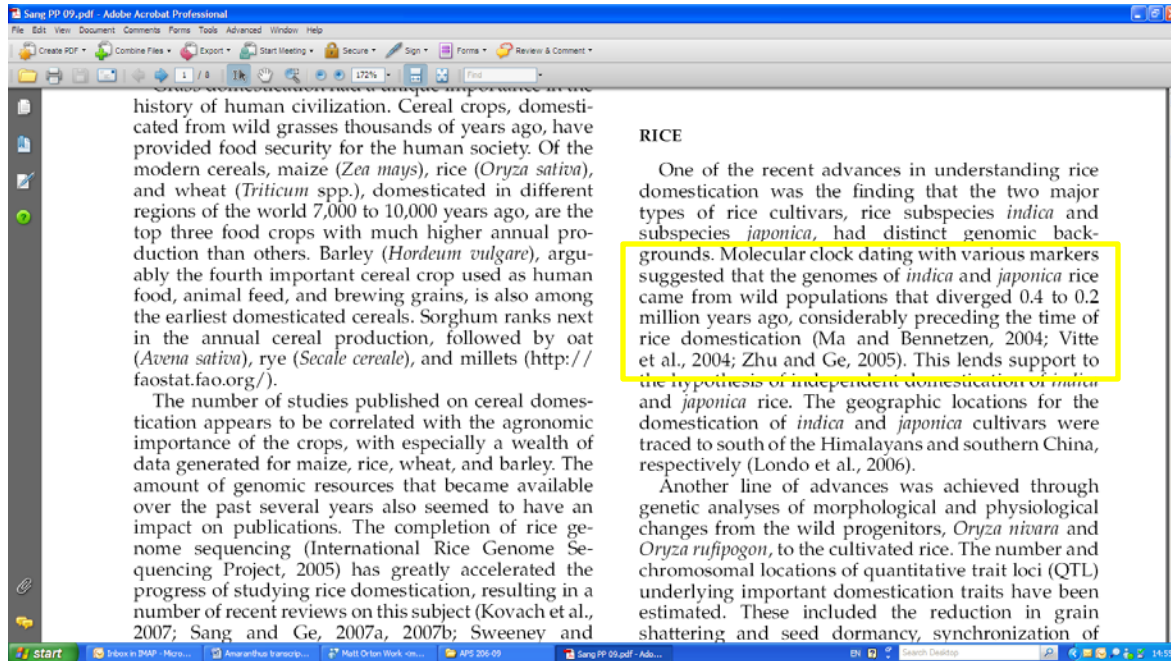
- **Passing off someone else's work as your own**
- a piece of work copied from another source.
- a piece of work which includes sections taken from other authors, unless the source has been attributed. The length of the copied section is not relevant.
- Paraphrasing from another source without the appropriate attribution. Paraphrasing should use your own words, not merely reorder or change a few words or phrases of the existing text.
- Copying or resubmission of previous work for another assignment is self-plagiarism.

# Avoiding plagiarism

- Write in your own words
- Take care when making notes
- Reference appropriately
- Read the L3 handbook
- Read sources of information

# Making Notes

## 1. Source (Sang, 2009)



## 2. Notes

'Molecular clock dating with various markers suggested that the genomes of *indica* and *japonica* rice came from wild populations that diverged 0.4 to 0.2 million years ago, considerably preceding the time of rice domestication (Ma and Bennetzen, 2004; Vitte et al., 2004; Zhu and Ge, 2005)' from Sang (2009)

**(OR REWRITE FOR YOUR NOTES)**

## 3. Final piece of submitted work

Molecular clock analysis indicates that the *indica* and *japonica* rice genomes derived from distinct populations that preceded the domestication of rice (Sang 2009).

# Sources of information

## APS Undergraduate web pages

### Information for all levels > Examinations

1. Regulations on plagiarism and collusion

[www.shef.ac.uk/aps/currentug/plagiarismandcollusion.html](http://www.shef.ac.uk/aps/currentug/plagiarismandcollusion.html)

2. Referencing section of 'How to write a scientific report'

### MOLE > Library Information Skills

3. >Information Skills Tutorials > Plagiarism



#### [Plagiarism](#)

Understand plagiarism, the difference between collaboration and collusion, and improve your academic writing so that you have the confidence to express yourself fluently in your own words.

4. >Subject-specific Information Skills Tutorials>Archaeology>Harvard Referencing



#### [Harvard Referencing for Archaeology](#)

Learn how to reference correctly using the Harvard style of referencing used by the Department of Archaeology.
















# Using TurnItIn


- Your coursework, project and dissertation must be submitted via TurnItIn (via MOLE).
- **You must submit to TurnItIn at the same time as you submit the hard copy. If you are late submitting via TurnItIn, you will lose 5% per day, even if you submitted the hard copy on time.**

# Large files and TurnItIn

- MS Word files with many images can become very large.
- Your account (and TurnItIn) will struggle with over-large files.
  - Images are always the problem. Control the resolution of the images by resampling them (refer to APS128 for details).
  - If you hit problems, there is software on the managed desktop system to convert files to PDFs. These are much smaller and are accepted by TurnItIn.
- ASK if you encounter any problems with TurnItIn.

- The TurnItIn system creates an originality report

report ▾	gm	file	paper id	date ▾
37% 		 .doc	130156	21-10-05
5% 		 .doc	126880	18-10-05
4% 		 .doc	129129	19-10-05
2% 		 .doc	129131	19-10-05
0% 		 .doc	128934	18-10-05

Overall Similarity Index: 5%  [exclude quoted](#) [exclude bibliography](#) mode:

bears return having eaten less seals which means they have lower fat levels that makes them less likely to raise young as well as the survival of the individual itself. A further report from the Hudson Bay area states

**'the average temperature has risen from 0.3 to 0.4 degrees Celsius (32.45 to 32.72 degrees F) since 1950... the** 1

**bears, on average, already way between 80 and 85 kilograms** 1

less than they did in 1985.' 2  
Polar bears are not just directly affected by climate change on sea ice, their

**1** 3% match (internet)  
<http://www.john-daly.com>

**2** 1% match (internet)  
<http://www.praxis-publishing.co.uk>

**3** 1% match (internet)  
<http://www.usatoday.org>

This student has taken a quote from a website. [1]

They have referenced the source of this quote and put it in inverted commas.

This is the correct and appropriate thing to do.

Overall Similarity Index: 37% [exclude quoted](#) [exclude bibliography](#) mode: [show highest matches together](#)

**Discuss how climate change has influenced the distribution of organisms in a named habitat in the most recent post-glacial period The** 4

3 0% match (internet from 08/02/05)  
<http://jesse.usra.edu>

4 1% match (student papers from 10/18/05)  
[Submitted to University of Sheffield](#)

5 1% match (internet from 09/04/05)  
<http://www.widex.co.uk>

The system has identified that this text has been submitted by another student (also from the University of Sheffield)

This isn't surprising as it was the title of the essay!

The reports will always be viewed by an academic member of staff – nothing is automatic.

3  
Although glaciers only extended to the northernmost parts of the US, they affected the distribution of flora and fauna well to the south. 18,000 years ago pine trees were mainly restricted to the eastern coast in the US and were common in Florida. By 16,000 years ago, a northward shift began that accelerated over the next few thousand years. Six thousand years later extensive pine forests covered much of the northern states and southern Canada. These forests supported a succession of native Woodland Indian societies for several thousand years, but much of this pine belt was cleared in the late 1800's, when European settlers and explorers reached the upper Midwest.

2 9% match (archived internet from 05/02/03)  
<http://jesse.usra.edu>

3 6% match (archived internet from 05/02/03)  
<http://jesse.usra.edu>

4 1% match (student papers from 10/18/05)  
[Submitted to University of Sheffield](#)

5 1% match (internet from 09/04/05)  
<http://www.yukon.taiga.net>

However, the system has also identified that a large chunk of text (albeit with a few words changed) has been copied from another web site.

This is plagiarism as:

No reference has been given

No significant attempt has been made to write in their own words.

READ, LEARN, ASSIMILATE and then WRITE IN YOUR OWN WORDS

# What happens next?

- The originality reports will be reviewed by Penny Watt and the Examinations Officer.
- The bibliography and reference lists will be excluded from the analysis.
- If there are concerns, this will be investigated and then discussed with the relevant member of staff.
- If there is a problem, students will be interviewed by Examinations Officer and Head of Teaching.

# Penalties

- 1<sup>st</sup> offence
  - interviewed by Head of Teaching and Examinations Officer
  - work will be awarded 0 (this may cause you to fail the module)
- 2<sup>nd</sup> offence
  - refer directly to University Disciplinary Committee
  - work will be awarded 0
  - further penalties may be applied

# Coursework

- **Feedback** – you will receive marks for your first pieces of coursework before Christmas, detailed written comments will be available when you consult your folders in March

# Marking criteria

- Marking criteria are available on the APS undergraduate web pages and in the handbook.
- Staff use these criteria to ensure that marking is fair.
- The External Examiners ensure that different modules are assessed fairly. A Cohort Analysis is generated to provide quantitative comparisons between student performance in different modules.

## LEVEL 3 COURSEWORK QUESTION MARKING CRITERIA

Use the criteria below to form a judgment about performance in each area. The exceptional criteria represent performance above that usually encountered at the level of study. Evidence of exceptional performance should be used to boost the mark that would otherwise be awarded. So a 68 might be raised to 72/75, an 80 might be raised to 85/90 (max 100). The areas of exceptional work must be marked on the script and confirmed by the moderator.

Markers must apply and document these indicators of excellence to ensure that good answers get the credit they deserve

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
1 100 95 90 85	Exceptional answers are <b>very</b> insightful and show <b>exceptional</b> width or depth of knowledge.	Exceptional answers contain information that adds a <b>novel</b> dimension. They will go beyond the obvious reviews and research papers.	Exceptional answers contain <b>clever</b> ideas or <b>novel combinations</b> of ideas. They will have critical analysis of the evidence or views of others. Conclusions drawn where possible or gaps in current knowledge identified.	Exceptional answers take a <b>highly innovative</b> approach to answering the question. All material presented is relevant and forms a tightly focussed answer.	Exceptional answers contain <b>numerous examples</b> which illustrate many of the different points that are being made drawn from <b>material other than lecture material</b> .	Exceptional answers are particularly well written. The student may have included original diagrams of very high quality.
80 75 72	Thorough and extensive understanding of the topic. Has clearly understood the literature.	Based extensively on research literature with a good balance of research papers and reviews	Synthesises external reading and lecture material into an excellent answer. Has critically analysed evidence presented.	Totally focussed on the question. No irrelevant material.	Relevant examples given throughout the answer well integrated into the answer.	Well written in unambiguous English with a logical series of ideas and subdivision of subject matter. Good use of diagrams, well integrated with the text.
2.1 68 65 62	Good, covers the relevant material accurately with a few minor errors at most.	A reasonable coverage of the literature although may rely more on reviews than original research papers.	Synthesises material into a well-organised answer. Some, but limited, critical analysis of evidence presented.	Answers the question directly with little irrelevant information.	Good use of examples to illustrate some major points.	Clearly written with ideas well presented, but sentence structure/phrasing could be improved. Diagrams present and referred to in text.
2.2 58 55 52	Basic (but adequate). Lacks some important information or misunderstands a component of the material	Based upon a few reviews with little evidence of having examined the primary research papers. Over-reliance on lecture material	A reasonably accurate answer but tends to rely structures existing in the reviews rather than synthesising their own information.	May not address the question directly as asked or contain significant amounts of irrelevant material.	Limited use of examples and does not link these well with the points being made.	Adequately written but deficiencies in organisation. Diagrams are poor or not well integrated with text.

## LEVEL 3 EXAMINATION QUESTION MARKING CRITERIA

Use the criteria below to form a judgment about performance in each area. The exceptional criteria represent performance above that usually encountered at the level of study. Evidence of exceptional performance should be used to boost the mark that would otherwise be awarded. So a 68 might be raised to 72/75, an 80 might be raised to 85/90 (max 100). The areas of exceptional work must be marked on the script and confirmed by the moderator.

⊕ Markers must apply and document these indicators of excellence to ensure that good answers get the credit they deserve

	Understanding	External reading	Synthesis and critical analysis	Relevance of the answer	Examples	Style
1 100 95 90 85	Exceptional answers will be very insightful, going well beyond lecture material with exceptional width or depth of knowledge.	Exceptional answers will contain information that adds a novel dimension and will go beyond reading lists.	Exceptional answers will have clever ideas or novel combinations of ideas. Critical analysis of the evidence or views of others. Conclusions drawn where possible or gaps in current knowledge identified.	Exceptional answers will take a highly innovative approach to answering the question.	Exceptional answers will have numerous examples which illustrate many of the different points that are being made drawn from material other than lecture material.	Exceptional answers will be extremely well written (considering examination conditions) or make innovative use of diagrams.
80 75 72	Thorough and extensive.	Relevant external reading evident.	Synthesises lecture material and external reading into an excellent answer. Has critically analysed evidence presented.	Totally focussed on the question. No irrelevant material.	Relevant examples given throughout the answer well integrated into the answer.	Well written in unambiguous English with a logical series of ideas and subdivision of subject matter. Good use of diagrams, well integrated with the text.
2.1 68 65 62	Good, covers the relevant material accurately with a few minor errors at most.	Little or simply expands slightly on points already covered in lectures.	Synthesises material into a well-organised answer. Some, but limited, critical analysis of evidence presented.	Answers the question directly with little irrelevant information.	Good use of examples to illustrate some major points.	Clearly written with ideas well presented, but sentence structure/phrasing could be improved. Diagrams present and referred to in text.
2.2 58 55 52	Basic (but adequate). Lacks some important information or misunderstands a component of the material	None	A reasonably accurate answer but tends to rely on recall rather than synthesising information.	May not address the question directly as asked or contain significant amounts of irrelevant material.	Limited use of examples and does not link these well with the points being made.	Adequately written but deficiencies in organisation. Diagrams are poor or not well integrated with text.

# Projects

- Look at ‘How to Write Up Dissertations and Reports’

<http://www.shef.ac.uk/aps/currentug/resources/howto.html>

- This can be found on the APS website under “Information for all levels”.

# APS330 Project

- Hand-in date is Wednesday 18 January 2012 for projects (together with lab book).
- You should have completed the majority of the write up, and received feedback from your supervisor.
  - You should ensure that draft sections are presented to your supervisor no later than the week beginning Nov 28 2011
  - Your supervisor will provide **feedback** on 25% of the project for work submitted before Monday 12 Dec 2011
  - Your supervisor is not allowed to provide any feedback after this time.
  - The Christmas vacation is for revision. You should only 'polish' your project during this time.
  - Plan the timing of your project write-up carefully. You can get early feedback on the Introduction and Methods.

# Word limits

10% rule (section 4.8 of L3 handbook):

- if the word limit is exceeded by more than 10%, 10% of the marks are deducted.
- It is always easier to cut text than to write it.
  - References and figure legends do not count
  - Don't get obsessive over word counts!

# Late submission

- The penalties for late submission are severe – hand work in ON TIME and **put it through TurnItIn ON TIME**
  - 5% reduction per day up to 1 week

Day late	Mark reduced by 5%	Mark Awarded When Reduced by 5% <sup>III</sup>	
	Multiply by	Original 60	Original 50
1	0.95	57	48
2	0.90	54	45
3	0.85	51	43
4	0.80	48	40
5	0.75	45	38

- Deadlines are staggered as much as possible
- Allocating your time effectively is essential

# Level 3 Examination questions

- READ the question
- Make sure that you understand the question
- Prepare a plan (can be written in booklet)
- ANSWER the question
- READ your answer (neat corrections and additions are no problem for the marker)

# Examinations

- All level 3 examination questions will require a synthetic and evaluative component
- Don't try and question-spot.
- Do the external reading

# Level 3 Exam Questions

- Use named examples (latin binomials)
- Make sure that your answer is well-balanced
- Use appropriate **diagrams**
- Make sure that you have read the marking criteria
- Look at the model answers
- Write practice answers

# Change in Regulations

- If you do not attempt a module (0 in the exam and no re-take) then you cannot complete the year even if you have passed core modules and have sufficient credits.
- Non-completion of a year means a L2 student cannot go into L3 and a L3 student cannot graduate.

# January examinations

- In March, you will be able to go through your examination scripts with your tutor.
- This is valuable **feedback** on your examination performance.

# August supplementary examination period

- There is no formal supplementary examination period for level 3 students (unless going on to level 4).
  - However, we use the usual period if possible (**6 August 2010 to 25 August 2012**)
  - in some cases the re-sits will have to be taken the following academic year
- Re-sit examinations take place in Sheffield (unless you are a non-EU overseas student)
- Re-sit scores are capped at 40. You cannot retake modules (or the year) to improve performance beyond a bare pass mark (40) for an individual module.
- If you fail your degree, re-sitting modules will allow you to obtain an uncategorised Pass degree (no honours).

# Calculating your degree result

- Modules are weighted according to their credit value (e.g. 5, 10 or 20 credits) and the level of study.
- For 3 year BSc the weighting is:  
2 : 1      Level 3 : 2
- For 4 year MBiolSci the weighting is:  
2 : 2 : 1    Level 4 : 3 : 2

# How is your degree classification calculated?

Your degree class will be determined by the outcome of two calculations:

1. your weighted average grade
2. the distribution of your weighted grades
3. if, at the end of all of these calculations, the degree classification is still borderline, the Board of Examiners determine the degree classification at their discretion

Navigation bar of the browser showing the address bar with the URL <http://www.shef.ac.uk/ssid/exams/classification.html>, search bar with "Google", and various utility icons like home, RSS, and print.

Home | Contact | Log into MUSE

Search for



# Student Services Information Desk (SSiD)

Study at Sheffield | For Current Students | For Staff | Our Research | Departments & Services | Useful Links | News & Events

- You are here: [Home](#) / [Department](#)
- SSiD Home Page
- A to Z Index
- Course Information
- Dates for Your Diary
- Examinations
- Assessment
- Attendance
- Calculators
- Conventions
- Equipment
- Exam FAQs
- Mobile Phones

Flash player window titled "http://www.shef.ac.uk/content/1/c6/08/39/70/degree\_classification.swf - Windows...". The content area shows the University of Sheffield logo and the text "Degree Classification" in a large, bold font. A "start" button with a play icon is visible at the bottom right of the content area.

- See also
- [General Regulations for First Degrees](#)
  - [UG Examination Conventions](#)

- Downloads
- [Guidance on Current Degree Classification Methodology \(WORD 246KB\)](#)
  - [Guidance on Current Degree Classification Methodology \(PDF 53...\)](#)
  - [Animated Tutorial - Worked Example for 3 year Degree Program](#)

# Special Circumstances Forms

- University Special Circumstances Form should be used to report medical or other personal circumstances which have resulted in a period of short or longer term absence and/or which have affected performance or examinations/assessment.
- If you need to complete a Special Circumstances Form, please pass it to your **year tutor** to sign (not your personal tutor). The year tutor will submit it to the Departmental Office, who will then send you an Email receipt and forward the form to student services.