

Psychological and Behavioural Sciences Tripos

Part IB Handbook

Academic Year 2019–2020

The information contained in this Handbook is correct at the time of going to press (23/08/2019), but all matters covered are subject to change from time to time.

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1 Introduction

The second year of the Psychological and Behavioural Sciences Tripos builds on the foundation of knowledge and skills developed in the first year. The broad areas of social, developmental and experimental psychology are explored further by compulsory papers. Optional papers in Part IB continue to examine many topics covered in Part IA, such as biological and social anthropology; education; philosophy; sociology; and biological sciences.

Similar to the first year, 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 at 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 IB are organised by their respective Course Organisers, unlike Part IA which were organised by each College. 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, practicals, 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 [Current Students pages](#) on the PBS website 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](#) 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](#) 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 e-learning 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](#).

Use the following links to access an [A-Z list of databases](#) that the University subscribes to and the [complete list of e-journals](#).

[Apollo](#) is the University repository which holds research output from members and is managed by the [Office of Scholarly Communications](#).

E-Learning Sites

The department uses Moodle as the e-learning platform and all second-year students taking PBS papers are added as participants to the [PBS Tripos Part IB 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.

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 II. 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. Directors 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 and Teaching Secretary (Josephine Simmonds and Louise White) is located in the Department of Psychology main building on the Downing Site. PBS administrative queries should be sent to: teaching@psychol.cam.ac.uk

Student Representation and Feedback

Student representation and feedback in PBS is important. Student representatives are appointed to represent each year of the course. Two Part IB representatives are appointed to sit on the PBS Staff/Student committee, and recommendations

from that committee are put to the PBS Management Committee and the Department Teaching Committee. The Part IB representatives will be randomly chosen, from any students who put themselves forward for the role. If you are interested in serving in this capacity 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 **PBS Staff/Student Committee** is chaired by the Director of PBS, and includes representatives of undergraduate

students from Part IA, IB and Part II. The Committee meets once in Michaelmas Term and once in Lent Term.

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

5 Part IB: Overview

Part IB Papers

Compulsory papers:

PBS 3 Social and Developmental Psychology

PBS 4 Cognitive Neuroscience and Experimental Psychology

Students must then take **two optional papers**. The papers available in 2019-20 are displayed 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. Any changes from the options listed on your options form should be communicated to the Teaching Office by **Friday 18 October** at the latest. You should also notify your Director of Studies of the papers that you are taking. 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 3: Social and Developmental Psychology

Course organiser: Dr David Good (dq25@cam.ac.uk)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. Students will learn key meta-theories in social psychology in a series of introductory lectures, and then will examine specific core topics of the field in subsequent lectures, including social norms and influence, morality and culture, attitudes, personality, social identity, intergroup relations, and prosociality. Students will also study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.

PBS 4: Cognitive Neuroscience and Experimental Psychology

Course organiser: Dr Tristan Bekinschtein
(tb419@cam.ac.uk)

Cognitive Neuroscience and Experimental Psychology approaches topics in Psychology from a scientific perspective using laboratory studies to explore cognitive and neural mechanisms of behaviour. This course introduces you to the mental and brain processes involved in perception, attention, learning and memory, language, action, awareness and thinking and reasoning. A number of you may well be surprised by the 'openness' of the subject. There are plenty of 'hard facts' in psychology but there are also many theories, some of them, indeed, of a highly speculative nature. This is because, even after more than 100 years of its scientific study, many of the capacities of the mind and the brain remain mysterious. There are three lectures per week, and up to two practical classes.

B2: Human Ecology and Behaviour

Borrowed from: Part IIA of the Archaeology Tripos

The paper introduces students to the core principles of ecology and behavioural ecology, as a framework for exploring adaptation in humans and non-human primates. Diversity in primate behaviour is broadly examined, ranging from foraging strategies to social organisation to communication. We will then consider how human life-history, social structure and subsistence can be situated within the broader context of the primate order; and explore the extent to which our capacity for culture, cooperation and language is shared with our closest relatives. Additionally, human adaptation will be analysed from a cross-cultural perspective, considering society from an evolutionary standpoint and surveying the entire spectrum of human ways of life, with a particular emphasis on small-scale societies.

B3: Human Evolution

Borrowed from: Part IIA of the Archaeology Tripos

The paper looks at human evolution from its primate context millions of years ago to the present day. It explores hominin origins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. It examines the first tool use of hominins more than 2.5 million years ago, and the factors shaping the evolution of early Homo and their technology within Africa. From shortly after 2 million years ago, hominins dispersed beyond Africa, and we will look at the fossil and archaeological record for these dispersals and adaptations, their diversity, as well as their behaviour and technology. We focus in detail on the emergence and dispersal of modern humans, giving particular focus on the diversity of their technology and adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will

explore modern human dispersal(s) and how these shaped human diversity. The context for all this will be evolutionary theory and biology, looking at the role of selection and adaptation, and the processes by which lineages diversify and potentially become extinct. We will look at the relative importance of genes, phenotypes and behaviour in the evolutionary process.

B4: Human Comparative Biology

From Part IIA of the Archaeology Tripos

The paper covers diverse aspects of human biology, including anatomy, physiology, behaviour, cognition, growth patterns and life-history characteristics. It considers the ways in which our biology differs from that of our closest living relatives, the non-human primates, as well as mammals and vertebrates more broadly. It will also explore biological variation within and between human populations, drawing on evidence from both past and contemporary human populations by combining perspectives from the fields of Palaeoanthropology, Evolutionary Genetics, Osteoarchaeology and Human Biology. The paper will consider not only how we vary, but why, discussing both the underlying evolutionary mechanisms (such as natural selection, neutral variation and epigenetics), as well as the developmental basis of the variation we observe.

ED 3: Modernity, Globalisation and Education

From Part IIA of the Education Tripos. There is a cap of 15 PBS students who can offer this paper.

This paper argues that sociology is in many respects a theory of modernity. It explores how foundational concepts of classical and contemporary sociology help us to understand modernity, its contestations and transformation. We discuss the insights these different theoretical accounts of modernity

provide, as well as the implications for our understanding of education. The paper explores various ways in which trust and social bonds have been understood both as theoretical concepts within social theory and as practical problems operating in modern societies and education. Modernity is also intrinsically tied to a rule and science-based rationality that informs the organisation of modern institutions, including schools, as well as democratic ways of collective decision-making. This notion of modern society – seen as both rational and democratic - will be contrasted with theoretical accounts that highlight the role of social struggles, class, exploitation and power in modern society. Furthermore, we engage in critical debate over the historical context in which the different theories of modernity had been developed, in particular the role of empire and other colonial constellations. Against this backdrop, we will explore the role of education in reproducing but also transforming power relations.

Three main learning objectives inform the papers. Firstly, students should gain a broad understanding of core concepts of sociology and the role they assign to education. They should also learn how to make use of these concepts for developing theory-guided questions that seek to deepen the insights into practical, education-related problems. This includes student reflection on the links between theoretical concepts and their capacity to identify and solve real world problems.

Secondly, the paper seeks to strengthen students' capacity to engage critically with theories and arguments. They should be able to identify the core normative presuppositions informing the respective theories. This includes an understanding of the historical context in which the sociological theories discussed in the paper have been developed. A specific emphasis will be on the colonial context and the extent to which this context informs (explicitly or implicitly) some of the presuppositions of the theories. A second line of critical engagement builds on this first inquiry and addresses questions of transferability. To

which extent can we make use of sociological concepts to understand societies that had not been the historical reference of the theories?

Finally, students will be encouraged to explore whether these sociological accounts of society are still relevant for present-day societies and their experiences in more general terms. This line of critical engagement essentially raises a central question: do we still live in a time of modernity or have we moved to a new, postmodern age of globalisation that requires a new set of theoretical tools to understand societies. This critical inquiry includes a discussion of the implications for the future of education.

HPS 1: History of Science

From Part IB of the Natural Sciences Tripos.

History of science seeks to understand how different groups of people, in different times and places, have sought out knowledge about the world around them. It considers what questions these groups have asked, what tools they have used to pursue their questions, and how they have organised this exploration within various political and social contexts. The authority of science, technology and medicine in our own culture make this history particularly important: if we wish to understand the significance attached to science and technology today, we need to know how this status was achieved and how it has changed over the centuries. Thus this paper explores the role of the sciences - over more than 500 years - in religious, philosophical and political debates, in social and technological change, in medical practice, and in the transformation of everyday life. This paper has 28 required lectures, divided into two courses called “Natural Philosophy” (Michaelmas Term) and “History of Science and Medicine” (Lent and Easter Terms). In addition, students are invited to

attend any lectures they find most relevant from the offerings for HPS 2: Philosophy of Science.

HPS 2: Philosophy of Science

From Part IB of the Natural Sciences Tripos.

Philosophy of science addresses fundamental questions concerning the aims and methods of science. It also raises questions about the value of scientific knowledge for general society, and the impact of social and political values on the conduct of scientific research. Roughly half of this paper deals with general epistemological, metaphysical and ethical questions that are pertinent to all sciences. The other half of the paper introduces issues that are specific to particular sciences: physical, psychological, social, and biological. For example, concerning the psychological sciences, we address questions such as the following. What is consciousness? How can we gain knowledge of other minds, whether human, animal, alien or artificial? Is machine consciousness possible? This paper has 31 required lectures, divided into the following courses: "What Is Science?", "Philosophy of Medicine" (Michaelmas Term); "Philosophy of Science in Practice", "Space, Time and Reality: The Philosophy of Physics", "Philosophy of Biology" (Lent Term); "Can Machines Think?", "Philosophy of Social Science" (Easter Term). In addition, students are invited to attend any lectures they find most relevant from the offerings for HPS 1: History of Science.

NS 3: Neurobiology

From Part IB of the Natural Sciences Tripos.

NOTE: Students are advised that this course is prepared for full-time NST students and may be challenging for PBS students unless they are confident about their ability to study biology. Students without a scientific background may need to

undertake preparatory study in order to succeed on this course.

This course is an interdepartmental collaboration between four biological departments (Pharmacology; Physiology, Development and Neuroscience; Psychology; and Zoology). It aims to provide a unified approach to the teaching of neurobiology at Part IB level. The lecture course begins by examining the basic properties of electrical and chemical communication in the nervous system. This is followed by an outline of the major sensory systems: vision, hearing, olfaction and taste, and somatosensation and pain. In the Lent term, the motor system is presented, followed by aspects of the development of the nervous system. The modulation of synaptic activity and the neurobiological mechanisms of motivation and emotion come at the end of the Lent term. Easter term lectures are devoted to learning, memory and higher functions of the nervous system, including language. PBS students may also be able to attend practical classes in Lent and Easter terms, including functional imaging of the brain, neuroanatomy, and lateralisation of the brain. NS 3 is a sub-section of the NST paper: PBS students will be required to answer the 3-hour essay paper from the NST Part IB Neurobiology exam, which requires students to answer four questions from a choice of ten. PBS students will also sit the 1-hour short answer paper.

PHIL 4: Knowledge, Language and the World

Paper 1, from Part IB of the Philosophy Tripos.

There is a maximum cap of 12 students taking Philosophy papers across the 2nd year (this could be 12 on one paper, or a mix, or equal split between PHIL papers on offer).

This will be a new paper for Philosophy in 2019-20, and full details are still being finalised. The paper will cover the topics below.

- Nature of Knowledge
- Scepticism
- Primary & Secondary Qualities
- Logical Form
- Truth
- Modality: Semantics and Metaphysics

PHIL 7: Political Philosophy

Paper 7, from Part IB of the Philosophy Tripos.

There is a maximum cap of 12 students taking Philosophy papers across the 2nd year (this could be 12 on one paper, or a mix, or equal split between PHIL papers on offer).

On one view of contemporary political philosophy its central question is: what should the state do? This course examines three topics that go to the heart of this question. The first topic, democracy, asks whether a government is legitimate only if it is democratic, and what democracy requires. There are many different forms of democracy and this topic explores their competing strengths and weaknesses. The second topic is a value with hidden complications: equality. Contemporary political philosophy sits on an “egalitarian plateau”: the idea that human beings have equal worth is seldom contested. However, it is obvious that humans are far more different than they are the same, so what does it mean to say that people are equal? And given that human beings are in some important sense equal, what normative implication does this have for how the state should treat them? In what sense, if any, should people be treated equally? The third topic addresses one of the fundamental values of contemporary political philosophy: liberty. At least in Western societies, more freedom is widely regarded to be better than less, and

governments are thought to do better the more freedom they allow their citizens. But what is liberty and what exactly is its value? This question is explored through the writings of both classical and contemporary political theorists.

SOC 3: Modern societies II: Global Social Problems and Dynamics of Resistance

SOC 3, from Part IIA of the HSPS Tripos.

This paper aims to:

- introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective.
- introduce the sociological notion and methodological tool of intersectionality, bringing sexism, racism and classism to the fore, for the understanding of social problems and dynamics of resistance.
- develop a critical understanding of key sociological concepts, approaches and analyses to social problems such as climate crisis, inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, discourse, representation, democracy, political economy and power.

Students entering the PBS Tripos at Part IB

Student who transfer to PBS at Part IB must take two Part IA papers: **PBS 1**: Introduction to Psychology and **PBS 2**: Psychological Enquiry and Methods (unless they have been previously taken as 'borrowed' papers on other Triposes). Students must also take two Part IB papers: **PBS 3**: Social and Developmental Psychology, and **PBS 4**: Biological and Cognitive Psychology. These four papers ensure that students entering the second year of PBS will have received the same

level of psychological teaching as other students by their third year, and will confer eligibility for the Graduate Basis for Chartered Membership (GBC) in the British Psychological Society (as long as all other requirements are met).

6 Part II Overview

Third year PBS students must complete a **research dissertation**, based on empirical research and 7,000 words long. Along with the research dissertation, students must take three additional papers, from a range of advanced psychological topics based around the research strength of the Department, including topics in social and developmental psychology, and modules from the Natural Sciences Tripos Part II Psychology course. Papers are also available which cover a range of topics building on those available in the first two years.

A Part II Options Session will be scheduled for the Easter Term, when further information about what papers are available in the third year will be presented.

BPS Accreditation



The
British
Psychological
Society

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

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](#).

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](#).

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.

The program will be used to check the originality of assessed work, such as the Part II dissertation. 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 Examinations & Criteria for Assessment

In Part IB students are assessed by written examination papers. Some of the optional papers also have assignment components that contribute to your exam marks. Copies of past exam papers are available on the PBS Part IB 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 papers are based on those used by the Faculty of Biology:

Class	Description
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First (70+)	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.
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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.

Upper Second
(60-69) 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.

Lower Second
(50-59) Work that overall shows a reasonable competence 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.

PBS Classing Criteria

The Part IB 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 IB 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.

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

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: Course Organiser

Step 2: Director of PBS (Dr Lee de Wit
lhd26@cam.ac.uk)

Timetable/Tripos
Structure

Teaching Administrator:
teaching@psychol.cam.ac.uk

General Issues

Teaching Administrator or Teaching Secretary
(teaching@psychol.cam.ac.uk), or Student
Representative

10 Important Websites & Links

[Current Students webpage](#)

These pages include:

Timetables, paper guides, marking criteria.

[PBS Tripos Moodles Page, Part IB](#)

These pages include:

Past/example exam papers, lecture handouts and resources.

Library Homepages

[Psychology Library](#)

[HSPS Library](#)

These pages include:

Catalogue Searches, help & support, referencing information & resources.

[Libraries Gateway](#)

These pages include:

Catalogue searches, contacts/opening hours, EJournals.

[Interactive University Map](#)