



UNIVERSITY OF
CAMBRIDGE

Psychological and Behavioural Sciences Tripos

Part II Handbook

Academic Year 2020–2021

The information contained in this Handbook is correct at the time of going to press (23/09/2020), but all matters covered are subject to change from time to time.

Contents

1	Introduction	3
	Educational Aims	4
2	Student Workload.....	5
3	Facilities and Resources	5
	Current Students Website	5
	E-Learning Sites.....	5
	Libraries	6
4	Office Staff, Communication & Information	10
	Student Representation and Feedback	10
	Key Committees	11
5	Part II: Overview	12
	Part II Papers	12
6	BPS Accreditation	25
7	Plagiarism	26
8	Assessment & Criteria	31
9	Complaints & Problems	35
10	Important Websites & Links	36

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. An online statistics course is provided on Moodle, but advanced statistics training required for projects (not covered on PBS2 or PBS4) will be provided by project supervisors. 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 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 II are typically organised by their respective Course Organisers. Course organizers will provide a list of potential supervisors at the start of each lecture series, and students will be responsible for arranging supervisions.

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 [Current Students pages](#) on the PBS website as a first resource for information.

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 II 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.

Lectures will be available Online via Microsoft Teams and Panopto. These platforms, and their role in different kinds of will be explained at induction. Whilst some Lectures will be presented live, ALL lectures will be recorded and available for the course of the year.

Additional Microsoft Teams will be established for each degree part and each paper across PBS to further facilitate both online learning, but also community building across the cohort.

Libraries

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.

Unfortunately, due to the space constraints of the department, we cannot re-open the library in a covid-secure manner. We will however be offering a click and collect service from

reception. We will also endeavour to make sure reading lists contain electronically accessible material where appropriate, and we are purchasing a large number of E-books for core content on our reading lists.

Please note that other libraries will be adopting their own policies, so please consult the relevant library page for appropriate guidance:

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 [Moore 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](#).

Further information on other libraries can be found at <https://libguides.cam.ac.uk/psychology-guide>.

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](#).

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.
- [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 (Richard Sellens 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 II 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 II 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, the Teaching Administrator and the PBS Director 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 **Teaching Sub-Committee (PBS)** is the forum for discussion between all PBS paper coordinators, and reviews ongoing teaching practice, which meets once per term.

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 II: Overview

Part II Papers

PBS 5 is the Research Dissertation, which all Part II 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 6–10. Optional papers for 2020-21 are listed below.

At the Options Session 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 23 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 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 over the summer, and a Writing a Research Project workshop will be given during Michaelmas Term. Statistics support will be provided online, with four 'statistics surgeries' across the year. Note however any statistics training required for your project not covered in PBS2 or PBS4 will be organized by your project supervisor. Dissertations must be submitted at the start of Easter Term, marks for which are worth 25% of the overall class for Part II.

PBS 6: Developmental Psychopathology

Course organiser: Prof Claire Hughes (ch288@cam.ac.uk)

This paper has a modular structure, which should provide greater choice and flexibility for students. There will be 4 modules, each comprised of 8 lectures. Students are encouraged to attend all lectures and must prepare supervision essays for at least three modules. The normal expectation is for students to attend six supervisions in the year and to prepare at least 5 supervision essays. The module topics will be: Understanding development, Risk and Resilience, Conduct disorder and bullying, and Autism (computational, cognitive and clinical advances).

PBS 7: Advanced Topics in Social and Applied Psychology

Course organiser: Dr Lee de-Wit (lhd26@cam.ac.uk)

This paper contains three blocks of eight lectures, each focusing on a different area of social and applied psychology. The first focuses on geographical psychology, the study of how (and why) psychological traits differ across geography. The second focuses on applied behavioural insights to change behaviour. The third focuses on the psychology of social influence in a digital age. The PBS7 exam is divided into three sections, and students will need to answer one question from each section.

PBS 8: The Family

Course organiser: Dr S Imrie (si275@cam.ac.uk)

In addition to psychology, this interdisciplinary paper draws on material from sociology, social anthropology, law and other relevant disciplines. Psychological and social perspectives on family relationships and child development are examined in relation to specific topics such as motherhood, fatherhood, marriage, new family forms, cross-cultural perspectives, adolescence, family relationship breakdown, and family policy. Theories of family life are studied as well as methodologies of family research.

PBS 9: Cognitive and Experimental Psychology

Borrowed from: Section A of NST Part II Psychology

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

PBS 10: Behavioural and Cognitive Neuroscience

Borrowed from: Section B of NST Part II Psychology

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

Please consult the NST Part II Psychology handbook (Sections A and B) for further information about these papers.

BANX: Evolutionary Anthropology and Behaviour 1 &

BANY: Evolutionary Anthropology and Behaviour 2

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

Students may choose any two of the term-long Part II BioAnth courses listed below to make up PBS paper BANX. For the purposes of exam registration, students should register for BANX in addition to both individual BioAnth papers. Students should ideally choose one term-long paper from Michaelmas and one from Lent.

If desired, students may choose an additional two term-long BioAnth papers to make up BANY. For the purposes of exam registration, students should register for BANY in addition to both individual BioAnth papers. Students should ideally choose one term-long paper from Michaelmas and one from Lent.

B11: The human species: evolution, dispersals and diversity (Michaelmas)

This paper explores the evolution of our species and its diversity, with a particular focus on Africa. The paper is organised as a mixture of lectures and discussion seminars, addressing (1) the evidence for the evolution of humans in Africa, (2) the concept of 'behaviourally modern', (3) the debates on the number of modern human dispersals out of Africa, (4) the socio-demographic inferences that may be drawn from the genomic diversity, (5) the extinction of

megafauna, (6) farming dispersals and linguistic diversity, and (7) the role of the Holocene filter in shaping human diversity today. Students will lead (or co-lead) the discussions, and choose a topic among those discussed to develop into a 2000 word essay as their coursework. In the last session, students will make a short presentation on the subject of their essay.

B14: A Technologically Dependent Lineage (Michaelmas)

This paper explores how and why hominins and humans became a species entirely dependent upon technology, and how the history of stone tools over the last three million years can be used to unravel this story.

Humans are unique in many ways, but one of these is that we are a technologically-dependent species; while other species are known to use tools, few if any, are really dependent in the sense that they would go extinct if they were removed from their behavioural repertoire. Humans would. This course looks at the role that technology played in human evolution, from its primate foundations to the dispersals of modern humans across the globe. We will look at the broader issues of how technology impacts on hominin evolution and the evolutionary process, the nature of lithic production and what it tells us about behaviour and cognition, and how and why technology came to be at the core of hominin behaviour.

B15: Human Sociality: evolutionary perspectives on cooperation, culture and cognition (Michaelmas)

This course focuses on understanding the remarkable social behaviour and cognition of our species. Whilst cooperation is widespread throughout the natural world, many anthropologists consider human prosociality as unparalleled. Here, we consider evolutionary explanations for the scale and ubiquity of cooperation between non-relatives and the emergence of our prosocial emotions. Along the way students

are introduced to the field of cultural evolution as we explore the co-evolutionary relationship between human culture and cooperation. We also address the evolution of our highly sophisticated social cognition, and finish by examining the persistence of disturbances to the social brain such as autism and schizophrenia. Throughout the term ongoing debates related to human social evolution are discussed, including the relationship between cooperation, religion and morality. Additionally, analytical techniques used in the study of sociality such as game theory and social network analysis are introduced.

B18: Decoding the Skeleton (Michaelmas)

Skeletons and fossils are frequently the only physical remains we have of past populations, and offer a crucial window on the biology and lives of our ancestors. This paper considers the varied aspects of life in the past that we can infer from bones, including age at death, sex, body size, growth, activity, and health. It explores the different methods employed in skeletal analyses, and the basis for the techniques we use: for example how variation in living reference populations for which we know patterns of aging, sexual dimorphism, and growth, enable to infer these characteristics from the skeletal remains. It also considers the challenges of applying these techniques based on modern populations to the fossil and archaeological records. In addition to traditional methods for estimating characters such as life span and health, the paper explores how more recent developments in fields such as palaeogenomics, palaeoproteomics, analyses of 3D morphology and work on dental calculus offer new ways in which to understand ancient lifeways and relationships among different individuals, populations and species of hominins.

B12: The inner ape: Hominin origins and evolution (Lent)

This paper focuses on the origins of hominins and the adaptations that shaped the early evolution of our lineage. The paper discusses the controversies surrounding ape evolution in the Miocene, the first evidence of bipedalism, and the adaptive variation in Pliocene hominins. The paper will consist of a combination of lectures, seminars and practical sessions.

B13: Evolution, medicine, and public health: new perspectives on health and disease (Lent)

This paper explores patterns of health and disease from our earliest hominin ancestors right through to the present day, taking an evolutionary perspective. Evolutionary medicine and evolutionary public health, emerging fields combining evolutionary biology, behavioural ecology, and biological anthropology offer a new lens through which we can understand human health and risks of disease. In this course we will discuss the concepts of “health” and “disease”; explore how the evolution of human biology has shaped risk of disease throughout hominin evolution; scrutinize the interactions between ecology, geography, culture and patterns of health and disease throughout hominin evolution and across the human life course; and investigate how an evolutionary approach to medicine and public health may help predict, prevent, treat and individual and population risks of diseases, including the recent non-communicable disease epidemic.

B16: Genomes: Ancient, Modern and Mixed (Lent)

This paper explores human evolutionary genetics as a tool for understanding human diversity today.

The paper discusses core concepts and principles of human genetics and the tools through which adaptive evolution and population genetic histories can be inferred. It then explores key human genetic adaptations - dietary (lactose tolerance), environmental (high altitude, spleen size, pigmentation),

immunological (malaria, plague, innate immunity) and developmental (stature, fat deposition). Having considered gene-based patterns, it introduces the main historical processes - dispersals, migrations, admixture - that have shaped human diversity through time, and discusses examples of gene-culture co-evolution. The paper ends with a discussion of the impact of ancient genomes on our understanding of both adaptive evolution and genetic history, as well as the extent to which admixture with ancient hominins has impacted on our diversity and adaptability.

B17: Our Extended Family: Primate Biology and Behaviour (Lent)

This paper explores the fascinating world of our closest relatives in the animal world - the diversity, evolution, ecology, and behaviour of non-human primates. Primates exhibit both unique features among mammals, such as their sociality, life history and potential for culture, but they also share with them patterns of adaptive radiations, extinction, dispersals and competition. Advanced primatology offers an opportunity to study current research topics that bring together the general approaches of evolutionary biology and the unique perspectives of primatologists.

CR 2: Criminology, Sentencing and the Penal System

Borrowed from: Part II of the [Law Tripod](#).

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

- Patterns of crime, offending and victimisation (primarily in England and Wales). 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 pathways out 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 (including moral development and the age of criminal responsibility), dangerous 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.

The course convenors very much encourage students taking the course to read newspapers and engage with other information via the media (including TV documentaries about crime and justice) to inform discussions. This is a borrowed paper from Law. It is also shared by HSPS students.

HPS 4: Philosophy and Scientific Practice

Borrowed from: Part II HPS of the Natural Sciences Tripos

What philosophical puzzles arise in individual sciences such as physics, biology, cognitive science, medicine, economics? This paper explores the ways in which different scientific projects might exhibit different methods and paradigms, how they relate or fail to relate to each other, and whether they assume different approaches to testing, measurement and concept formation depending on their proximity to technology and policy.

PHIL 9: Philosophy of Mind

Borrowed Part II of the Philosophy Tripos. *NOTE: There is a maximum cap of 12 students taking Philosophy papers across the 3rd year (this could be 12 on one paper, or a mix, or equal split between PHIL papers on offer).*

This course considers a variety of problems about the nature of mental phenomena and their relationship to the rest of reality. 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? How is human consciousness unified? '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? 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? Addressing problems about the nature of mental phenomena often requires philosophical study of specific mental faculties: the faculties of the will (including decision and intention), imagination and mind-reading for example. These phenomena all give rise to their own specific philosophical problems.

PHIL 11: Political Philosophy

Borrowed from: Part II of the Philosophy Tripos. ***NOTE:*** *There is a maximum cap of 12 students taking Philosophy papers across the 3rd year (this could be 12 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 limits of markets? Are there things that should not be bought and sold?

SOC 11: Racism, Race and Ethnicity

Borrowed from: Part II 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 II of the HSPS Tripos.

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
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.

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 II 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 II Moodle site. Examinations are held in the Easter term; a timetable will be released in April.

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:

Class	Description
--------------	--------------------

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.
-----------------------	---

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.

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 II 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 II PBS, a candidate must attain an average of that class across all four papers.

- 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.

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 II 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

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 Moodle Page, Part II](#)

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](#)