

Level 2 examination matters

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Topics

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5. Answering examination questions
6. Feedback and analyses
7. Examination timetables
8. Calculating degree classifications
9. Resits
10. SC and Dyslexia stickers

**MUSE**

The dripping taps of climate change.

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?

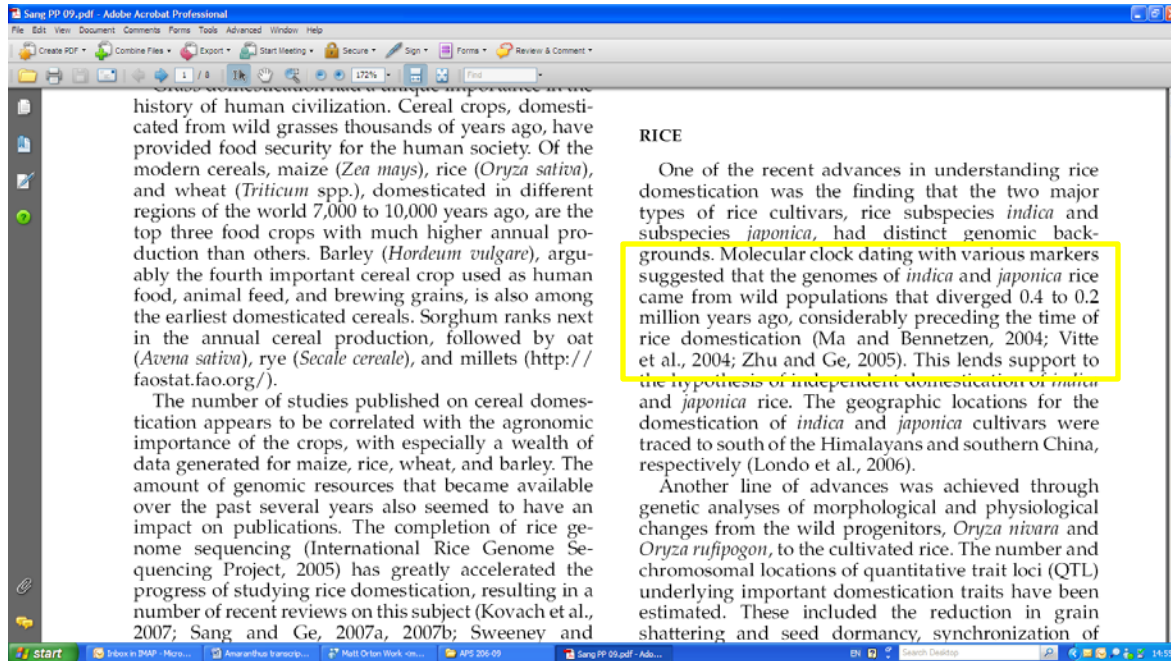
- **Passing off someone else's work as your own**
- Submission of a piece of work produced by others, or copied from another source.
- Production of a piece of work which includes sections taken from other authors, unless the source has been attributed. The length of the copied section is not relevant. When copying sections from other authors it is not sufficient simply to list the source in the bibliography. Identical text quotes must use quotation marks.
- Paraphrasing should use **your own words** to demonstrate an understanding and accurately convey the meaning of the original work, and should 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, and is not acceptable.

Avoiding plagiarism

- Write in your own words
- Take care when making notes
- Reference appropriately
- Talk to your tutor about effective writing
- Read the L2 handbook
- Use TurnItIn as this provides feedback

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

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 tutorial essays (not abstracts) must be submitted via TurnItIn (accessible *via* MOLE).
- **Failure to submit essays via TurnItIn will result in you failing APS222.**

Penalties for plagiarism

- First offence (at level 1 or level 2)
 - feedback provided via tutor
 - effective writing methods discussed
 - warning that you must not repeat this
 - re-submit the work
 - no penalty
- Second offence (at level 1 or level 2)
 - interviewed by Head of Teaching and Examinations Officer
 - work will be awarded 0 (this may cause you to fail the module)
 - effective writing methods discussed via tutor
- Third offence
 - refer directly to University Disciplinary Committee
 - work will be awarded 0
 - further penalties may be applied

Very few students have problems with plagiarism

Deadlines (e.g. for coursework, practicals)

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

Day late	Mark reduced by 5%	Mark Awarded When Reduced by 5% ^{III}	
	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

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 2 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	Directed and external reading*	Synthesis and critical analysis	Relevance of the answer	Examples	Style
1 100 95 90 85	Exceptional answers will be highly insightful with excellent width or depth of knowledge. Work of a standard well beyond that normally seen at level 2.	Exceptional answers will show integration of relevant directed reading and significant external reading that adds new concepts to the answer.	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 an innovative approach to answering the question.	Exceptional answers will have numerous examples which illustrate many of the different points that are being made some of which are drawn from external reading.	Exceptional answers will have an excellent written style (given examination conditions). Exceptional answers may make excellent use of diagrams.
80 75 72	Thorough and extensive.	Excellent use of the directed reading and additional external reading evident. Answers that lack external reading may still obtain a 1 st class mark if they excel in other areas.	Synthesises 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 which are 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.	Good use of relevant directed reading evident, but has added little or no other external material.	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	Some use of directed reading, but limited in scope.	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.

Directed Reading in Modules

Aim

To ensure that students:

- Regularly read from external sources to augment their lecture notes.
- Develop new concepts and ideas on their own.
- Become familiar with the range of documents available to enhance their studies.

Students should be able to demonstrate a knowledge of **directed reading** in any exam question set.

Directed Reading in L2 Modules

A ten credit module will usually contain 6-8 sources for external reading (not usually more than 10).

Courses with Student Centred Learning Exercises will still have some directed reading.

External reading is defined as reading in addition to directed reading and extra credit will be given for evidence of this in answers.

Level 2 Examination questions

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

Level 2 Examinations

- Use named examples (latin binomials)
- Make sure that your answer is well-balanced
- Use appropriate **diagrams**
- Many level 2 examination questions will require a synthetic and evaluative component
- Don't try and question-spot.
- Practice in advance
- Revise!

Level 2 examinations

- If there are two questions to answer, answer both of them
- It is easy to get the first 50% of the marks!
- You must obtain a score of 80 to pass a module if you only answer one question!

Level 2 Examinations

- Make sure that you have read the marking criteria
- Look at the model answers
- Write practice answers for your tutor to mark

L2 Examinations:

Short answer questions

- Short answer questions require a broad knowledge of the entire course.
- Students who know the course do well, students who know only part of the course (or have a superficial knowledge of the course) fail.

Examination timetables

- All timetables are dealt with centrally by Student Services
- They only use electronic communication
- It is your responsibility to check the **draft** timetable (available **late November/early December**) and the **final** timetable (they often differ)
- The re-sit timetable is not available until late June.

January examinations

- In March, you will be able to go through your examination scripts with your tutor.
 - June scripts are available in Oct of the following academic year
- This is valuable **feedback** on your examination performance.
- Practical modules, written up as scientific reports, are a useful training for writing up projects at level 3. Look at the web resources for writing up projects.

Level 2 contribution to 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

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.

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

<http://www.shef.ac.uk/ssid/exams/classification.html>

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.

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- 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](#)

August supplementary examination period

Re-sit examinations take place in Sheffield (unless you are a non-EU overseas student)

- **6 - 25 August 2012**
- Do not book holidays in this period (you might be ill in a June examination), or take out cancellation insurance at the time of booking
- You will not be eligible to re-sit a failed practical module if you did not attend the practicals.
- Passing re-sit examinations (particularly practical re-sits) is difficult.
- Re-sit scores are capped at 40. You cannot retake modules (or the year) to improve performance beyond a bare pass mark (40).

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. Alternatively submit it to the Departmental Office and they will get the year tutor to sign it.

Dyslexia Stickers

- Only diagnosed and registered dyslexic students can opt into the sticker system (these will be contacted by the Disability and Dyslexia Service).
- Stickers are placed on work/exams. They inform markers that the work is from a dyslexic student. This is not so that work will be marked differently but so that staff are aware of the levels of dyslexia in the cohort and can see how these students cope with different forms of assessment.
- Stickers have the student's registration number on them. Students are issued with 12 and have to remember to use them (no spares available, only Disability and Dyslexia Service issues them)
- Students don't have to participate.

<http://www.shef.ac.uk/ssid/disabilities>