The information contained in this Handbook is correct at the time of going to press (24/10/2017), but all matters covered are subject to change from time to time.
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1 Introduction

The Psychological and Behavioural Sciences Tripos culminates in students conducting their own research in an area of psychology, and writing up their findings in a dissertation. Statistics teaching is provided across the year for students to learn skills needed to conduct their empirical research. Optional papers are available which explore a range of psychological topics at an advanced level, and more specific areas of social and biological sciences that build on the foundation of knowledge developed in the first and second years.

Similar to the previous two years, content provided by different disciplines may differ substantially in the way in which it is taught. Certain academic disciplines may require different skills and different types of knowledge, thus different styles of teaching and learning may be required. This means that certain papers will be more demanding for PBS students than for those for whom the papers are primarily aimed. Students should therefore speak with their Directors of Studies before confirming their paper choices, to ensure that they take papers which they can successfully manage.

Supervisions for each paper in Part IIB are typically organised by their respective Course Organisers. Students should expect to be contacted by their supervisor in the first few weeks of term. If you have not been contacted by the end of October you should notify the relevant Course Organiser or your Director of Studies immediately.
Educational Aims

The course aims to:

- provide an education in psychological and behavioural sciences of the highest calibre in order to produce graduates of the quality sought by industry, the professions, and the public service, and to provide academic teachers and researchers for the future;

- provide students with knowledge and skills in social, developmental, biological and experimental psychology within the broader context of the behavioural sciences appropriate to future professional work;

- encourage students to develop a critical approach to their studies, evaluating theory and evidence accordingly;

- allow students to develop specialised knowledge and research skills in one or more subjects, by studying these in depth if they so choose, equipping them with skills to communicate effectively in written and numerical forms;

- produce graduates who can think independently and are capable of applying their knowledge and skills effectively and with integrity;

- provide an intellectually stimulating environment in which students have the opportunity to fulfil their potential.
2 Student Workload

Academic life at Cambridge can be exciting and stressful at times. Students are driven and strive for excellence in their work, and naturally spend considerable amounts of time working. However, being successful academically does not mean that students must be working continuously around the clock every single day. On the contrary, being successful depends on effective time management and working efficiently. With that in mind, students are recommended to work up to about 48 hours per week during a normal term time week. This includes time spent at lectures, project work, supervisions, in private study, and preparing for supervisions. However, you may find that in occasional weeks, work demands require less time than this. On the other hand, there may be moments when you find yourself doing more. The important point is that although there will be occasional fluctuations in work demands, you should try to establish a regular pattern of work and effective time management.

3 Facilities and Resources

Current Students Website

The Tripos maintains a webpage for current students, where you can find current timetables, information on writing essays, deadlines, and other policy documents. All students should visit the pages at www.pbs.tripos.cam.ac.uk/current as a first resource for information.

Libraries

Library provision in Cambridge is excellent. As well as facilitating access to print and electronic resources to support teaching and learning, libraries offer a range of excellent study environments.
The **Department of Psychology Library** (www.library.psychol.cam.ac.uk) is a specialist psychology library housed on the first floor of the Psychological Laboratory. It holds copies of all core psychology texts for the PBS Tripos. The Library stocks multiple copies of books that are in high demand.

The **Social and Political Sciences Library** (www.hspscam.ac.uk/sps-library/) on Free School Lane has an extensive social and developmental psychology collection. The SPS Library holds multiple copies of many essential texts.

The Psychology Library and SPS Library maintain CamTools sites that provide access to many articles and book chapters referenced on reading lists. Access to these materials is course-specific and requires a Raven password.

**Other libraries** that may be useful to you during the PBS course include the University Library, the Central Science Library, the Casimir Lewy Library (philosophy), the Computer Laboratory Library, the Haddon Library (archaeology and anthropology), the Marshall Library (economics), the Radzinowicz Library (criminology), and the Seeley Historical Library.

**College libraries** complement the specialist libraries found in the faculties, departments, and the University Library. College libraries aim to buy most recommended reading for Part I and as much as possible for Part II. College libraries have a yearly budget for PBS. Inform your Director of Studies, Tutor or College Librarian if you would like to request the purchase of particular items.

To search for print and electronic books and journals across the University, use iDiscover [http://idiscover.lib.cam.ac.uk/](http://idiscover.lib.cam.ac.uk/).
The A-Z list of databases that the University subscribes to can be found here [http://libguides.cam.ac.uk/az.php](http://libguides.cam.ac.uk/az.php) and the complete list of e-journals can be searched here [http://tf5lu9ym5n.search.serialssolutions.com/](http://tf5lu9ym5n.search.serialssolutions.com/). Apollo [https://www.repository.cam.ac.uk/](https://www.repository.cam.ac.uk/) is the University repository which holds research output from members and is managed by the Office of Scholarly Communications ([http://osc.cam.ac.uk/](http://osc.cam.ac.uk/)).

**E-Learning Sites**

The department uses Moodle as the e-learning platform and all third-year students taking PBS papers are added as participants to the PBS Tripos Part IIB Moodle site. This site provides resources such as handouts and example exam papers.

For your optional papers, the department that offers the papers will enrol you on to the relevant Moodle site. If you change paper once term has started do make the teaching administrators aware so you can be enrolled on to the relevant site.

The PBS Tripos Part IIB Moodle site: [https://www.vle.cam.ac.uk/course/view.php?id=83931](https://www.vle.cam.ac.uk/course/view.php?id=83931)

It is very important that you check that you have access to this site and inform the administrative staff immediately if you do not.

**Green Challenge**

The Department of Psychology holds a Gold Green Impact award and is committed to reducing its impact on the environment by saving energy and minimizing waste. You will see throughout the department a number of recycling
bins provided for paper, cardboard, plastic, cans and tins and would encourage all students to use these and to be considerate of switching off lights, reducing waste etc.

If you would like to get more involved, here’s how:

- Keep up-to-date with news and opportunities by subscribing to the Greenlines newsletter.
- Visit the Environment and Energy Section’s student webpage to find out more about projects including Green Impact and the Living Laboratory for Sustainability.
- Email environment@admin.cam.ac.uk with any questions or to find out more about any particular opportunity.
- Contact your Environment and Energy Coordinator Kayleigh Paske (kjp37@cam.ac.uk) to find out what opportunities there are to get involved in the Department, and to pass on your ideas for how the Department could be more sustainable.
- Opportunities include paid internships, support running your own environmental project, and Institute of Environmental Management and Assessment (IEMA) accredited auditor training and experience through Green Impact.
4 Office Staff, Communication & Information

The administrative staff are always helpful and can usually provide up-to-date information on most matters related to the PBS Tripos. However, students can often find information more quickly in the first instance on the PBS website, or in this handbook.

The Department Offices communicate by email with students using email lists for Part IA, Part IB and Part IIB. For messages related to particular papers, emails carry a heading to signal which paper. Academic staff and supervisors also use email to notify students of meetings, necessary changes and so on. It is therefore important to read your emails regularly and carefully.

Directors of Studies are students’ first and main port of call for information on all matters related to your studies and academic choices. Director of Studies are fully informed about the structure of the Tripos and choices therein. We advise you to make use of their expertise and their knowledge of your individual interests and strengths.

The office of the Teaching Administrator, Jo Simmonds, is located in the Department of Psychology main building on the Downing Site. PBS administrative queries should be sent to:

Teaching Administrator: Jo Simmonds – jms311@cam.ac.uk
or
Teaching Secretary: Louise White – law23@cam.ac.uk.

Student Representation and Feedback
At least one student representative sits on the PBS Management Committee and Staff/Student Committee, and both bodies welcome student feedback. A request for students interested in acting as the Part IIB representative for either Committee is made at the start of the academic year. If you are interested in being a representative please email the Teaching Administrator.

Feedback on the course can be given in several ways: Surveys are sent out to students towards the end of each term, asking for anonymous feedback on specific papers. Feedback should be given to the student representative to pass on to staff, but students can directly contact Directors of Studies, Course Organisers and the Teaching Administrator for feedback. Students will be encouraged to complete the National Student Survey, which gives the opportunity to provide feedback to the University on a larger scale.

**Key Committees**

Discussions and decisions that relate to the Tripos take place within the following committees:

The ultimate decision-making body of the Tripos is the **PBS Tripos Management Committee**. It deals with matters relating to finance and organisation, as well as ratifying decisions made by other bodies. It meets approximately once per term and is attended by representatives of all Departments which contribute to PBS.

The **Department of Psychology Teaching Committee** is the forum for discussion of, and policy development on, undergraduate teaching provided by the Department of Psychology.
The **Department of Psychology Staff/Student Committee** is chaired by the Director of Undergraduate Teaching, and includes representatives of undergraduate students from all courses taught by the Department. The Committee meets once each term.

The **Directors of Studies Committee** meets once per term, and is a forum for discussion between Colleges and the Tripos.

5  **Part IIB: The Papers**

**Part IIB Overview**

**PBS 5** is the Research Dissertation, which all Part IIB students must complete. A **further three papers** must be taken, none of which are compulsory, but at least one paper must be chosen from PBS 6–11. Optional paper choices for 2017-18 are listed below.

At the Options Day at the end of the previous year, students were given an optional paper form to complete and return. This was to gather information to book suitable rooms for lectures, and to arrange supervisors and practical classes, so a student’s choice of papers was not final. All students must register their final paper choices with their Director of Studies by **Thursday 12 October** at the latest. This is to ensure students can be contacted regarding their papers, and for exam enrolment.

Some optional papers, noted below, have limited spaces available for PBS students or pre-requisites. Some paper combinations may not be available, due to timetable constraints, particularly those from different Triposes.
PBS 5: Research Dissertation

Course organiser: Dr Greg Davis (gjd1000@cam.ac.uk)

Students will conduct their own empirical research in an area of psychology. A document listing available projects will be published during the summer, for students to choose six they would be happy to join. Students may also create their own projects if a suitable supervisor can be found. Project allocation will be confirmed at the start of term, when a workshop on how to write up the dissertation will be given. Statistics lectures and classes will be given during the year to teach skills needed to conduct research. Dissertations must be submitted at the end of the year, marks for which are worth 25% of the overall class for Part IIB.

PBS 6: Development and Psychopathology

Course organiser: MT – Sarah Foley (sf412@cam.ac.uk), LT – Prof Claire Hughes (ch288@cam.ac.uk)

This paper provides an overview of common problems of psychopathology in childhood including both externalizing problems (i.e., conduct disorder and other disruptive behaviour disorders) and internalizing problems (i.e., emotional disorders such as depression or anxiety). The first module adopts a developmental approach considering both changes over the lifespan and the intergenerational transfer of problems. Many of these problems are manifest within close relationships and so, after a reading week, the second module provides an overview of research on children’s relationships with siblings, with peers and with parents. In Lent, the course turns to studies of risk and resilience in childhood, including the literature on bullying and on the impact of both parental incarceration or family illness on relationships within the home. This is followed by a final module that brings a developmental perspective to this field, focusing first on the perinatal period (e.g., premature birth, prenatal risk factors) and then
considering the limits of orchids and dandelions as metaphors for understanding individual differences in child outcomes.

**PBS 7: Psychology & Social Issues**

*Course organiser:* Dr Juliet Foster ([jlf1000@cam.ac.uk](mailto:jlf1000@cam.ac.uk))

This paper explores a range of issues that are of considerable social consequence from a social and developmental psychological perspective, such as policy issues concerning children, mental health problems, learning difficulties and the transition to parenthood. Academic research is discussed in the context of the views and concerns of policy-makers and 'users' in order to explain the value and limitations of empirically-based applied psychology.

**PBS 8: Gender Development**

*Course organiser:* Prof Melissa Hines ([mh504@cam.ac.uk](mailto:mh504@cam.ac.uk))

PBS 10 examines a range of perspectives on the causes and consequences of sex differences in human behaviour, as well as of within sex variability in gender-related behaviour. That is, not only why do males and females differ in some respects, but also why is the behaviour of some individuals more sex-typical than that of others? It also discusses clinical issues related to disorders of sex development (DSD, formerly called intersex conditions) and gender dysphoria. In understanding gender development, evidence for influences of genes and hormones, as well as the postnatal sociocultural environment, is evaluated. Sex-related characteristics that are discussed include gender identity (i.e., one’s sense of self as male or female), sexual orientation, childhood sex-typed play behaviour, personality characteristics, such as empathy and aggression, cognitive abilities, such as memory, mathematics, spatial and verbal abilities, and psychiatric classifications, including depression, disorders related to eating, and autistic spectrum conditions, as well as gender dysphoria. In addition
to evaluating the empirical evidence for various types of contributory factors, and attempting to integrate the findings across perspectives, the social and clinical implications of different causes of psychological difference related to sex is discussed.

**PBS 9: The Family**

*Course organiser:* Prof Susan Golombok  
(*seg42@cam.ac.uk*)

This interdisciplinary paper draws on material from sociology and psychology as well as social anthropology, social history and other relevant disciplines. Sociological and psychological perspectives on family relationships, kinship and child development are examined in relation to specific topics such as motherhood, fatherhood, gendered division of labour, sibling relationships, adolescence, marriage and divorce, single-parent and step-families, lesbian and gay families, and families created by assisted reproduction. Theories of family life are studied as well as methodologies of family research.

**PBS 10: Cognitive and Experimental Psychology**

*Borrowed from:* Section A of [NST Part II Psychology](#)  
*Course organiser:* Dr Mirjana Bozic (*mb383@cam.ac.uk*)

The lecture courses in this paper examine human information-processing, ranging from basic sensory processing and perception to higher functions like language and reasoning. Students choose a selection of topics from a wide range, examples of which include:

- **Vision:** Are the different attributes of the visual array extracted by anatomically distinct channels in the visual pathway and analysed by separate cortical areas? We examine evidence from psychophysics,
neuropsychology, neurophysiology and molecular biology.

- **Visual Cognition**: How does the brain make a split-second transformation of visual information into a representation of our environment? We will see how behavioural, scanning and single-cell recording studies can reveal how this process operates.

- **Human Memory**: How do humans store and retrieve information? These lectures address current issues in memory research and consider evidence drawn from behavioural and neuroimaging studies, and from clinical neuropsychology.

- **Judgment and Decision Making**: How do people form judgements and preferences? How do they make choices? As well as covering psychological theories, we explore ideas from economics and cover applied research in areas such as law, finance, medicine, and clinical psychology.

- **Language, Mind, and Brain**: We listen, speak and read without being aware of how we do it. This course explores the cognitive complexity of our language function. We discuss language evolution and acquisition, and examine the neuro-cognitive processes involved in producing and comprehending language in adulthood. Lectures cover models and experiments from psycholinguistics and cognitive neuroscience to show how the brain supports this uniquely human capacity.

- **Learning and Brain Plasticity**: We can play tennis with a friend’s racket, adjust to a new pair of spectacles, and critically distinguish brands of cola. This course examines the processes by which the brain adapts to effect the best responses using knowledge from past experience and the senses. We draw on work from
experimental psychology, computational modelling, human brain imaging and animal studies.

PBS 11: Behavioural and Cognitive Neuroscience

Borrowed from: Section B of NST Part II Psychology

Course organiser: Dr Mirjana Bozic (mb383@cam.ac.uk)

This paper examines the neural basis for behaviour, at levels of analysis ranging from imaging studies of human cognition to molecular studies of simple organisms. Students choose a selection of topics from a wide range, examples of which include:

- **Brain Mechanisms of Motivation.** How have lesion studies, neural stimulation, electrophysiological recording and *in vivo* monitoring of transmitter release illuminated the brain mechanisms of learning and motivation? How does imbalance in the circuits involved give rise to maladaptive behaviours ranging from drug addiction and obesity to mood and anxiety disorders?

- **Brain Mechanisms of Psychopathology.** How can cognitive neuropsychiatry and computational psychiatry be used to explore symptoms of mental illness? The course focuses particularly on movement disorder in schizophrenia, delusional misidentification syndrome and delusions of control.

- **Developmental Cognitive Neuroscience.** These lectures consider genetic, neural and cognitive studies of development, covering topics such as social cognitive neuroscience, developmental disorders, adolescence and early trauma.

- **Behavioural Genetics.** These lectures consider the genetics of personality and intelligence, including the roles of specific genes, the epigenetic ways in which intelligence or personality might be altered, the results
that are emerging from whole-genome association studies, and the factors that maintain balanced polymorphisms in a population

- **Comparative Cognition.** This course investigates learning, memory and cognition in a range of different species of animals including humans. A variety of topics will be discussed ranging from spatial learning and memory to counting and folk physics, and the question of whether animals are stuck in the present or whether, like us, they are capable of “mental time travel”. Other themes include social learning, theory of mind, language and communication, and the nature of animal intelligence.

**BAN 5: Major Topics in Human Evolutionary Studies**

*Borrowed from:* [Part II B of the HSPS Tripos](#).

This paper is structured in two parts. The first will discuss selected topics on human evolutionary studies, including morphological evolution in the genus Homo, human evolutionary history and dispersals, and evolutionary genetics and adaptation in hunter-gatherers. The second part will be dedicated to the science of cultural evolution. We start by examining the notion of universal Darwinism, and assess how biological evolutionary principles have been extended to explain cultural change. We then explore how different forms of social learning can be modelled and used to explain a variety of cultural processes, from adaptive response to environmental change to fashion cycles. The paper also gives introduction to selected topics such as cultural phylogenetic analysis and cultural attractor theory, as well as skills for building simulations model of cultural transmission.

**BAN 6: Evolution within our species**
This paper investigates the mechanisms which have driven the genetic and phenotypic variation within our species. We investigate models which explain the origin and maintenance of variation, the role of dispersals and major cultural transitions in shaping human diversity, and the interaction between cultural change, natural environments and the biology of our species. This includes consideration of the roles of plasticity, developmental biology, life history, natural selection and neutral mechanisms in shaping human diversity and its variation in time and space. The paper also considers the role of 'discordance' between culture and biology in the origins of human disease and 'maladaptation'.

BAN 7: Culture and Behaviour

This paper looks at human behaviour from ecological and evolutionary perspectives. Special emphases are placed on how behaviour can reflect adaptive response to ecological drivers and the way that individual behaviours have emergent influence on the structure and function of social networks. The approach is comparative, putting the behaviour of modern urban humans into context through analysis of behaviour in both traditional human societies and non-human primates. The paper also includes a project-based module designed to teach students both research skills and transferable professional skills.

CR 1: Criminology, Sentencing and the Penal System

Historical Background: Recent developments in criminal justice and the penal system in England and Wales (excluding criminal trials and pre-trial procedure).
Relationship of these developments to aspects of broader social change in late modernity.

- Patterns of crime, offending and victimisation (primarily in England and Wales, with international comparisons where appropriate). Strengths and weaknesses of data sources.
- Theories and findings on pathways into crime at individual, family and community levels of analysis, and evidence on what is known about the causes and prevention of crime, and desistance from offending.
- Theories of punishment, and the law of sentencing: justifications for penal measures, especially desert, deterrence, incapacitation, rehabilitation, restorative justice and reparation. The efficacy of penal measures.
- How the sentencing and penal system works: sentencing law: theory, policy and practice, the discretion to prosecute and alternative systems of intervention such as restorative justice.
- Sentencing provisions in practice: community penalties, prisons, parole.
- Dealing with identified groups of offenders: young offenders, dangerous and sex offenders, women offenders.
- Contemporary issues in criminal justice: race and gender issues relating to fairness and discrimination; the link between politics and sentencing policy and practice.

**ED 4: The Psychology of Education**

*Borrowed from:* Part II of the *Education Tripos.*

This paper offers students the opportunity to study different areas of psychology at an advanced level, building on previous courses in Part I, and the Prelim to Part I. The intention is to consider psychological aspects of human activity, development and relationships that are of particular interest in current educational contexts. The course covers
areas of research that present challenges for education and for society at large. It also raises questions for the discipline of psychology itself, including the application of research findings to practice. The paper is divided into sections that are taught by different members of the Psychology and Education academic group. Topics are located in fields of cognitive, social, emotional and sociocultural psychology, from the perspectives of human development, social relationships and classroom learning. Students are asked and encouraged to engage critically with relevant psychological research studies and to make connections between topics across the whole paper. The sessions include a varied mix of discussion, lecture and other activities designed to promote active participation and learning. Different perspectives, arguments and questioning are welcome and encouraged throughout the course, supported by group activities and reflection on personal experience. There will also be some required reading preparation for certain sessions. Critical reference to relevant psychological literature and research methodology is an essential element of this course, including essay writing and supervisions. 

Choosing this option: a maximum of 15 PBS students may take this paper, if this limit is passed students will be allocated randomly.

HPS 3: Modern Medicine and Biomedical Sciences

Borrowed from: Part II of the Natural Sciences Tripos.

Born in hospitals, vaccinated, X-rayed, taking antibiotics, receiving transplants, at risk from disease genes and environmental carcinogens – medicine sets the parameters of our lives. We tend to take this for granted, but it is a recent innovation. This paper is about how, and with what consequences, a new, scientific medicine was made for the
modern world. The Michaelmas Term course surveys the creation, between the French Revolution and World War I, of new medical institutions, professionals and practices. The Lent Term course explores the twentieth-century transformation of medicine into a major object of economic, political and ethical concern. The focus throughout is on the uses of science and on challenges to its authority.

**HPS 4: Philosophy of Science**

*Borrowed from:* Part I of the *Natural Sciences Tripos.*

This paper explores historical and philosophical aspects of the social and psychological sciences, including the character of their subject matters and their methodologies. Amongst the disciplines covered will be psychology, psychoanalysis, psychiatry, economics, political science, anthropology, sociology and history. Topics may include historical development of concepts and methods in these sciences, principally in the 19th and 20th centuries; the cultural impact of these sciences; the supposed differences between these sciences and the natural sciences; their connection to values; the nature of explanation; the reality of objects; the possibility of objectivity; their relation to evidence-based policy.

**LI 16: Language Processing and Learning**

*Borrowed from:* Part II of the *Linguistics Tripos.*

**Aims**
- provide an overview of psychological research that is relevant to language processing and learning
- illustrate the range of methodologies used in experimental research
- cover the most interesting and relevant psychological phenomena that have been revealed through (primarily) experimental research
• introduce the currently most influential approaches to modelling these phenomena
• highlight major theoretical issues in the relevant areas of research
• consider how fundamental principles of learning and memory might be applicable to first and second language learning

Choosing this option: A maximum of 5 PBS students may take this paper, if this limit is passed students will be allocated randomly.

PHIL 8: Metaphysics

Borrowed from: Paper 1, from Part II of the Philosophy Tripos.

Many of the topics in the syllabus will be familiar to those who have taken previous philosophy papers, but some are new. The topic of realism and its alternatives is central. The basic issues are to what extent the world is independent of our cognition of it and whether there is a unique true story of the world or whether there are many non-equivalent stories, all equally correct. Another new topic is particulars and properties. A third is time, where the issue of what belongs to the world, and what to our perspective on the world, is again central. Another subtopic here is about how we should understand the persistence of objects over time. This links in turn to the section on persons, which introduces some metaphysical questions about the nature and persistence of persons.

PHIL 9: Philosophy of Mind
This course considers a variety of problems about the nature of mental phenomena and their relationship to the rest of reality. One group of problems is metaphysical: how are mental phenomena related to physical phenomena? The mind-body problem (already introduced in Part IA, paper 1) concerns how our minds are related to our bodies and brains. Another problem is the problem of mental causation: does the mind have effects in the physical world, and if so, how? Another group of problems is epistemological: how do we acquire knowledge of our own minds and the minds of others? Is our knowledge of other minds based wholly on theoretical reasoning or does it also require empathy and imagination? Do we possess privileged knowledge of our own minds and if so, how is that explained? Two types of mental phenomena which have given rise to philosophical debate are consciousness and intentionality. Consciousness is often said to be the stumbling-block for physicalist or materialist theories of the mind. But consciousness is also of intrinsic interest: what does it mean to say that a creature is or is not conscious? What is the difference between the conscious and the unconscious? ‘Intentionality’ is a philosophical term for the representational power of mental states (it therefore does not just refer to intentions to do things). Intentional mental states are those that are ‘about’ things in the world. This is sometimes described as their having representational content. What does it mean to have content? Can this be explained by a naturalistic conception of the world? The last broad topic of this paper is the philosophical study of mental faculties: the faculties of the will (including decision and intention), emotion, imagination, for example. These phenomena all give rise to their own specific philosophical problems.
PHIL 10: Ethics

*Borrowed from:* Paper 3, from Part II of the Philosophy Tripos.

This paper covers a wide range of topics in moral philosophy, ranging from the most abstract and theoretical questions about the nature of morality on the one hand, to the most concrete and applied questions of individual and collective morality on the other. At the abstract and theoretical end are metaethical questions about the nature and foundations of ethical thought, including the topics of moral realism, irrealism, expressivism and quasi-realism. At the concrete and applied end are questions about disability, overseas aid, implicit bias and the nature of trust. In between, are questions about the ends of action, including the relationship between preference and value, and the nature of personal well-being and happiness. This paper also offers the opportunity of undertaking an in-depth study of a core text in the history of moral philosophy, namely Immanuel Kant’s Groundwork of the Metaphysics of Morals.

PHIL 11: Political Philosophy

*Borrowed from:* Part II of the Philosophy Tripos.

*NOTE: This paper has no pre-requisites. There is a maximum cap of 10 students taking Philosophy papers across the 3rd year (this could be 10 on one paper, or a mix, or equal split between PHIL papers on offer).*

Many debates in contemporary political philosophy focus on the question of how social, economic and political institutions should be set up in order to be just. This course examines this question via four broad topics. The first topic, global political issues, considers what duties we have towards those who live in countries other than our own. Do we have the right to
restrict immigration? Do we have duties to redistribute wealth from the richest to the poorest countries? Is the nation a community with normative significance, or should questions of justice apply to humanity as whole? What political arrangements are normatively required to protect the global environment? The second topic, community and culture, examines controversies that arise when thinking about justice in the context of either a community with shared values, or diverse multicultural societies. Should the state be neutral between conceptions of the good, or should it reflect shared values of the community? What does justice require if a political community lacks shared values? Can a liberal state legitimately influence or prohibit cultural practices? What if those practices are illiberal? The third topic, feminism, encompasses a diverse set of theories, all united by the claim that our current society is unjust since there are profound inequalities between women and men. Why are women poorer than men, despite equal pay and anti-discrimination legislation? Are women worse off because they take more responsibility for domestic and caring work? Does the significance of care require us to change the way we think about justice or even the way we do political philosophy? What is the political and philosophical significance of pornography and rape? How can they best be conceptualised, and what is the correct normative response to them? What it means to say that women and men are different from each other? How do these differences arise, and what is their political and philosophical significance? How does gender intersect with other social cleavages such as race, class and disability? Does feminism require a unified category of woman, and is such a category possible? The fourth broad topic of the course is radical political theory. What is Marx’s concept of alienation, and what is the normative significance of alienated labour? What is the Marxist concept of ideology, and what does it mean to say that ideas are connected with the ruling class? How should we best understand the related concept of power
– is it a matter of who is able to win in overt competition, or of subtle, ever-present influence, or something in between? Next, debates over the method of political philosophy, including the debates between realists and moralists, and between proponents of ideal and non-ideal theory. Finally, what are the moral limits of markets? Are there things that should not be bought and sold?

**SOC 7: Media, Culture and Society**

*Borrowed from*: Part IIB of the HSPS Tripos.

This paper focuses on the sociological study of media and of cultural and symbolic forms, from youth subcultures and music to communications media, including television, the press and the internet. The precise topics and scope of the paper vary each year, but may include the political economy of media and culture; the study of media and cultural institutions; social, textual and genre analysis of musical forms and lyrical content; journalism and news; audience studies and the role of ethnography, identity and representation in relation to culture and media; theories of the public sphere and of cultural citizenship; the changing nature of political communications; theory and analysis of new media and the internet and their implications for social and political life. The work of theorists such as Adorno, Benjamin, Habermas, Bourdieu, Barthes, Baudrillard, McLuhan, Williams, Becker, Hebdige, Cohen and Castells is discussed in relation to the substantive themes.

**SOC 11: Racism, Race and Ethnicity**

*Borrowed from*: Part IIB of the HSPS Tripos.

This course explores the emergence of modern notions of race and ethnicity, contemporary forms of racism, processes of racialisation, and the social and political forces that have
shaped them. Key questions will include: How are racial ideas conceptualized and justified through a variety of biological, social and cultural discourses? How did race and ethnicity come to be defined and embedded in the context of colonial and post-colonial rule? What are the, often complex, relations between ideas of race, the production of difference and identity, and the pervasiveness of social exclusion? Why does race remain such a powerful determinant of individual and collective identities? What is the specificity of ethnicity in contemporary society? Why and how does race and ethnicity matter?

**SOC 13: Medicine, Body and Society**

*Borrowed from:* Part IIB of the [HSPS Tripos](https://example.com).

This paper provides students with a critical survey of principal themes and debates in contemporary medical sociology. It explores the major social causes of health and illness in modern societies with special reference to such factors as social class, gender, ethnicity, and age; provides students with a sociological grasp of the issues and problems associated with chronic illness; investigates a variety of key topics in the sociology of mental health; and, finally, develops a sociological analysis of the major organisational, professional, and technological components of medical institutions and medical practice in contemporary society. The paper also explores new methods of health care delivery with an eye to understanding their roles in either fostering or minimising social inequalities pertaining to health and illness. In addition to these substantive topics, the paper also examines cutting edge theoretical approaches to the study of health and illness in society, including: social constructionism, feminist theory, the sociology of the body, the sociology of science, and phenomenology. In short, the paper explores a wide range of both substantive and theoretical issues pertaining to the
nature and distribution of health and illness in modern societies.

6 BPS Accreditation

The PBS Tripos is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided PBS 7: Research Dissertation receives a pass mark and that a Lower Second Class Honours (2.2) or higher is achieved in Part IIB.

GBC is an entry requirement for all BPS accredited postgraduate training courses and is also required to work towards becoming a Chartered Psychologist. Information on how to become a psychologist can be found on the BPS website: http://www.bps.org.uk/.

7 Plagiarism

The following guidance has been issued by the Faculty of Biology. Students should also ensure that they read and understand the University-wide statement on plagiarism, http://www.admin.cam.ac.uk/univ/plagiarism/.

Plagiarism is defined as presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University’s ordinances. If you are in any doubt about what constitutes plagiarism, ask your Director of Studies to talk you through the issue.

The scope of plagiarism

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in
its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person’s language and/or ideas as if they are a candidate’s own), by:

- **quoting verbatim** another person’s work without due acknowledgement of the source.
- **paraphrasing** another person’s work by changing some of the words, or the order of the words, without due acknowledgement of the source.
- **using ideas** taken from someone else without reference to the originator.
- **cutting and pasting** from the Internet to make a pastiche of online sources.
- **submitting someone else’s work** as part of a candidate’s own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as ‘essay banks’ or ‘paper mills’, or not attributing research contributed by others to a joint project.

Plagiarism might also arise from **colluding** with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:
• text, illustrations, musical quotations, mathematical derivations, computer code, etc.
• material downloaded from websites or drawn from manuscripts or other media.
• published and unpublished material, including lecture handouts and other students’ work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

**How to avoid plagiarism**

The stylistic conventions for different subjects vary and you should consult your Course Organiser or project supervisor about the conventions pertaining in your particular subject area. Most courses will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. However, the main points that apply to submitted work (e.g. dissertations, project reports) are:

• when presenting the views and work of others, include in the text an indication of the source of the material, e.g. 'as Sharpe (1993) has shown,' and give the full details of the work quoted in your bibliography.
• if you quote text verbatim, place the sentence in inverted commas and give the appropriate reference, e.g. 'The elk is of necessity less graceful than the gazelle' (Thompson, 1942, p 46) and give the full details in your bibliography as above.

• if you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (eg by indenting a paragraph) and identify it by using inverted commas and adding a reference as above. NB long quotations may infringe copyright, which exists for the life of the author plus 70 years.

• if you are copying text, keep a note of the author and the reference as you go along, with the copied text, so that you will not mistakenly think the material to be your own work when you come back to it in a few weeks' time.

• if you reproduce an illustration or include someone else's data in a graph include the reference to the original work in the legend, eg (figure redrawn from Webb, 1976) or (triangles = data from Webb, 1976).

• if you wish to collaborate with another person on your project, you should check with the Course Organiser to see whether this might be allowed and then seek their permission.

• if you have been authorised to work together with another candidate or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which parts of the work, you should make this clear in the text wherever necessary, e.g. 'I am grateful to A. Smith for analysing the sodium content of these samples'.

• be especially careful if cutting and pasting work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is not given, ask yourself whether it is worth copying.
Please note that during written answers for unseen examination papers, you will not be penalised for failures to reference information in this manner.

The Golden Rule:

The examiners must be in no doubt as to which parts of your work are your own original work and which are the rightful property of someone else.

Turnitin UK software use

Turnitin UK is a program which matches text in work submitted to the software, to that of a large database of online sources.

Assessed work of the PBS Tripos, such as the Research Dissertation, may be submitted to Turnitin to check its originality. Cases of suspected unfair practice including plagiarism, potential data fabrication, or collusion will be investigated by the Chair of Part II Exams on a case-by-case basis. This investigatory meeting may involve examiners, supervisors, College Tutors or the University Proctors. Following the investigatory meeting, the Chair may recommend that penalties be applied to the final mark. All penalties to be applied will be agreed at the final Examiners’ meeting.

Further guidance on the use of Turnitin UK will be given to students who must submit assessed work.

8 Assessment & Criteria

In Part IIB students are assessed by written examination for each paper, apart from PBS 5 which is assessed by a 7,000-
word dissertation. Copies of past exam papers are available on the PBS Part IIB Moodle site. Examinations are held at the end of the Easter term; a timetable will be released in April. Most course organisers offer revision lectures or seminars in the Easter term before exams.

Marking Criteria for exam scripts

Papers borrowed from other Triposes have their own marking criteria, so students should check the necessary course websites for information on borrowed papers. The marking criteria for PBS exam scripts are as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>First</strong> (70+)</td>
<td>Work, which is excellent in the range and command of the material covered. Work that is excellent in its understanding of the subject; that has engaged closely with the question; and that is well planned and complete.</td>
</tr>
</tbody>
</table>

A first class mark may be awarded on more than one set of criteria: there may be a great deal of relevant information, displaying substantial knowledge and understanding; the arguments and presentation may be stylish; the approach may be original, critical or unorthodox. An upper first would be an outstanding performance, meeting all, or virtually all, of these criteria; a low first would meet at least some of these criteria.

<table>
<thead>
<tr>
<th><strong>Upper Second</strong> (60-69)</th>
<th>Work that shows a good knowledge of the topic and the material covered in lectures; that is presented in an organised way; and clearly argued and focused on the set question.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower</strong></td>
<td>Work that overall shows a reasonable competence</td>
</tr>
</tbody>
</table>
Second (50-59) in the understanding and presentation of the relevant material. Certain types of uneven work would fall into this class: detailed factually-correct work that did not relate a broad knowledge of the topic to the specific question asked, or work with clear organisation and some insight but with serious omissions of factual knowledge.

Third (40-49) At the upper end of the class, work that just shows competent knowledge of the basic, core material. At the lower end of the class, work that shows some knowledge of the material but with serious deficiencies in understanding, coverage and organisation; this will include work that is unduly brief or largely misses the point of the question.

Fail (<40) Work that is irrelevant, shows a considerable degree of ignorance or is short and superficial. Where the question is barely attempted.

Marking Criteria for PBS 5

Marking criteria for PBS 5, the Research Dissertation, can be found in the PBS 5 Paper Guide.

Classing Criteria

The Part IIB PBS examination contains a variety of different subjects, which use different criteria and marking schemes, and produce marks of different distributions.

- The classing criteria for PBS are designed to ensure that all four papers of the examination are weighted equally.
• The Examiners responsible for each paper will award the candidate a mark which determines their class for that paper.

• The following Class boundaries are applied to marks:
  
  Class I  70
  Class II.i  60
  Class II.ii  50
  Class III  40
  Fail  <40

• In order to achieve any overall class for Part IIB PBS, a candidate must attain that target class, or higher, in at least two papers; and also must attain at least the next lower class, in all papers. Alternatively, a candidate must attain an average mark across all four papers that is equal to that target class, or higher. Candidates will be awarded the higher of the two classes.

• Candidates who fail one paper or more will be considered for failing but examiners have discretion.

• For the purposes of ranking candidates within each overall class for the Tripos as a whole, each mark is scaled to give a rank mark. The mean of a candidate’s rank marks is used to determine their ranking within each class. Discretion will be exercised by the Examiners in considering the class of individual candidates at the boundaries.

As an illustration, to achieve a first, a candidate must receive marks of 60 or above (at least an upper second) in all papers, two of which are 70 or above. Similarly, to achieve an upper second, they must achieve at least 50 in all papers, and 60 or above in two papers.
What you will graduate with

No official class is assigned to the overall degree issued by the University of Cambridge. Instead, each Part of a Tripos is self-contained and students obtain separate results for each one: there is no averaging of these to produce a final degree mark. The phrase "a double first" means that a first class was achieved in two sets of examinations corresponding to two different Parts of Triposes. The class obtained in Part IIB is commonly seen to be the class awarded for the entire degree.

The University will provide students with a comprehensive transcript listing the papers taken and the results obtained to supplement the degree certificate.
9  Complaints & Problems

We hope that your studies on the Tripos will run smoothly; however, if you have a problem, the following people can help you:

For any problems Contact:
concerning:

Supervisions  Step 1: Director of Studies
Step 2: Course Organiser (Dr William Skylark, wjm22@cam.ac.uk)

Please note that if your supervisor holds either of these roles and you wish to speak to someone else, you may contact any of the people below.

Teaching/Structure of Papers  Step 1: Paper Organizer
Step 2: PBS Course Organizer (Dr William Skylark, wjm22@cam.ac.uk)

Timetable/Tripos Structure  Teaching Administrator:
Jo Simmonds (jms311@cam.ac.uk)

General Issues  Teaching Administrator (Jo Simmonds, jms311@cam.ac.uk), Teaching Secretary (Louise White, law23@cam.ac.uk) or Student Representative
10 Important Websites & Links

Current Students webpage
http://www.pbs.tripos.cam.ac.uk/current
These pages include:
Timetables, paper guides, marking criteria.

PBS Tripos Moodles Page, Part IIB
https://www.vle.cam.ac.uk/course/view.php?id=83931
These pages include:
Past/example exam papers, lecture handouts and resources.

Library Homepages
http://www.hspscam.ac.uk/sps-library/
http://www.library.psychol.cam.ac.uk/
These pages include:
Catalogue Searches, help & support, referencing information & resources.

Libraries Gateway
http://www.lib.cam.ac.uk/libraries/
These pages include:
Catalogue searches, contacts/opening hours, EJournals.