

Faculty of Education

# Education Tripos

Undergraduate Handbook 2011-2012



**UNIVERSITY OF  
CAMBRIDGE**

Faculty of Education



UNIVERSITY OF CAMBRIDGE

FACULTY OF EDUCATION

EDUCATION TRIPOS

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## **Section 1**

### **Structure and Content of the Degree**

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## STRUCTURE OF THE DEGREE

The Education Tripos is effectively a Joint Honours degree with two 'strands':-

- a. Education Studies
- b. Subject Studies

The degree is divided into the following sections, all of which are examined separately:-

**Preliminary Examination for Part I** - taken at the end of the first year of the degree,

**Part I Examination** - taken at the end of the second year of the degree,

**Part II Examination** - taken at the end of the third year of the degree

**NB:** *For affiliated students and those changing tripos:-*

Preliminary Examination for Part II - taken at the end of the first year in Education.

Part II - taken at the end of the second year in Education.

For further details of this route, see page 7.

## PRELIMINARY EXAMINATION FOR PART I

Students take **four** papers in total:

Education Studies - **two** papers

Subject Studies - **two** papers.

### PART I

Students take **five** papers in total:

Education Studies papers - **two** compulsory papers,

Subject Studies - **two** papers from the range of papers offered in each subject,

plus **one** further paper which can be either a paper in education studies or further subject studies paper.

### PART II

Students take **five** papers total.

Part II has a flexible structure that allows students to either take all five papers from education, or to combine education papers with subject studies papers. However there is **one** compulsory paper - Research and Investigation in Education - and students are required to choose **one** of the four Advanced topics in Education Studies which cover the history, philosophy, psychology and sociology of education

Students then choose **three further papers** from the following:-

- a. Advanced topics in Education Studies - up to three further papers
- b. Subject Studies - up to two papers from the range of papers offered by each subject
- c. Special Subjects in Education - one paper

### Part II - Dissertations

Students may offer one dissertation in lieu of a second paper in Advanced Topics in Education Studies or, if the regulations for the appropriate Faculty permit, a dissertation in lieu of a Subject Studies paper. No student may offer more than one dissertation in addition to the Research and Investigation Dissertation.

A brief description of each of the education papers, with their method of assessment is given below.

The Subject Studies papers students will take for the Preliminary Examination to Part I are listed on page 5. The method of assessment for these papers will be specified by the appropriate Faculty.

### **PRELIMINARY EXAMINATION FOR PART I - Education Studies**

All students will follow two foundation courses in Education Studies:-

**Paper 1** - Introduction to the Foundation Disciplines of Education - history, philosophy, psychology and sociology. This paper is assessed by a 3 hour written examination paper.

**Paper 2** - Language, Communication and Literacy. This course takes a multi-disciplinary approach to this key area of individual development. This paper is assessed by a coursework essay (worth 30% of the overall mark) and a 2 hour examination paper (worth 70% of the overall mark).

### **PART I – Education Studies**

**Papers 1 and 2** – All students will take **two** papers in Education Studies, covering the four foundation disciplines of education.

Paper 1: half paper in Psychology of Education and half paper in Philosophy of Education.

Paper 2: half paper in Sociology of Education and half paper in History of Education.

Both of these will be assessed by a 3 hour written examination paper each consisting of the two half papers.

**Paper 3** – Students may choose to do a further paper in Education Studies called 'Modernity, Globalization and Education'. This paper will examine the roots of Modernity, its transformations and consequences, its impact on global developments and the challenges created for Education.

Assessed by 3 hour written examination paper.

### **PART II - Education Studies**

Research and Investigation in Education. An 8-10,000 word dissertation related to the investigation and analysis of an educational issue. In preparation for the dissertation students follow a course that covers the major approaches and research methods used to investigate educational issues.

Advanced Topics in Education Studies. One paper chosen from the following:-

Psychology of Education

Philosophy of Education

Sociology of Education

History of Education

All assessed by 3 hour written examination papers

Special Subjects in Education - papers prescribed by the Education Faculty Board from time to time. For example these may be any of these three papers:

Children and Literature

Creativity and Thinking

Educational Inclusion and Diversity.

## **PRELIMINARY EXAMINATION FOR PART I - Subject studies**

### **Biological Sciences**

All students will take the following papers all from Part IA of the Natural Sciences Tripos:

*Either* Elementary Mathematics for Biologists  
*or* Mathematical Biology.

*and*

*either* Biology of Cells  
*or* Evolution and Behaviour  
*or* Physiology of Organisms

### **Classics**

All students will take the following papers from Part IA of the Classical Tripos:

*Paper 3* Latin translation

*and*

*Paper 6* Classical questions

### **English**

All students will take:

*Paper Ed.E1* Literature, Drama, Film

*and*

*Paper Ed.E2* Literary Criticism

### **English and Drama**

All students will take:

*Paper Ed.E1* Literature, Drama, Film

*and*

*Paper Ed.D1* Drama Production I (performance or workshop and submission of a note-book)

### **Geography**

All students will take the following papers from Part IA of the Geographical Tripos:

*Either*

*Paper 1* Human Geography

*or*

*Paper 2* Physical Geography

Each paper from Part IA of the Geographical Tripos shall count as two papers.

### **History**

All students will take the following papers from Preliminary Examination in Part I of the Historical Tripos:

*Paper 1* Historical argument and practice

*and*

one further paper chosen from among papers 2-19 of the Preliminary Examination to Part I of the Historical Tripos.

### **Modern and Medieval Languages**

All students will take the following papers:

Use of the foreign language (Paper B1 from Part IA of the Modern and Medieval Languages Tripos)

*and* Translation from the foreign language (Paper B2 from Part IA of the Modern and Medieval Languages Tripos)

*and* Oral examination B in the foreign language providing that both papers and the oral are all offered from the same language.

*and* one paper taken from Schedule IA to the regulations for the Modern and Medieval Languages Tripos

## **Music**

All students will take two of the following papers from Part IA of the Music Tripos:

<i>Paper 1</i>	Harmony and counterpoint I
<i>Paper 2</i>	Harmony and counterpoint II
<i>Paper 3</i>	Historical subjects I
<i>Paper 4</i>	Historical and cultural studies
<i>Paper 5</i>	Analysis

## **Physical Sciences**

All students will take the following papers from Part IA of the Natural Sciences Tripos:

	Mathematics
<i>and</i>	
<i>either</i>	Chemistry
<i>or</i>	Physics

## **Religious Studies**

All students will take the following papers from the Theological and Religious Studies Tripos:

<i>either</i>	World religions in contemporary perspective (Paper 7)
<i>or</i>	Philosophy of religion and ethics (Paper A8)
<i>and</i>	
<i>either</i>	From Bethlehem to Rome: Luke – Acts and the origins of Christianity (Paper A3)
<i>or</i>	Christianity and the transformation of culture (Paper A4)

## **PART I and PART II**

The choice of papers in Subject Studies for the above two parts of the course is fairly extensive so you will probably want to discuss your choice of papers with your Director of Studies at the appropriate time. To give you some idea of the range of choices the Schedule of Papers for Part I and Part II of the degree from the University Regulations are given in Appendices 1 and 2 of this Handbook.

## **PRELIMINARY EXAMINATION FOR PART II – for affiliated students and those who have chosen to change tripos.**

This preliminary examination is the first year of the two-year Part II for affiliated students and those transferring from other Triposes. Students do **five** papers in total.

### **Education Studies.**

All students will take the **two** Part I papers in Education Studies covering the history, philosophy, sociology and psychology of education; these papers are the same as those for students following Part I of the three year degree – course content above.

There are then two options for the remaining three papers:-

#### 1. Education Studies

Students can then choose to do their **three** further papers in Education Studies by taking:-

The optional Part I paper 'Modernity, Globalisation and Education' plus two papers from the Part II Schedule of Special Subjects in Education. A dissertation in education may be offered instead of one of these papers.

#### 2. Education Studies and Subject Studies

Students can combine the above two areas by choosing **two** or **three** papers in subject studies from those for Part I of the Education Tripos (see Appendix 1). Students who choose to do only two subject studies papers will in addition take one paper from the following Education Studies options outlined in the previous paragraph.

## TEACHING

Unlike most other Universities, teaching for a degree in Cambridge is divided into two main strands; University teaching and College teaching.

Although attendance at lectures/seminars and supervisions is not compulsory, we recommend that you attend as many as possible to ensure that you gain sufficient breadth of knowledge of the subjects as exam questions will not necessarily address single lecture topics, but will instead integrate across topics.

### University Teaching

University teaching is provided by Faculties and includes formal lectures, seminars and workshops, practical work in laboratories or drama studios, and fieldwork in subjects such as geography and biological sciences. During the three years of your degree you will find that you are a member of two Faculties - the Faculty of Education, which is responsible for providing the teaching in Education Studies and some of the teaching in the Subject Studies, and the Faculty which provides your subject studies papers e.g. Faculty of History, Geography, Mathematics etc.

### College Teaching

All students at Cambridge also benefit from supervisions, a teaching system unique to Cambridge and Oxford, which involves discussions, based on student's work, between students and lecturers in small groups of 2-3 students, or in some cases e.g. supervision of dissertations, in one-to-one discussions. This teaching is **primarily** organised by the Colleges, and each student has a Director of Studies who is responsible for organising supervisions and discussing with students their progress on the course. The main purpose of supervisions is to give students feedback on their work and help students prepare for examinations or to submit dissertations and essays.

Faculties and Colleges however, do cooperate in the organisation of supervisions. There are, therefore, a variety of ways in which supervisions are arranged. You may well encounter differences in the pattern of supervisions between the two Faculties in which you will be working.

### Supervisions in Education Studies

Preliminary Examination for Part I, Part I and Preliminary Examination for Part II - supervisions will be organised by your College, so you should discuss these with you Director of Studies.

Part II - supervisions are organised by the Faculty. Each student will have a supervisor for their Research and Investigation Dissertation and one for each of the Education Studies papers that they choose, who will normally be a member of the teaching team for that paper. The reason the Faculty organises supervisions for Part II is because these are specialist papers and the number of individuals who can supervise these topics is limited.

As there is a link between writing answers to examination questions and supervision essays the notes of guidance on essay writing in the next section of the Handbook apply equally to both of these activities.

### Supervisions in Subject Studies.

The main purpose of supervisions is to give students feedback on their work and to help students prepare for examinations and to support their work for submitted dissertations and essays.

Faculties and Colleges usually cooperate in the organisation of supervisions. There are therefore a variety of ways in which supervisions are arranged at Cambridge. You may well encounter differences in the patterns of supervisions between different Faculties.

**This Handbook is only concerned with University teaching organised by the Faculty of Education.**

## **COURSE CONTENT**

A brief description of the Education Studies and Subject Studies elements of the degree is given below.

### **1. PRELIMINARY EXAMINATION FOR PART I**

#### **EDUCATION STUDIES**

##### **Education Studies – Paper 1**

The Foundation Disciplines. This course will look at the contribution theory and research in the following areas has made to the understanding of education policies and practices:-

Psychology of Education  
Philosophy of Education  
Sociology of Education  
History of Education

Following an introduction to the each of the above academic disciplines the course will look at the following areas:-

Perspectives on children, childhood and adolescence  
Culture, values and diversity  
Perspectives on teaching and learning

##### **Education Studies – Paper 2**

Language, Communication and Literacy. This course focuses on the social, psychological and material contexts within which spoken language and literacy are developed in childhood. Although the primary emphasis is orientated towards education, this is conceived in a broad context, taking full account of the complex interaction between, school, home and wider community cultures, including those in parts of the developing world.

#### **SUBJECT STUDIES**

Students also do **two** papers from Subject Studies (see pages 5 & 6 for schedule).

## **2. PART I**

### **EDUCATION STUDIES**

In Part I all students follow courses in the four foundation disciplines of education - history, philosophy, psychology and sociology, which together make up the two compulsory papers in Education Studies.

A brief description of each of these courses is given below:

#### **Disciplines Paper I**

##### **Psychology of Education**

The course is concerned with the understanding of psychological development and the significance of this field of knowledge for education. The course will look at two major areas of development:

Cognitive Development – this looks at different aspects of cognitive development during infancy and childhood. The course surveys the basic kinds of knowledge that are central in human cognitive development such as learning, memory and reasoning, Piaget's theory of cognitive development and more recent conceptualisations will also be considered alongside the development of reading, spelling and mathematics skills.

Social and Emotional Development – this strand looks at how we develop a concept of 'self', including gender identity, and how the view we have of ourselves influences the way we approach and interact with others, through looking at, for example peer group relationships. This part of the course will also look at emotional development during childhood and adolescence.

##### **Philosophy of Education**

The Part 1 Philosophy of Education course will develop some of the themes covered in the Foundation Course and introduce new areas of inquiry. The content of the course will be drawn from the following areas-

- Understanding education through an examination of the aims, values and principles that may inform educational practice.
- Approaches to knowledge, teaching and learning including an examination of the nature of knowledge and issues in the philosophy of mind.
- The role of relationships in education, particularly the relationship between teachers and pupils, the nature and significance of creativity and the imagination, the centrality of moral education and the influence of competition on ideas such as equality and cooperation.
- The place of education in a democratic society particularly how educational provision responds to diversity and competing claims. The rise of citizenship education and approaches to dealing with controversial issues.

#### **Disciplines Paper II**

##### **Sociology of Education**

The aim of this course is to provide students with knowledge and understanding of the major classic and contemporary sociological perspectives on education and modern society. The course will concentrate on the in-depth study of the major thinkers (classic perspectives - Weber, Durkheim, Marx; contemporary perspectives - Mannheim, Bernstein, Bourdieu, Foucault) with a special emphasis upon such issues as: education and knowledge in modern society; economy, the state and class formation; the intelligentsia; the formation of intellectual fields; the structure of pedagogic discourse; the contributions of feminist research; postmodernism and poststructuralism.

## **History of Education**

This course examines aspects of educational change across the long nineteenth century, covering the period from the French Revolution to the First World War. In particular, the course looks at successive conceptual formulations associated with the idea of progressive education, alongside social movements predicated upon education as an emancipatory ideal or practice.

In terms of the social movements involved, the course focuses chiefly upon the British experience in the first half of the nineteenth century, at a time when unprecedented industrial and urban development was under way. Against this background, the principal objects for consideration will be the educational dimensions of the utopian socialism associated with the industrialist and educational reformer Robert Owen, and the educational elements of the radical currents for political reform which gathered under the name of Chartism. In terms of the progressivist ideas examined, the course draws upon the works of British, Continental and American educationists. In a number of cases these ideas directly generated influential international movements manifesting explicit educational objectives and associated social goals. Throughout, the course will seek particularly to explore articulations between novel educational theory and practice and broader social change across time.

*In addition to the above two papers students can choose to take a further optional interdisciplinary Education Studies paper.*

## **Modernity, Globalization and Education**

This paper examines the roots of Modernity in the Western Enlightenment, considers its transformations and consequences, its impact on global development and the challenges created for Education.

### Section 1: Modernity and the Western Enlightenment

The first section raises the general problem of ‘modernity’ in terms of its relationship to the Western age of enlightenment and the historical framework of modernity and the role of non-Western influences (e.g. from Islam and the Arab world). It will also consider the changing role of women and children, enlightenment debates about gender, the problems modernity presents for societies and cultures in terms of social change in its challenge to traditional values and forms of authority. In conclusion, it will explore the tensions and contradictions in enlightenment rationality and its relationship to modernity.

### Section 2: Human Rights, Justice and Education

In this section, we explore larger theoretical and practical questions that seek to confront the relationship between justice, human rights and education in global contexts. There is growing recognition among social scientists and human rights advocates that bounded, state-centered notions of justice may no longer provide an ethical framework that educators can legitimately affiliate with as they seek to exercise justice in their work. Even more importantly, educators are often expected to assume some understanding of these terms without any educational background in related areas. It is with this recognition in mind that a critical overview of concepts such as a ‘justice’ and ‘human rights’ in a transnational/international context will be offered.

### Section 3: Education, Equity and Development

This section of the paper will focus on understanding the role of education in achieving equity and development. A focus on poverty and the goal of poverty reduction (recognised as MDG: 1) has become the salient concern of stakeholders at national and international levels. Using an interdisciplinary lens, this paper will examine issues of poverty, gender, disability and migration and the challenges that these pose to our current educational systems. It will also reflect on the various strategies that are being adopted to address these important concerns of the 21<sup>st</sup> century.

## **SUBJECT STUDIES**

In Part I students do two or three Subject Studies papers (see Appendix 1)

### 3. PART II

#### EDUCATION STUDIES PAPERS

At the end of Part I in the Easter Term there will be a meeting for all students at which details of the Education Studies courses for Part II will be presented, to help students make their choice of papers. In addition to Education Studies students can choose to do up to two Subject Studies papers

#### **Research and Investigation in Education**

All students take this paper which introduces them to the methods of research, investigation and analysis of educational issues, including research methods in the social sciences. The taught course is followed by each student undertaking an individual enquiry-based study related to one or more of the areas of education covered in Part I of the degree, leading to the submission of an 8,000-10,000 word dissertation. Depending on the topic chosen, the project may involve empirical research work in school.

#### **ADVANCED TOPICS IN EDUCATION STUDIES**

All students are required to do **one** paper chosen from those offered in Psychology of Education, Philosophy of Education, Sociology of Education or History of Education. The content of these papers does change from time to time, however they are likely to include the material from the following areas:

#### **Psychology of Education**

This psychology course at Part II builds on the Prelim to Part I and Part I courses to provide the opportunity to study certain areas within psychology in more depth. The areas that will be covered (see below) are clearly of importance to those who intend to enter the teaching profession. More generally they are of interest to all individuals who wish to work in any area in which understanding human development and personal relationships is essential.

The four areas chosen for in depth study will build on psychological concepts and theories of cognitive, emotional and social development introduced in the Prelim to Part I and Part I. This will be done by applying them, and expanding on them, in specific areas that present challenges within psychology itself but are also areas that present challenges for education and for society at large.

Area 1: The Psychology and Neuroscience of Cognition

Area 2: The Psychology of Inclusion

Area 3: The Social Psychology of Prejudice

Area 4: Positive Psychology

#### **Philosophy of Education**

The Philosophy of Education course develops those areas of philosophy that are crucially relevant to our understanding of education. It is split into five areas:

Section A: Conservatism and Education

Section B: Liberalism and Education

Section C: Pragmatism and Education

Section D: Postmodernism and Education

Section E: Epistemology and Education

#### **Sociology of Education**

The Sociology of Education paper is split into two sections:

Section A: Inequality in Post-War Britain.

Section B: Social Exclusion and Education in Contemporary Britain

Both parts of this paper focus on the context of contemporary Britain. Education and Inequality in Post-War Britain aims to provide students with a comprehensive study of the role of education in post-war British society. Social Exclusion and Education in Contemporary Britain aims to explore in depth the phenomenon of social exclusion and the role of education.

## **History of Education**

The Part II History of Education course is designed to develop historical understanding and technique by placing a major emphasis upon methodological and theoretical issues in engaging with a range of substantive themes in the history of education across the 'short twentieth century'. The course reflects a wide range of recent research in the field of history of education, centring particularly upon the British experience, but also drawing from European and North American cases.

The course is split into four blocks:

Block A: Contexts and Approaches

Block B: Cultural Histories: representing the bodies of the school teacher and the school child

Block C: 1919-59 'The Age of Extremes'; decline of empire; citizenship and rise of fascism; war and reconstruction.

Block D: Oral History and Educational Lives

## **Other Choices**

For the remaining papers, students can choose from a number of options; further papers may be taken in Education Studies with the option of choosing all three of the remaining papers in Education Studies from the Advanced Topics in Education or possibly from papers offered under the following section:-

## **SPECIAL SUBJECTS IN EDUCATION**

### **Children and Literature**

This Part II course focuses centrally on key developments within children's literature in English; but it is wide ranging and also makes links to different kinds of written, film and visual texts produced in a variety of international settings. The course engages with broad critical questions and issues concerning the nature of children's literature, as well as with debates focused on the meaning and significance of particular texts that you will study in detail. You will encounter a variety of critical approaches to the study of children's literature – close reading, as well as literary, psychoanalytic, historical, semiotic, reader response and sociocultural theory. But the emphasis throughout will be on developing a discriminating sense of the kinds of pleasure that children's literature affords the reader, on extending your knowledge of the field generally and on deepening of your engagement with particular children's texts.

### **Creativity and Thinking**

This course explores 'creativity' in relation to how we learn to think about, engage with and understand the world. The course examines how the concept of creativity is understood within different traditions of thought within the arts, humanities and sciences. It looks critically at theories suggesting there are creative elements in play in our ordinary communication with each other through language and in the processes whereby we attempt to grapple with new ideas, as well as within more obviously creative domains such as artistic production and design. We will also consider why creativity has recently become such a widely invoked concept within debates about education and education policy, probing some of the hidden agendas that underlie the often rather loose forms in which the concept is deployed.

In addition to exploring the meaning of creativity in both historical and current educational contexts, a vital aspect of the course will be the opportunity that it offers to test ideas and theories in relation to creative projects developed by students themselves. These projects can be designed in a variety of different forms and disciplines and are part of the formal assessment process for the course.

### **Educational Inclusion and Diversity**

This interdisciplinary paper explores contemporary challenges experienced in educational and social contexts in times of increasing global and local diversity. Drawing on empirical research and the policy approaches of government and international organisations, this paper focuses on how and whether education (in its broadest sense) in a pluralist society promotes personal well-being and development, social inclusion, human rights and social justice.

## **SUBJECT STUDIES PAPERS**

Students can choose to do one or two papers from Subject Studies (see Appendix 2)



## **Section 2**

### **Course Assessment and Supervisions**

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## SECTION 2

### ASSESSMENT

#### Overview of the Assessment for the Degree

##### Preliminary Examination to Part I

Education Studies Paper 1 - assessed by a three-hour written examination paper in which students are required to answer four questions, one from each of the education disciplines.

Education Studies Paper 2 - assessed by a coursework essay (worth 30% of the overall mark) and a two-hour examination paper (worth 70% of the overall mark).

Subject Studies - assessed mainly by written examination papers.

##### Part I and the Preliminary Examination to Part II

Education Studies - assessed by three-hour written examination papers.

Subject Studies - assessed mainly by written examination papers, but may include submitted work in some subjects e.g. dissertation, composition, practical notebooks.

##### Part II

Research and Investigation - assessed by submitted work: 8,000 to 10,000 word dissertation.

Advanced Topics in Education- assessed by three-hour written examination papers.

Special Subjects in Education - assessed by a combination of submitted work and written examination papers.

Subject Studies - assessed by written examination papers or dissertation.

#### **Dates**

The dates for handing dissertations and other assignments will be issued in the Notice of Assessment at the appropriate time.

#### **Candidate Numbers**

All students are issued with candidate numbers, the purpose of which is to ensure that all work remains anonymous when it is being marked. Most students will have two candidate numbers; **ONE** for all Education Faculty examinations, which covers all of the papers in Education Studies and some papers in English, English and Drama and Mathematics, and **ONE** for Subject Studies. The candidate number(s) should be the only means of identifying your work and should be written on all your examination papers and assignments in both Education and Subject Studies, and on any other material submitted, including dissertations, notebooks, disks, cassettes, videos etc. Students are issued with different candidate numbers for each year of the degree.

**NB** It is your responsibility to know your candidate numbers. It is imperative that you keep a note of them, once they have been issued, in a secure place for use throughout each year of the course.

## GENERAL ASSESSMENT CRITERIA FOR PAPERS SET BY FACULTY OF EDUCATION FOR THE EDUCATION TRIPOS

These criteria apply to papers set by the Faculty of Education. They do not apply to papers borrowed from other Faculties of the University.

They are intended as general guidelines for marking coursework and examination scripts; examiners and assessors are required to have regard to them, taking into account their applicability in relation to the distinctive characteristics of different subject areas. The extent to which particular criteria are satisfied varies between individual candidates: examiners will give due consideration to differences of approach, style, interpretation and degree of effort.

The grade descriptors below include subcategories for each class, notably the 1\*, 3\* and F\* descriptors which indicate a stronger performance within the class. These grades can be awarded to individual pieces of work or papers. However, the final degree class is awarded at either 3, 2, 2\*, 1 or 1\* based on the profile of all contributing grades.

### Criteria Applying to Written Papers and Submitted Coursework and Dissertations.

CLASS	%	DESCRIPTION
F (Fail)	0	Minimal response, non-submission, (in coursework, evidence of serious plagiarism).
F (Fail)	12-23	Work of an extremely low standard, fundamentally failing to answer the questions set; seriously incoherent answers; seriously erroneous answers.
F* (Bare Fail)	24-34	Very weak answers though with some redeeming elements of relevant knowledge. Evidence of a very poor grasp of relevant concepts. Very poorly structured answers failing to address the question posed.
3 (A Third)	35-39	Answers show evidence of assimilation of some relevant knowledge but the work contains significant errors, omissions or irrelevancies. Answers that are poorly structured in relation to the question set. Limited reference to relevant academic sources.
3* (A Good Third)	40-49	Answers displaying a mediocre level of competence including an outline of relevant knowledge and information, a low level of understanding of relevant concepts, and with some significant omissions, errors or irrelevancies.
2 (A Lower Second)	50-59	A secure grasp of relevant knowledge and information but embedded in work that is primarily descriptive and which may tend to only partially answer the question set. Reference to a reasonable range of relevant academic sources. Evidence of a competent understanding of relevant concepts.
2* (An Upper Second)	60-69	A thorough grasp of relevant knowledge and information, extensive reference to appropriate academic sources, evidence of an analytical orientation to the issues raised by the question. A capacity to engage critically with arguments and evidence.

1 ( A First)	70-79	Evidence of independence of thought in addition to answering the question relevantly and critically. Appropriate and perceptive reference to relevant academic sources. A demonstration of strong powers of analysis and synthesis in developing arguments. A high level of clarity and incisiveness of expression.
1* (A Starred First)	80*	An outstanding performance with evidence of the qualities of First Class securely and consistently present in relation to the criteria listed for the award of a First. Evidence of exceptional insight.

### **Additional criteria applicable to submitted coursework and dissertations**

Examiners and assessors will also have regard to:

- a) the quality of **presentation** of the work, including (as appropriate) word-processing, handwriting, lay-out, tables/diagrams/graphs/illustrations;
- b) accuracy of **proof-reading and spelling**;
- c) **written English** insofar as deficiencies in a candidate's use of English create obscurity, confusion and/or incoherence;
- d) consistent use of an appropriate system of **referencing and presenting a bibliography**;
- e) **length** - essays and dissertations should not exceed the prescribed number of words. Candidates are also advised that they should not submit work substantially shorter than the stipulated maxima.

## GUIDANCE FOR WRITING SUPERVISION ESSAYS AND EXAMINATION QUESTIONS IN EDUCATION STUDIES

In each of the disciplines of education you will be required to write essays in slightly different ways as each discipline has a different approach to thinking and writing about the subject matter - although as you will see below, certain aspects are common to all four disciplines. The guidelines provided below should help you produce essays and examination answers that are appropriate to each discipline.

### GENERAL GUIDELINES FOR WRITING EDUCATION ESSAYS

#### General Points Common to all Essays and Examination Questions

##### a) Answering the question set

Examination questions and supervision essays are normally chosen from a list of prescribed questions. For purpose of brevity all work is referred to as essays through out these guidelines.

In most University examinations the questions set usually encompass an argument or arguments. You are challenged to explore this argument, question or issue in depth, making your own case using clear evidence.

In both the planning and reviewing your work, therefore, ask yourself: 'have I really answered the question set?' (as distinct, for example, from simply summarising relevant information about the topic area, or summarising the line taken by a particular lecturer, or a particular book or article).

Sometimes students use material that is important and relevant, but they fail to show **how** it is relevant. Ask yourself if you have really shown the relevance of the material to the topic under discussion.

##### b) Structuring the essay

Although students should not slavishly follow a formula when planning the structure of their essays, certain general guidelines are worth keeping in mind:

- it is often worth writing an introduction which sets out clearly and briefly the overall plan of the essay and how it will address the question;
- in some cases sub-headings may be used as an organising device if they are helpful to you in writing or if you feel that they will help the reader by indicating the main sections of the essay's argument; they are not a requirement however. Indeed you will need to be careful that you do not end up with a series of discrete 'chunks' of information under each sub-heading which are not linked to a coherent argument; sub-headings should not interfere with the 'flow' of the essay;
- the sequence of the argument is also important; ask yourself if your sections follow on from one another in such a way as to create a clear and coherent discussion of the issues;
- it is usual to write a **brief** conclusion, identifying the really key points that have been addressed and summarising the line of argument you have offered. This would be a suitable point to say what you, personally, would conclude from the material.

##### c) What is a good argument?

Among the things which make for an effective argument are the following:

## Clarity

Clarity in essay writing has several components. These include:

- clarity of expression: try to write in language which is as simple and straightforward as the topic and discipline permits: avoid verbosity and try to write naturally even though, for essays you do have to employ a relatively formal 'register';
- clarity of structure: this refers to how you have structured the essay as a whole (see above);
- clarity of meaning: this involves clarifying the meaning of the key concepts and kinds of evidence under discussion; sometimes this can involve giving definitions (though standard dictionary definitions are often not particularly helpful when you are trying to clarify your understanding of specific social scientific or educational concepts). It is often helpful in clarifying the meaning of concepts to give examples (and perhaps counter-examples). You should also identify and analyse any ambiguities in the concepts you are discussing or using.

### d) Developing your ideas through reading and discussion

It is, obviously, essential to read at least the major recommended sources, though some students go well beyond the prescribed materials and this is strongly encouraged as long as questions about relevance/fitness for purpose are kept in mind.

Supervisions provide a key context in which you can clarify your ideas with your supervisor and sometimes with other students. Supervisors can highlight key issues, indicate the most relevant readings, alert you to the 'line' taken by certain writers, etc. as well as allowing to you to discuss your reading and your ideas about how to approach the questions. To help with this process it is important that give a reference list at the end of your essay so that the supervisors know which sources you have consulted.

One of the best ways to sort out your ideas in preparation for writing is to talk about your work with friends (within or outside the Faculty and within or outside your own college). Helping each other with discussion, argument, clarifying ideas encountered in reading, etc. are all to be encouraged.

You do need, however, to remember that in the end, the essay submitted should be your own individual work. Beware of '**unintentional plagiarism**', which can arise when students make detailed (sometimes verbatim notes) from books or articles or lecture handouts, without recording in their notes what is and is not direct quotation, what is very close paraphrase, etc. In your own interests, you should get into the habit of noting down these things, as well as the details of the sources, so that they can then be appropriately referenced and unintentional plagiarism avoided. Please read the section on plagiarism on page 37.

## **GUIDELINES RELATING SPECIFICALLY TO HISTORY OF EDUCATION**

Before you begin you should read the General Guidelines on page 20.

### Justification

In history essays, you may be either developing your own views about what may be the most justifiable stance in an area of argument or debate, or presenting and evaluating the views of others (often those of leading academics but perhaps also including politicians, parents, journalists, etc.). In either case, it is essential to avoid mere assertion (simply asserting that your own view, or one particular view, is correct). You may also want to consider possible objections to each position under discussion as well as discussing supporting arguments and citing relevant evidence relating to all the major positions under consideration. If you are supporting a particular stance, you need to give 'right of reply' to those you criticise and deal with their possible objections.

### Evidence

Most history essays will require some discussion of evidence and some will be mainly about summarising and evaluating the evidence (as well as arguments) relating to a particular topic or issue. This evidence will usually be drawn from secondary sources, that is the research of other historians, but you may wish to produce evidence from primary sources you yourself have used, texts such as writings of individual educational thinkers, or government reports, or perhaps photographs or film.

You may well want to comment on the way evidence has been used by other historians in secondary sources, perhaps pointing to conflicting interpretations of the same source, or the use of different forms of evidence to arrive at different conclusions. You will want to draw such discussion to a considered conclusion.

### History and education

The history of education inevitably overlaps with other fields of 'history'. In general, historians of education work within the categories of 'social history', 'cultural history' or 'intellectual history'. We are concerned with the conditions of childhood in general and not just with the child at school; we recognise that the transmission of ideas and learning takes place in many less 'formal' arenas than the classroom, and we are aware that ideas and ideals of education cannot be divorced from broader prevailing assumptions and ideologies concerning politics and society. A good essay will reflect this awareness.

Much of our work in the history of education is concerned with exploring and understanding the relationship between educational ideas and practices on the one hand and their social and cultural context on the other. Your work should focus on exploring this kind of relationship. In particular historians aim to understand the processes of change, of cause and effect, and a good essay will tease out questions not just of 'how past education was' but also of 'why' it might have been so, and what were its effects. Continuity as well as change is an important aspect of historical accounts, and you should be looking not only for factors that have changed over time, but also for the more consistent features that characterise education and schooling.

Insofar as the context of our historical study of education is specifically directed at our professional knowledge, either for our practice as qualified teachers, or for our understanding, as educationists, of contemporary schooling, so we need to express caution in our writing about how we draw 'lessons from history' (see below).

### Research and evidence

Most research in history is founded on empirical enquiry and examination of sources to reconstruct, and subsequently to interpret, conditions prevailing at some point in the past. At the most tangible level this evidence may consist of architecture such as school buildings, artefacts such as the materials used in schooling, furniture, writing instruments, mechanical aids. The most voluminous evidence is documentary, official reports and surveys, textbooks, diaries and letters. We may also deal with oral testimony, for instance the memories of pupils and teachers about classroom life. Essays on any historical topic in education will normally identify some form of evidence on which historians of that topic rely.

All such evidence needs questioning as to its reliability. Do buildings appear now as they originally did, and was their use different? Were contemporary photographs taken with technical limitations or particular intent? What were the likely biases of authors who wrote reports or diaries, and who constituted their intended audience? Very often the evidence will be incomplete, and we need to consider the gaps and 'silences'. Whose voices are not heard? Whose points of view are not represented? What are limits of inference from the absence of evidence? This kind of caution and questioning will be evident in much of the secondary historical accounts that you read, and you should reflect such a critical approach in your own writing. A good essay will reflect on the fallibility of evidence and of research methods (see below).

### History and interpretation

As historians we write at a given point in time, and our interpretations of past educational events will be coloured by our understandings of education in the present. Acknowledging this will display an important self-awareness in writing your historical account. Over recent years historians have become increasingly conscious of the challenges now presented to their earlier claims to be able to represent an 'objective' view of past events.

It becomes increasingly necessary therefore to engage with 'theory' to some degree in writing your historical account. This may be limited to recognising the principles or positions (such as historicism, Marxism or feminism) adopted by a historian whose work you have read. But in some essays or course topics you may be invited to go further in exploring some of the epistemological foundations of historical study, the nature of interpretation or the methodological difficulties entailed in interpreting particular kinds of historical evidence. Where necessary, a good historical essay will seek to engage with this kind of argument.

### What is the place of the student's own ideas in history essays?

Most of your reading in history of education will be in secondary sources, published accounts by researchers of their work from primary sources. Essays in history therefore unavoidably centre on clarifying, summarising, debating and evaluating the work of others. In this sense, the scope for presenting your own ideas is relatively limited if you are to answer the question in a way that is both informed and relevant.

This does not, however, have to mean that there is no place at all to indicate your own view of the sorts of conclusions towards which the balance of evidence and argument points. Most issues in history are debated and contested and in many areas these debates are on-going and uncompleted. Students are encouraged to work out their own position on where the balance of evidence and argument points in any particularly area of debate (this, after all, is what most professional historians are themselves doing much of the time). However, in doing this, it is important (a) to avoid unsupported assertion, and (b) to take note of the general guidelines about 'what is a good argument?'

## **GUIDELINES FOR WRITING PHILOSOPHY OF EDUCATION ESSAYS**

Before you begin you should read the General Guidelines on page 20.

Don't leave your supervision essay to the last minute. You will need time to think through the issues involved and evaluate the arguments.

Do feel able to write in terms of what you honestly believe. Try to develop your own point of view through the clarification and critical examination of the issues at stake. There is no virtue or value in trying to divine and reproduce "the answer" which you imagine your supervisor or the examiners are looking for.

Following from the last point, it may be worth emphasising that you should use your reading to refine your own thinking, as a source of fresh ideas to enlarge your own thinking, as a source of criticism of your own thinking, as a source of useful examples, but not as substitute for your own thinking or argument. That someone, however authoritative, says that something is the case is not in this context a good enough reason for saying that it is the case. His or her opinion, like yours, is as good as the reasons, argument or evidence that can be adduced to support it.

But what are the qualities of good argument? Among the things which we want to encourage are the following:

(i) Clarity: Strive throughout your essays to make your meaning clear, remembering that key terms may be interpreted in different ways and have different senses. Write as simply as the subject matter will allow: observe, analyse and clarify any ambiguities in the arguments you employ. Make clear the

shape and direction of your essay and use examples to help the reader to understand your point. In examining or expressing a viewpoint, try to identify underlying principles and values and elucidate central ideas and presuppositions.

(ii) **Justification:** Avoid mere assertion; consider possible objections and give reasons or argument to support what you are saying; try to take account of possible forms of criticism of your point of view, drawing where appropriate on relevant literature and well know positions in the field. Give 'right of reply' to those that you criticise and deal with their possible rejoinders.

(iii) **Coherence and consistency:** When writing your essay make sure that everything is strictly relevant to the question set. Sometimes students use material that is important and relevant, but they fail to show how. Ask yourself if you have really shown the relevance of your material to the topic under discussion. Try to avoid contradicting yourself; show how other writers do contradict themselves - the test of consistency is perhaps the more commonly applied in philosophical reasoning. What is at stake is the imaginative power of your ideas and the clarity and consistency of your arguments. You are not being asked to write an historical, sociological, psychological or anecdotal essay.

(iv) **Vision, imagination, originality:** Very nice, of course, but if you can manage (i), (ii) and (iii) above, you should not feel that these higher order qualities are essential.

Please talk about your work with your friends, with philosophy tutors, with other tutors, to people inside and outside the Faculty or your college - this is probably the best way to sort out your ideas in preparation for writing. Help each other with reading, with argument - comment on the first drafts of each other's essays.

## **GUIDELINES FOR WRITING PSYCHOLOGY OF EDUCATION ESSAYS**

Before you begin you should read the General Guidelines on page 20.

### Justification

In most psychology essays, you should be developing your own views about what may be the most justifiable position in an area of argument or debate, as well as presenting and evaluating the views of others. In either case, it is essential to avoid mere assertion (simply asserting that your own view, or one particular view, is correct). For any line of argument, or evaluation of differing points, it is important to provide research evidence to support the views that you express.

### Evidence

Most psychology essays will require extensive discussion of evidence and some will be mainly *about* summarising and evaluating the evidence (as well as arguments) relating to a particular topic or issue. This evidence will often be drawn from secondary sources, that is, from textbook summaries of the original work of psychologists, reports of psychological experiments etc. But in most cases, you should also consider material from articles reporting original research and written by the authors *of* such research themselves. In *referencing* such sources, you should not separately reference individual research papers or articles mentioned in textbook discussions unless you have also read the original papers themselves.

The most important thing to remember, however, is that you are required to provide evidence from the **psychological literature**. Essays and particularly examination questions are designed to assess your knowledge and understanding of psychological theories, concepts and psychological research. Many of topics covered in psychology are often areas that may have been discussed in the media, so do not fall in to the trap of using simply 'journalist' sources in writing essays.

### What about my point of view?

There is clearly a place in all essays for stating your own point of view, particularly in coming to a conclusion based on your reading of research and evaluation of evidence. You will be encouraged to

work out your own position on where the balance of evidence and argument lies in any particularly area of debate. The study of psychology is full of controversy, that is one of things that makes it so interesting to academics and researchers, so it important to think about where you stand. However, it is important to get the balance right, most of the essay should be about explaining theories and points of view of psychologists and presenting the research evidence on which they rest, only when you have done this should you 'draw' all this together by giving you view. As stated in the above sections an essay that simply relied on unsubstantiated opinion and assertion would not be a good essay.

When you have written your essay, you may like to consider it in the light of the following check list.

### **Have you...**

Answered the specific question by constructing a coherent argument and making this explicit in the introduction and in the conclusion?

Used psychological theory and research, with appropriate references?

Gone beyond the basic material covered in any one seminar or lecture?

Made connections between different areas of psychological research and theory in order to develop the argument?

Questioned research findings for their validity and the extent to which they may or may not be generalisable?

Produced a critical discussion of the topic and material, including the acknowledgement and evaluation of different perspectives and alternative interpretations of data?

Offered comments and conclusions about where the weight of evidence lies?

Presented a sophisticated level of argument, acknowledging any continuing uncertainties and recognising the complex relationship between evidence and theory?

Drawn the arguments together to give your own considered conclusion based on your reading of the evidence?

Shown signs of genuine engagement with the topic; for example: reconstructing and presenting ideas in your own language; giving examples and illustrations; clearly relating psychological theory to the educational practice?

## **GUIDELINES FOR WRITING SOCIOLOGY OF EDUCATION ESSAYS**

Before you begin you should read the General Guidelines on page 20.

### Justification.

In some sociology essays, you may be either developing your own views about what may be the most justifiable stance in an area of argument or debate, or presenting and evaluating the views of others (often those of leading academics but perhaps also including politicians, parents, journalists, etc.). In either case, it is essential to avoid mere assertion (simply asserting that your own view, or one particular view, is correct). You should consider possible objections to each position under discussion as well as discussing supporting arguments and citing relevant evidence relating to all the major positions under consideration. If you are supporting a particular stance, you need to give 'right of reply' to those you criticise and deal with their possible objections.

### Evidence

Most sociology essays will require some discussion of evidence and some will be mainly about summarizing and evaluating the evidence (as well as arguments) relating to a particular topic or issue. Most of this evidence will be drawn from the results of social scientific and historical research.

Besides simply presenting evidence, therefore, you will often need to consider the following:

- the methods of research employed and the validity of the research in question (.e.g. is it challenged by competing research/evidence?);
- the methods of research employed and the representativeness of the findings of the research (e.g. can findings from small-scale research studies be a valid basis for generalisations?);
- sources of bias in research;
- the inter-relationships between 'theory' and 'methods': for example, some research approaches (or 'paradigms') seek to exclude others, regarding them as fundamentally misguided or wrong-headed.

You will also, in organizing your essay as a whole, often need to offer comments and conclusions about the weight of the evidence overall, drawing all the discussion to a considered conclusion.

### 'Theory' in Sociology

Many essays in sociology require you, either directly or indirectly, to make reference to sociological theory. These will sometimes be the theories of particular sociologists (living or dead) e.g. Durkheim, Weber, Bourdieu. Sometimes they will be theories which inform and shape the way in which an area of research and investigation is addressed - for example, ways in which 'childhood' has been conceptualised by writers employing different approaches.

Generally speaking, theories in sociology have the following features:

- they propose some way of linking 'structure' (social structure and the cultural level of society) with 'agency' (the actions of historically specific individuals and groups);
- they tend (to varying degrees) to be comprehensive: e.g. they explain 'education' by showing how educational practices are related to developments and practices in other areas of society;
- they tend to incorporate some set of ideas about how and why some elements of societies persist (or are 'reproduced') and others change;
- they often incorporate a 'normative' element: that is, there is often some evaluative standpoint underlying them - eg a preference for social equality over inequality, an implicit view of the 'good society', a view that certain kinds of societies or structures within societies (e.g. the family) are oppressive, etc. Such theories are, then, not value-neutral.

Some theories are general in character; others are explicitly developed from more particular standpoints e.g. various kinds of feminist theories. Some of the most influential theories that have affected recent sociological thought are not 'purely' sociological at all: this is particularly true of broad theoretical approaches like structuralism, post-structuralism, post-modernism, post-colonialism, which have influenced subjects as diverse as history, social anthropology, philosophy, literary criticism, cultural studies, etc.

In writing sociology essays, then, it is often important to identify the different theoretical standpoints that bear upon the issue under discussion. You need to clarify:

what/who these theories/theorists are, what key ideas, assumptions and values are central to these theories, and which are the most important competing theories. You may also need to weigh or evaluate the claims of one theory against another (this often involves identifying and discussing the

underlying normative aspects of the different theories). In doing so, it is important to recognize that there is no 'theory-free' standpoint from which such evaluations can be carried out.

### Research and evidence

Sociology is not merely a theoretical discipline: it aspires (or most sorts of sociology aspire) to produce knowledge about societies (past and present) and about the place and role of education within them. Many sociology essays, therefore, require students to critically appraise empirical research relevant to the question under discussion.

In preparing your essays, therefore, key issues to consider may include:

- is the research itself conducted from/shaped by a particular theoretical standpoint?
- if so, does this affect the objectivity or validity of the research?
- what main methodologies have been used to produce the research 'findings'? (these can range from small-scale 'ethnographic' research to studies of large-scale social trends over time (e.g. of various aspects of the relationship between social class and educational achievement);
- what are the strengths and weaknesses of the different methodologies involved and how does this affect the reliability and representativeness of the 'findings'/evidence?

### Sociology and social policy analysis

The Sociology of Education has always had an interest in the analysis of *policy*, most importantly, of course, educational policy - but this inevitably extends outwards to the wider political and economic context of policy formation and change. This inevitably means that 'policy sociology' is directly concerned with events that are both contemporary and often politically controversial. Moreover, policy analysts themselves are often engaged in *critique* as well as description and analysis.

In writing about policy-related matters, therefore, it is particularly advisable:

- to always be conscious of the politically contested character of much of what is under discussion;
- to identify the standpoints (political as well as theoretical) from which different policy analysts are approaching any issue under discussion;
- to be aware of issues of bias or at least partiality in any commentator's presentation of evidence;
- to think carefully about your *own* social and political attitudes to the matters under discussion and how these may influence your reactions and judgements.

These points, of course, have a wider relevance - to *any* field of sociology which touches on matters that are morally or politically controversial. But they are particularly pertinent to policy analysis?

### What is the place of the student's own ideas in Sociology essays?

As the previous two sections indicate, a lot of work in Sociology unavoidably centres on clarifying, summarising, debating and evaluating the work of others: theorists, researchers, policy-makers, etc. In this sense, the scope for presenting your own ideas is relatively limited if you are to answer the question in a way that is both informed and relevant.

This does not, however, have to mean that there is no place at all to indicate your own view of the sorts of conclusions towards which the balance of evidence and argument points. Most issues in Sociology are debated and contested and in many areas these debates are on-going and uncompleted. Students are encouraged to work out their own position on where the balance of evidence and argument points in any particularly area of debate (this, after all, is what most professional sociologists are themselves doing much of the time). However, in doing this, it is important (a) to avoid assertion, and (b) to take note of the general guidelines about 'what is a good argument?' (see above).

## **SUBMISSION OF DISSERTATIONS, RESEARCH AND INVESTIGATION DISSERTATIONS (Part II) AND OTHER ASSIGNMENTS**

### **GENERAL GUIDELINES**

The following information has been prepared to help you when submitting assignments.

Dates of submission for the above pieces of work will be clearly notified to students well in advance of the due date, they will also be displayed on the Education Notice Boards in the Mary Allen building.

**All work must be submitted to the Undergraduate Office not later than 3.00pm on the hand-in date you have been given.**

**Assignments must be signed in.** This is an important safeguard – it is proof that you have submitted your assignment.

### **DISSERTATIONS**

In addition to these guidelines you should also consult the Notes on Referencing on page 32 and the section on plagiarism on page 37.

**Cover sheet.** All assignments must be submitted with a completed **cover sheet** on which you write your candidate number and it must be securely attached to the front of your work. This procedure is to ensure the anonymity of work during marking, while at the same time enabling administrative staff to check that your candidate number is correct.

**Declaration sheet.** You should also hand in a signed declaration sheet stating that the work being handed in is your own. Before you do this make sure you have read the section on plagiarism - see page 37. The declaration sheet should be placed loosely at the very front of your work, but inside you're the folder, it will be removed by administrative staff before your work is passed to markers.

**Shortly before any assignment is due to be submitted, cover sheets and declaration sheets will be put in your pigeonhole.**

**Format.** Dissertations must be **typed** unless previous written permission is gained from the Faculty Board. The typescript should be presented in 1.5 spacing on one side of A4 paper and a font size no smaller than point 11. Referencing should follow the guidelines given in the next section page 32.

**Language.** Candidates are reminded of the Faculty of Education's policy on the use of gender neutral language in submitted coursework and dissertations.

**Printing.** You are advised not to leave it until the last minute to print off word-processed assignments. Problems can occur and this may result in unnecessary stress / inability to meet the submission date deadline.

**Copies.** You should always keep a copy of all work handed in, as coursework is not returned. You will be expected to submit **two** copies of all coursework, including dissertations.

**Binding.** Each copy of a dissertation should be in a **plastic comb binding**. Binding is available from any good stationery shop (eg Rymans in Cambridge) or J S Wilson & Sons, 17 Ronald Rolph Court, Wadloes Road, Cambridge (off Newmarket Road). However the cheapest way of doing it is via the Homerton College Student Union Office. Take your dissertations to the office and ask for a **comb binder and 2 OHP acetates** for each copy. Normal opening hours are 10am to 2pm.

**Please note that the Declaration sheets should not be bound into the comb binders.**

For submission dissertations should be also be inserted in an envelope folder. Please ensure that your **candidate number** is clearly marked on the **outside spine** of the envelope folder along with the title of the Dissertation. **Under no circumstances write your name anywhere on the dissertation or the envelope folder.**

## RESEARCH AND INVESTIGATION DISSERTATIONS

### Guidelines for the Format of the Dissertation

In addition to these guidelines you should also consult the Notes on Referencing on page 32 and the section on plagiarism on page 37. This section is concerned with the format of the Dissertation and submission only.

**Length.** The Dissertation should be between 8,000 - 10,000 words in length. This upper limited **excludes** the synopsis, the contents page and the bibliography but **includes** notes and appendices.

Candidates are warned that failure to keep within the stated maximum or minimum length may incur the award of a lower mark. Dissertations which are at all in excess of the word limit (which includes notes and/or appendices) are at risk of being downgraded. All dissertations will be submitted on a disk in addition to hard copies to enable examiners to check word length.

**Format.** Dissertations must be **typed** unless previous written permission is gained from the Faculty Board. The typescript should be presented in 1.5 spacing on one side of A4 paper and a font size no smaller than point 11.

**Referencing.** The Education Tripos includes several social science disciplines, which each have their own preferred and logical form of referencing. Some disciplines, e.g. History and the humanities use the *documentary note system* or humanities style. However, on this Tripos the *documentary note system* is not used unless the student has special dispensation from their supervisor.

#### The preferred form of referencing for work in the Faculty of Education

a) Referencing should basically follow the 'author-date system' in the version of this system adopted by the Faculty guidelines:

- *all* references should be listed in a single bibliography placed at the end of the dissertation or assignment;
- there should be no separate list of 'references' or 'notes and references';
- 'footnotes' should not be used.

b) The Bibliography

- The bibliography should be placed at the end of the assignment or dissertation.
- It should list *all* books and articles referred to *in preparation for* the assignment or dissertation as well as those directly referred to in the assignment. **The bibliography is not included in the word count.**

Remember your bibliography should include not only books and articles directly referred to in the essay but also those consulted and considered in preparing for the essay, even if these are not explicitly referred to in the text.

**Cover sheets.** All assignments must be submitted with a completed **cover sheet** on which you write your candidate number, the approved title of the Dissertation etc.

**Declaration sheet.** You should also hand in a signed declaration sheet stating that the work being handed in is your own. Before you do this make sure you have read the section on plagiarism - see

page 37. The declaration sheet should be placed loosely at the very front of your work, but inside you're the folder, it will be removed by administrative staff before your work is passed to markers.

**Shortly before the dissertation is due to be submitted, the cover sheet and the declaration sheet will be put in your pigeonhole.**

The Dissertation itself:

**Synopsis** The Dissertation should include, on a separate loose page, a brief synopsis of 250 - 300 words. This is **not included** in the word limit.

**Contents Page** The Dissertation should have a contents page which indicates section or chapter headings with page references and, where appropriate, a list of tables and diagrams with page references. This is **not included** in the word limit.

**Sub-headings** The text of the Dissertation may, if appropriate, be divided into major sections and subheadings with a subtitle allotted to each section.

**Appendices** In some cases, particularly where certain kinds of empirical work have been undertaken, it may be appropriate to include appendices in the Dissertation. These should be clearly identified as such and included in one or more separate sections. Remember, however, that any such appendices are **included** within the word limit of 10,000.

**References** A list of all books and articles referred to in preparation of the Dissertation should be included in the bibliography. This is **not included** in the word limit. For detailed information on how this should be done see page 30.

**Participants** References to observations or empirical investigations involving schools or other educational institutions should indicate relevant details such as age-range of the schools, pupils' gender and age, etc. **but the names of individual children or teachers, or details which would identify specific schools or individuals must not be included.**

**Language** Candidates are reminded of the Faculty of Education's policy on the use of gender neutral language in submitted coursework and dissertations.

### **Submission of the Dissertation**

**Printing** You are advised not to leave it until the last minute to print off word-processed assignments. Problems can occur and this may result in unnecessary stress / inability to meet the submission date deadline.

**Copies** You should always keep a copy of all work handed in, as coursework is not returned. Most coursework, including the Research and Investigation dissertation must be submitted **in duplicate** and an electronic version must also be submitted on disk.

**Binding** Each copy of a dissertation should be in a **plastic comb binding**. Binding is available from any good stationery shop (eg Rymans in Cambridge) or J S Wilson & Sons, 17 Ronald Rolph Court, Wadloes Road, Cambridge (off Newmarket Road). However the cheapest way of doing it is via the Homerton College Student Union Office. Take your dissertations to the office and ask for a **comb binder and 2 OHP acetates** for each copy. Normal opening hours are 10am to 2pm.

**Please note that the Synopsis pages and the Declaration sheets should not be bound into the comb binders.**

For submission research and investigation dissertations should be also be inserted in an envelope folder. Please ensure that your **candidate number** is clearly marked on the **outside spine** of the

envelope folder along with the title of the dissertation. **Under no circumstances write your name anywhere on the dissertation or the envelope folder.**

### **OTHER ASSIGNMENTS**

Some students may be required to hand in other assignments for specific papers either within Education Studies or Subject Studies. In these cases students will be given information by the lecturer responsible for the paper about the procedures to be followed.

### **CHECK LIST FOR HANDING IN ASSIGNMENTS:**

- Is the assignment in the appropriate format prescribed?
- Have you made two copies for submission and retained a third copy for yourself?
- Have you completed the cover sheets?
- Have you signed the declarations?
- Is your candidate number correct?
- Have you made sure your name is **NOT** on the assignments?

### **EXTENSIONS**

Students are expected to hand in assignments on time, only under the most exceptional circumstances will an extension be granted. Exceptional circumstances are defined as those where there is clear evidence that the student has been prevented from handing in the work on time by a medical condition; or there is clear evidence of other i.e. non-medical, extenuating circumstances that have prevented the student from handing in the work on time.

Applications for extensions should be made on your behalf by your College Tutor to the Undergraduate Course Manager, Michelle Ellefson. Students may not apply directly to the Course Manager.

# NOTES ON REFERENCING FOR DISSERTATIONS AND ASSIGNMENTS IN EDUCATION

## Introduction

This document sets out the form in which referencing should be used in all dissertations and other assignments in Education Studies. Subject Studies, especially where these are papers and coursework for Faculties other than the Faculty of Education, may adopt other conventions.

The main purpose of references in academic texts is to identify sources used for analysis, exposition and argument. Full and accurate references and bibliographies enable the reader to follow your individual process of research and enquiry, and help ‘map’ the relevant field of academic discussion around a given topic. Good quality writing in academic coursework requires the development of consistent and accurate referencing according to an accepted set of conventions.

In the wider world, conventions about referencing vary considerably. Most publishers, for example, have adopted their own ‘house style’ and individual publishers commonly require all their authors to adopt the prescribed style. The Faculty of Education has a ‘house’ style which you are required to use for all submitted work which is given below. The criteria used for marking assignments refer explicitly to referencing – and it is therefore essential that candidates understand the importance of systematically adopting appropriate referencing conventions. Candidates who are lax in the matter of referencing risk having marks deducted. The most important points about referencing are, firstly: the choice of an appropriate referencing system, where possible following Faculty guidelines in discussion with your supervisor, and secondly: internal consistency of referencing within any one document.

## The preferred form of referencing for work in the Faculty of Education

- a) Referencing should basically follow the ‘author-date system’ in the version of this system adopted by the Faculty guidelines:
  - *all* references should be listed in a single bibliography placed at the end of the dissertation or assignment;
  - there should be no separate list of ‘references’ or ‘notes and references’;
  - ‘footnotes’ should not be used.
- b) The Bibliography
  - The bibliography should be placed at the end of the assignment or dissertation.
  - It should list *all* books and articles referred to *in preparation for* the assignment or dissertation as well as those directly referred to in the assignment. **The bibliography is not included in the word count.**

Remember your bibliography should include not only books and articles directly referred to in the essay but also those consulted and considered in preparing for the essay, even if these are not explicitly referred to in the text.

**Books and articles should be listed in alphabetical order of authors’ surnames**, in the form given below:

Calkins, L. (1986) *The Art of Teaching Writing* London: Heineman Educational.

**(Name, INITIALS. (Date) Title Place of Publication: Publisher.)**

or, in the case of an edited book or collection of articles,

Tannen, D. (1985) 'Relative Focus on Involvement in Oral Written Discourse' in Olson, D., Torrance, N., and Hildyard, A. (eds.) *Literacy, Language and Learning* Cambridge: Cambridge University Press.

or, if reference is made to an article in a journal:

Hewison, J. & Tizard, J. (1980) 'Parental Involvement and Reading Attainment' in *British Journal of Educational Psychology* 50, 3, pp. 209-215.

or, where reference is made to more than one article by the same author, (and if relevant by the same author in a single year):

Lawton, D. (1975a) *Investigating Society* London: Hodder and Stoughton.

Lawton, D. (1975b) *Class, Culture and the Curriculum* London: Routledge and Kegan Paul.

Lawton, D. (1977) *Education and Social Justice* London: Sage Publications.

or, where reference is made to a publication by an official organisation and where a named author is not identified

CBI (1989) *Towards a Skills Revolution* Confederation of British Industry.

DFE (1994) *Assessing Fourteen Year Olds in 1995* Circular 20/94, Department for Education.

SCAA (1995) *An Introduction to the Revised National Curriculum* The School Curriculum and Assessment Authority.

c) Where reference is made within the text of the assignment or dissertation, by **indirect paraphrased quotation or citation**, it should occur in the text of the assignment or dissertation in the following form:

..... (Calkins, 1986) ..... (Hewison, and Tizard, 1980) ..... (Lawton, 1975a, 1975b), etc.

where reference is a **direct quotation** a page reference is given (and page references should if possible be given in all cases where a direct quotation is used):

..... (Calkins, 1986 p. 72) ..... (Hewison, and Tizard, 1980 pp. 209 - 210), etc.

where a paragraph reference is given:

..... (Dearing, 1993 para. 3.24), etc.

where **an original quotation is re-quoted in a secondary source** (the case of the 'second hand quote'):

..... 'There is no such thing as Society' (Thatcher cited in Chitty, 1989 p.99), etc.

d) Where reference is made to articles from the World Wide Web, the address (url) and date accessed by the candidate should be given in the bibliography. Candidates should endeavour wherever possible to trace a written source to its original author. Within the main bibliography, this source may then be cited, as usual, alphabetically by surname of the original author, with date of the original publication (bracketed) and if possible, the title of the piece and its original published source. Thus a Guardian newspaper article on AS levels (dated 16/7/2002), which you found by a web search on 6th March 2004 might be cited as:-

Coll, J. (2002) *A higher level of pressure*, The Guardian, 16 July.

<http://education.guardian.co.uk/aslevels/story/0,10495,756262,00.html> (accessed on 6/03/04)

If no author is traceable, the bibliography entry would be:

<http://www.oxfam.org.uk/coolplanet/index.htm> (accessed on 21/2/04)

Similarly, within the body of the text, references should indicate the author if possible, and the url address where not:

Either .. (Coll, 2002) or ..

(<http://www.oxfam.org.uk/coolplanet/index.htm>)

Cutting and pasting the url to a personally dated running source index would be a good study skill to adopt in preparing your dissertation.

e) If you refer to handouts and other material given out in lectures, or you paraphrase a section of a lecture, then you should also reference this as follows:

Name of lecturer (date of lecture) title of lecture or session.

f) Notes

Although footnotes inserted at the bottom of pages of the text of the assignment or dissertation *may not* be used, **it is permissible, where appropriate, to include a set of notes separate from the text.**

- Any such notes should be included at the end of the assignment or dissertation, in a separate section headed 'Notes,' placed before the bibliography.
- Notes should be numbered sequentially, using Arabic numerals.
- References cited *within* the Notes section should be included not in the Notes themselves but incorporated into the bibliography, using the Harvard System of referencing describe above, i.e. there should be a single bibliography incorporating *all* references – both from the main text and from any Notes.
- Notes should be identified in the main text of the assignment or dissertation by superscript Arabic numerals, numbered sequentially.

Remember Notes are **included** in the word count.

### **For example:**

Questions about the control of the curriculum – to what extent fundamental curriculum decisions should be in the hands of the teaching profession or local authorities or central government – had been opened up as early as 1962 when Sir David Eccles set up within the Ministry a Curriculum Study Group. It was also Sir David Eccles who, a little later suggested that the curriculum had become – in the famous phrase – a 'secret garden' around which the teaching profession had erected high walls and 'no entry' signs.

Notes are **included** in the total word limit for assignments and dissertations. They cannot be used as a device to extend the length of submitted coursework beyond the word limits specified.

### **Using quotations**

*There are two main forms of quotation:*

i) **Quotations incorporated into your own prose**

Use single quotation marks ('...'), except for **quotation within quotation** where **double** quotation marks should be used ('.....“.....”.....').

Punctuation marks immediately before the quotation depend on its syntactical relationship to what precedes it. No punctuation, or at most a comma, is required if the quotation makes the sentence grammatically complete.

**For example:**

In his Final Report, Sir Ron Dearing described three curriculum pathways at Key Stage 4. With reference to what he calls the vocational pathway, Dearing comments ‘it will be a particular challenge to establish how a vocational pathway which maintains a broad educational component might be developed’ at this key stage. (Dearing, 1993)

ii) **Free-standing quotations**

These may be relatively brief:

**For example:**

‘Upon the education of the people of this country, the future of this country depends.’ (Disraeli 1874)

They may be more extensive:

**For example:**

‘The National Curriculum was never, however, intended to occupy the whole of school time. The prevailing view when the Education Reform Bill was before parliament was that it should occupy some 70-80%, leaving the balance for use at the discretion of the school. A margin for use at the discretion of the school is needed in the interests of providing the best possible education.’ (Dearing 1993 para. 3.24)

**Free-standing quotations should normally be separated from the rest of the text, set off by a colon, and indented. Single quotation marks around the entire passage should not be used if the quote is indented.** Generally speaking, lengthy quotation should be used sparingly; it is often possible to make points more concisely in your own words. Note that all quotations, whether free standing or not **are** included in the total word length of the assignment or dissertation.

*Standard Abbreviations*

Listed below are a few of the standard abbreviations most commonly used in academic essays and references:

- |                 |   |
|-----------------|---|
| (ed.) or (eds.) | = edited by <i>or</i> editor(s)   |
| edn.            | = edition   |
| l.              | = line (of poetry)  |
| ll.             | = lines   |
| p.              | = page  |
| pp.             | = pages   |
| para.           | = paragraph   |
| op. cit.        | =used when a work that has already been cited in the text is cited for a second and subsequent times.   |
| ibid.           | = used when a second (and if appropriate a third, fourth etc.) citation of a work follows the first citation, with no citations of other works intervening. |

**SOME DO’S AND DON’TS**

*Do:*

- Do include in the bibliography all books you have actually consulted in the course of preparing for and writing the assignment or dissertation, even if you do not refer to all of them explicitly in the text of what you have written. (Common sense has to be exercised here: do not include more remote ‘background influences’ or books that you haven’t actually read)

- Do make sure that the bibliography contains all of the sources which you have referred to in the text. It is very irritating to examiners to find a reference to a book, article or author in the text and then no corresponding reference in the bibliography.
- Do list separately in the bibliography individual articles from edited readers or collections of articles but only if you have actually consulted each of the articles listed.

*Don't:*

- Don't cite references in the text and omit them from the bibliography.
- Don't include in the bibliography books or articles which you have *not* actually read! (e.g. books on course reading lists which are relevant to the topic but which you didn't manage to get hold of). It is usually evident to examiners where items listed in a bibliography have not informed the arguments or data presented in an essay.

## 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.**

In the context of an examination, this amounts to **passing off the work of others as your own to gain unfair advantage.**

**SUCH USE OF UNFAIR MEANS IS REGARDED AS CHEATING AND WILL NOT BE TOLERATED BY THE UNIVERSITY; IF DETECTED, THE PENALTY MAY BE SEVERE AND MAY LEAD TO FAILURE TO OBTAIN YOUR DEGREE.**

### 1. The scope of plagiarism

a) Plagiarism may be due to:

- **Copying** (using another person's language and/or ideas as if they are your own);
- **Collusion** (unauthorized collaboration)

b) Methods include:

- *quoting directly* another person's language, data or illustrations without clear indication that the authorship is not your own and due acknowledgement of the source;
- *paraphrasing* the critical work of others without due acknowledgement – even if you change some words or the order of the words, this is still plagiarism if you are using someone else's original ideas and are not properly acknowledging it;
- *using ideas* taken from someone else without reference to the originator;
- *cutting and pasting* from the Internet to make a "pastiche" of online sources;
- *colluding* with another person, including another candidate (other than as might be permitted for joint project work);
- *submitting* as part of your own essay or dissertation someone else's work without identifying clearly who did the work (for example, where research has been contributed by others to a joint project).

c) Plagiarism can occur in respect to all types of sources and all media:

- not just text, but also illustrations, musical quotations, computer code etc;
- not just text published in books and journals, but also downloaded from websites or drawn from other media;
- not just published material but also unpublished works, including lecture handouts and the work of other students.

### 2. How to avoid plagiarism

The stylistic conventions for different subjects vary and appropriate guidance is provided by different faculties, especially in relation to referencing conventions for submitted coursework. Most courses will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. 'Notes on referencing of submitted coursework and dissertations' see the previous section for the Faculty of Education guidelines.

However, **the main points to remember and act upon are:**

- when presenting the views and work of others, always include in the text an indication of the source of the material  
e.g. ...as Sharpe (1993) has shown,....

and also 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, - e.g. so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it by adding a reference as above. Long quotations may infringe **copyright**, which exists for the life of the author plus 70 years. If you summarise an author’s argument in your own words then you must still acknowledge the original author.

- if you are copying text or when you are making detailed notes from published sources, 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; this is essential as a means of avoiding unintentional plagiarism (which is still an offence);

- if you reproduce an illustration or include someone else’s data in a graph include the reference to the original work in the legend

e.g. (figure redrawn from Webb, 1976)

or (triangles = data from Webb, 1976)

- if you are in a situation involving **collaboration** with another person or persons on your project, you should check with your supervisor or Director of Studies whether and to what extent this might be allowed at the stage of conducting your research; usually each collaborator in such work is required to write up their own separate accounts;

- 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.**

- you are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If you queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

### 3. The Golden Rule

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

*Information and guidance given in this section is taken from the University-wide statement on plagiarism. Further information can be found at <http://www.admin.cam.ac.uk/univ/plagiarism/>.*

## **PART II RESEARCH AND INVESTIGATION IN EDUCATION DISSERTATION**

### **Generic Guidelines**

All Education students take this paper, which introduces them to the methods of research, investigation and analysis of educational issues, including research methods in the social sciences.

A taught course supports students as they undertake an individual enquiry-based study related to one or more of the areas of education covered in Part I of the degree. This may be an empirically-based investigation conducted in a school, or library-based research such as a policy evaluation, philosophical or historical exploration of an aspect of education, entailing an independent piece of analytical and critical thought. Students shall write-up their project in the form of an 8,000-10,000 word dissertation, which forms the basis of the examination in this paper.

The taught course is split into two parts. The first part consists of a series of sessions in the **Lent term of the Part I year**. This introduces students to key issues they need to consider in preparation for conducting a research investigation. Sessions will cover, for instance, aspects relating to the practicalities of conducting research, developing research questions, examining literature, different approaches to library research, different approaches to empirical research, methodology and research methods, and research ethics.

The second part of the taught course takes place in the **Michaelmas term of the Part II year** and focuses on data analysis. Students wishing to conduct empirical work in schools are expected to complete this between the end of their Part I and the start of their Part II years to make best use of the second part of the taught course.

In addition to the taught course, students are allocated a supervisor to assist them in the preparation of their dissertation. Students can expect to have their first supervision towards the end of the Easter term of the Part I year. Supervisions will continue through the Michaelmas and Lent terms of the Part II year. **The dissertation is submitted in the Lent Term of the Part II year.**

Further details will be provided in the R&I handbook, which will be given to you at the start of the taught course.

Two copies of your dissertation should be submitted to the Undergraduate Office, DMB IS1, Faculty of Education, 184 Hills Road, Cambridge CB2 8PQ, see pages 28 and 29 for further information.

Please note that copies of dissertations cannot be returned.

## EXAMINATIONS

**Please remember, exam questions will not necessarily address single lecture topics, but will instead integrate across topics. Although attendance at seminars/lectures and supervisions is not compulsory, for this reason we recommend that you attend as many as possible.**

### Examination Timetables and Entries

Statement of Entries will be published by your college in the Lent term. You should consult either your college or your Director of Studies in the first instance with any queries on the matter.

The timetable for Education papers will be posted on Camtools and on the Noticeboard.

### EXAMINATION RESULTS

The Faculty Board of Education appoints Boards of Examiners for all examinations within the Education Tripos. These Boards of Examiners are responsible for the publication of the Pass List for the Preliminary Examinations and the Class Lists for the Part I and Part II examinations.

The Boards of Examiners will pass on to your College a copy of the mark book containing the class and mark for each paper, the final Pass List (for the Preliminary Examination) and the final Class Lists (for Part I and Part II). The Board of Examiners will provide, on request via the relevant Director of Studies, the marks awarded for each question or element of a paper.

On request, a student will be provided with any part of the minute of the Boards of Examiners which refers directly to them, together with a statement contextualising the information.

Candidates should note that that any dissertations, essays, assignments etc. will not be returned to them after completion of the examination. Such work is retained by the Faculty, along with the comments of the examiners and assessors, in case of student appeals.

### Failure in Undergraduate Examinations and Examination Appeals

Failure in any part of the Tripos disqualifies a student from continuing at the University unless there were extenuating circumstances, such as illness, which may have affected the student's performance. In that case there may be grounds for making a case to the University Applications Committee for the student to be allowed the examination or to be allowed to proceed to the next part of the Tripos. Such an application needs to be made through your College so you will need to consult your Tutor.

There is also a procedure for appealing to the University in a case where a student feels he or she has been disadvantaged or unfairly classified in a University Examination, due to illness or other grave cause, or if a student has grounds for believing that appropriate examination procedures were not followed. Such appeals have to be made via the College any student, therefore, who wishes to appeal should first consult their Tutor.

**Please note - there are no grounds for appeal against the academic judgement of the Examiners.**

For further information you can find details of the University's Appeal procedures online at:  
[http://www.admin.cam.ac.uk/offices/exams/students/appeals\\_leaflet\\_2009.pdf](http://www.admin.cam.ac.uk/offices/exams/students/appeals_leaflet_2009.pdf)

## **The Examining Process – Parts I & II**

For each of the Education papers, including the R&I dissertation, the Faculty appoints an Examiner and a team of Assessors whose job it is to double mark all pieces of work, and to agree a final mark for each piece of work. These are then submitted to the Senior Examiner who produces the mark book for the final Exam Board meeting. This mark book will also contain the marks from the papers taken in other Faculties, marked by Examiners within those Faculties. The Faculty of Education Exam Board is made up of the Examiners for each Education paper plus a Senior Examiner, a Chair of Examiners and an External Examiner who will have seen a sample of scripts/dissertations – it is this Board, collectively, that makes the final decision about which class of degree is awarded. The whole of this process is carried out anonymously – students are known only by their examination numbers. The names are only added to the mark book after the whole process has been completed and the pass list signed.

### **How your class of degree is determined.**

In the first instance the Board of Examiners look at the class of degree awarded for each individual paper - five classes in total. Then in order to determine the overall class of degree to be awarded Examiners use the following two criteria:-

The class of degree of the majority of your papers

The extent to which the classes on the other papers deviate from that majority class.

So if the class awarded for each of your five papers is the same then, obviously, that is the class of degree you will be awarded overall. Generally speaking if four out of the five classes are the same you will also be awarded the class of the majority of papers e.g. four out of five. However a **very** poor performance on the 'discrepant' paper could pull your overall class of degree down.

In cases where only three out of the five classes are the same then the examiners will look very carefully at the class of degree of the remaining two papers. It is at this point that the marks within each class on the individual papers become important.

### **One of three outcomes is then possible:-**

1. You will still be awarded overall the class of the majority of papers i.e. three out of five. This would almost certainly be the case if one of the classes was higher and the other lower e.g. 2\* 2\* 2\* 2 1
2. If the class of degree of the other two papers is significantly higher than the majority class determined by the three papers you could be awarded a higher class of degree overall than the 'majority' class, particularly if your marks are high within each class.
3. If the class of degree of the other two papers is significantly lower than the majority class determined by three papers you could be awarded a lower class of degree overall than the 'majority' class, particularly if your marks are low within each class.

Similar principles apply in the case of more 'mixed' profiles.

You will note from the above that the Examiners do not simply aggregate the marks received for each paper and divide it by five to determine the overall class of degree.

The class awarded using these principles, therefore, is the class that the Board of Examiners thinks best represents the overall performance of each particular candidate in the Examination as a whole. As the document produced by the University and CUSU on Examination Appeals makes clear you cannot appeal against this academic judgement of the Examiners.



## **Section 3**

### **Faculty of Education Resources and Facilities**

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## **FACULTY FACILITIES**

### **Reception**

#### Opening Hours

Monday to Thursday 8.30am to 5.30pm  
Friday 8.30am to 5.00pm

### **Faculty Buildings**

#### Address

University of Cambridge  
Faculty of Education  
184 Hills Road  
Cambridge CB2 8PQ

Tel: 01223 767600

Fax: 01223 767602

#### Opening Hours (Donald McIntyre Building)

Monday to Thursday 6.30am to 9.00pm  
Friday 6.30am to 8.00pm  
Saturday 9.00am to 1.00pm  
Sunday Closed

#### Opening Hours (Mary Allen Building)

The Porters Lodge in the Mary Allen Building is open 24 hours a day, every day, except Christmas Day.

Tel: 01223 507222

Maps of the Faculty campus buildings and surrounding areas can be found at <http://www.educ.cam.ac.uk/about/reachus/maps/>

### **Course Administration**

The Administrator for the Undergraduate Course is Karen Webb, who is in the PGCE and Undergraduate Office, Room 1S1 of the Donald McIntyre Building. She is your first port of call for any administrative issues or details relating to the course.

Contact e-mail [ksw30@cam.ac.uk](mailto:ksw30@cam.ac.uk)  
Telephone 01223 767678

Working times Monday to Thursday: 8.30am to 5.00pm  
Friday: 8.30am to 4.00pm

### **CamTools**

CamTools (<https://camtools.cam.ac.uk/>) is a Learning Platform adopted by the University of Cambridge that we use to provide course information and to communicate with students (via announcements and e-mail). You will be sent an email during the first couple of weeks of your course enabling you to log on and start using this service. As it is the main conduit for all resources, including course programmes, you will need to familiarise yourself with this site as soon as possible. If you have any queries, please contact Karen Webb.

### **Pigeon-holes and Notice boards**

Although the majority of communication will be via Camtools, from time to time you will also receive information in hard copy format. For Homerton College students this will be put in the college pigeon-holes in Queen's Wing. If you are at another college, mail will be posted to your college via UMS – the University's internal mail system.

Faculty notice boards for the Undergraduate Course are located on the first floor landing of the Mary Allen Building (MAB). There is also a small notice board just inside the door to Room 1S1 of the Donald McIntyre Building.

### **Learning Technology Service (LTS)**

Students can call in to the LTS Helpdesk with questions, to borrow audio-visual equipment, purchase disks, video tapes or other consumables. The helpdesk is normally open Monday - Friday 9am-6pm, however if staff are having to deal with problems elsewhere the desk may need to be closed, so it is probably better to make contact, initially, via e-mail or telephone using the following general contact details to reach all LTS Staff:

LTS Helpdesk	e-mail	<a href="mailto:av-support@educ.cam.ac.uk">av-support@educ.cam.ac.uk</a>
	telephone	01223 767711

### **IT Service**

If you require help with any of the computers in the Faculty, or have any questions about the service you should email the IT helpdesk. The Faculty staff, however, cannot offer help on non-Faculty computers i.e. personal computer/laptop.

Students have open-access to IT resources in 1S4, 1S5 and 1S7.

The IT Office, located in GS7, is open during the following times:

8.45am to 10.30am

12.30pm to 3.00pm

IT helpdesk: [it-support@educ.cam.ac.uk](mailto:it-support@educ.cam.ac.uk)

For further information on these services see the section on Faculty Resources starting on page 48.

### **Faculty Cafeteria**

The Cafeteria is located at the rear of the building on the Ground Floor of the Donald McIntyre Building. It offers a selection of hot and cold dishes, snacks and beverages. Price lists are displayed at the counter.

### **University Cards**

You should have received a card via your college, if you have not then information about the University Card and the location and opening hours of the Card Services Office can be found at:

<http://www.admin.cam.ac.uk/offices/misd/univcard>

A University card enables the holder to:

- Access the Faculty of Education Donald McIntyre Building and the Computer Rooms (see below for how to have your card activated)
- Borrow resources from the Faculty and University Libraries
- Travel at a reduced fare on the Uni 4 bus service (see public transport)

### Activating your card

In order to gain access to the Donald McIntyre Building, your card needs to be 'activated' by staff at the Faculty Reception desk. All new students should get their card activated as soon as possible at the start of term to allow them independent access to the building during opening hours. If your card has not been activated, please ask one of the receptionists to do so.

### Tips for using the door access system

- Hold the card up against the small square metal reader between the two sets of doors.
- Hold the card STILL – the system reads an imbedded chip (not the barcode) and won't work if the card is waved around.

- Your card will work through a certain amount of material e.g. wallet / bag / pocket – try it out.
- Both outer and inner pairs of doors open OUTWARDS so please keep your distance.
- To exit the building, press the green ‘Press to Exit’(!) button at the side of the doors.

**Your card is valuable: If you lose it, or suspect it has been stolen, please contact Reception immediately so it can be de-activated to prevent misuse.**

### **First Aid**

Reception has a list of qualified First Aiders on site.

### **Public Transport**

#### Uni4 Bus Service

The Uni4 bus service is supported financially by the University. The buses will display the University crest and the Uni4 logo. University card holders may travel for a reduced fare along the route, by showing their card to the driver. The route stretches from Addenbrooke’s Hospital, past the Faculty to Madingley Road Park and Ride, including the West Cambridge, Sidgwick sites and the University Library. Buses run at approximately 20 minute intervals. Timetables are available online at: <http://www.educ.cam.ac.uk/about/reachus/busroutes/>

N.B This bus should not be confused with the Citi4, which runs along part of the above route, as you will have to pay the full fare on this bus - so look out for the University crest to make sure you have the right bus.

#### Park and Ride Sites

The nearest Park and Ride service is located at Babraham Road on the A1307 on the South side of Cambridge. Buses leave Babraham Road every 10 minutes between 7.00am and 8.00pm. The nearest bus stop to the Faculty is at Hills Road Sixth Form College, however this is a restricted stop, dropping off from Babraham Road Park and Ride only before 10.30am and picking up to go to Babraham Road Park and Ride only after 3.15pm. The Madingley Road and Cowley Road Park and Ride sites encompass most of the other University sites.

The Park and Ride and other bus timetables can be viewed at: <http://www.cambridgeshire.gov.uk/transport/>

Or telephone Stagecoach on: 01223 423578

For general public transport route and timetable information in the Cambridge area, call Traveline on 0870 608 2608 or view their website at: [www.traveline.org.uk](http://www.traveline.org.uk)

#### Trains

Cambridge Railway Station is approximately 15 minutes walk from the Faculty of Education.

#### General Information

Further Information about the University and the local area, including events in the city, can be found on the University website at: [www.cam.ac.uk](http://www.cam.ac.uk)

## **FACULTY RESOURCES**

### **FACULTY OF EDUCATION LIBRARY & INFORMATION SERVICE**

The friendly Faculty Library Team are dedicated to helping students make the most of Library facilities & resources throughout their time at Cambridge. Full details of Library services designed to support the undergraduate course can be found on the Faculty Library CamTools site (<https://camtools.cam.ac.uk/>) in the section Undergraduates. This includes information on using the physical library, located in the Donald McIntyre Building, plus access to a wide range of electronic resources such as ejournals and ebooks.

If you have any questions about the Library, reading lists etc, or if there is anything we can do to help, please do not hesitate to contact Angela Cutts, the Faculty Librarian, Emma-Jane Batchelor, the Deputy Librarian or any other member of Library staff.

### **FACULTY OF EDUCATION IT SERVICES (COMPUTING)**

The Faculty's IT Facilities are located in the Donald McIntyre Building at 184 Hills Road. Three Teaching Rooms are equipped with computers: 1S4 and 1S7 are Windows based, whilst 1S5 has Apple Macs, all are connected to the University's Public Workstation Facility (see below). There is a range of peripheral equipment available, such as scanners and printers; each room also has an interactive white board. All rooms are available during the opening hours, but are used (particularly in Michaelmas Term) for some timetabled teaching; staff are often willing to allow other students to use vacant machines, on request.

All of the computers are directly connected to the Cambridge University Data Network (CUDN) allowing fast access to the Internet. There is a wide range of academic, educational and productivity software available. All our communal-access computers use the University's Managed Cluster Service, MCS (formerly known as Public Workstation Facility, PWF) system. This means that a single password will give you access to a personal desktop and file storage space on any MCS workstation in the University (there are over 1500 around the campus), for further information and a list of the software, please see: <http://www.cam.ac.uk/cs/desktop-services/mcs/>

#### **How to find a MCS computer elsewhere in the University**

The majority of Colleges and a number of Departments, operate Managed Cluster rooms, which are computer rooms run jointly by the institution and the Computing Service, and providing facilities more or less identical to those in the public MCS rooms (software available varies slightly from institution to institution).

Some colleges and a few Departments which do not have managed clusters still have some access to MCS facilities, including applications, from College or Departmental computer rooms, via the PWF Club; for details consult the institutional Computer Officer.

#### **Use and Misuse of Computer Facilities**

The attention of students is drawn to guidelines for the use of computing facilities issued by the University's Information Strategy and Services Syndicate. These guidelines can be found at: <http://www.cam.ac.uk/cs/iss/rules/iss.html>

**IT IS IMPORTANT THAT STUDENTS READ AND UNDERSTAND THE RULES AND GUIDELINES SET OUT IN THE LINK ABOVE.**

#### **Printing**

Printing is a charged service, and print credit can be purchased online with a credit or debit card, minimum payment is £5.

## Passwords

Passwords for the use of Computing Facilities in the University should be issued to you via your College when you arrive. If you have not received them then you should contact the University Computing Service Reception Desk (Tel: 01223 334600). Passwords will either be posted or you are able to collect them from the Reception Desk based at the New Museum Site. Please note passwords will not be issued over the phone. Please see below for information regarding Lost Passwords.

## Purchasing Software

It is not possible for the Faculty to provide any assistance with the purchase of computer software to students. The best academic deals on software are generally available online. Proof of student status can be obtained from your college, if necessary.

The University Computing Service does negotiate some deals for the purchase of software by individuals. The online catalogue is here: <http://sales-web-server.csx.cam.ac.uk/software/>. In our experience, one good benchmark for academic software for students is <http://www.pugh.co.uk/>.

Students should note that copyright law prohibits the copying of software from Faculty computers to personally-owned computers, and licensing law prohibits the installation of Faculty-owned software on personally-owned computers.

## Lapwing – Wireless Hotspots

The Faculty has wireless Hotspots available throughout the Donald McIntyre Building. You will need to use your Raven password to use this facility.

## Opening Times

The computer rooms are open when the Donald McIntyre Building is:

Monday to Thursday	6.30am to 9.00pm
Friday	6.30am to 8.00pm
Saturday	9.00am to 1.00pm (Term Time Only)
Sunday	Closed

## Lost Passwords

You should ensure that all new passwords are both memorable and suitable secure. If you do forget your password, please see below who to contact to reset this for you.

<b>MCS (PWF)</b>	The Faculty IT Office staff are able reset this locally, visit room GS7 in the Donald McIntyre Building. Opening hours are 0845 – 1030 and 1230 – 1500. The <b>University Computing Service</b> are also able to help if required.
<b>Raven</b>	<b>University Computing Service</b> , based on floor 2 of the Cockcroft Building on the New Museums Site. <a href="mailto:user-admin@ucs.cam.ac.uk">user-admin@ucs.cam.ac.uk</a> or 01223 334680.
<b>Hermes</b>	<b>University Computing Service</b> , based on floor 2 of the Cockcroft Building on the New Museums Site. <a href="mailto:user-admin@ucs.cam.ac.uk">user-admin@ucs.cam.ac.uk</a> or 01223 334680.

## Audio-Visual Equipment

As well as providing and maintaining equipment in teaching rooms, The AV Support Service keeps a small stock of portable AV equipment such as tape recorders and digital cameras for use in preparation of teaching materials or in educational research.

This equipment can be loaned from AV Support Service for short periods and must be returned promptly at the end of the loan period. Please note that requests for longer-term loans of equipment will need to be authorised by the IT Manager and your Supervisor. Please note that at certain times of the year equipment is heavily used so booking early is essential.

Facilities for the preparation of teaching materials, OHP transparencies are also available from AV Support Service.

### Photocopiers

Photocopiers for student use are situated in the Library and in the PC Room 1S4.

### Glossary

Name of Service	Description
<b>CRSid</b>	<p>The CRSid (Common Registration Service identifier) is a login name issued by the University Computing Service and used to identify a person on any computing system managed by the University Computing Service.</p> <p>It is also used to forms part of a user's @cam email address.</p>
<b>MCS (Managed Cluster Service)</b>	<p>The MCS provides email, Internet access and a wide range of software, printers and scanners. The Faculty has three IT Suites which can be located in the Donald McIntyre Building – 1S4, 1S5 and 1S7. There is also a MCS machine available in most Teaching Rooms.</p> <p>For Further information please see:  <a href="http://www.cam.ac.uk/cs/desktop-services/mcs/">http://www.cam.ac.uk/cs/desktop-services/mcs/</a></p>
<b>Hermes</b>	<p>Hermes is another name for the University's email system. Whilst you are at the University your email address will be <a href="mailto:CRSid@cam.ac.uk">CRSid@cam.ac.uk</a></p> <p>For further information, and to log in via the webmail interface, please see:  <a href="https://webmail.hermes.cam.ac.uk/">https://webmail.hermes.cam.ac.uk/</a></p>
<b>Raven</b>	<p>Raven is a web authentication tool for some websites that provide resources for the University. It helps identify people so the system can determine if a person can see particular information. This is also used for wireless access, please see Lapwing below.</p> <p><b>Possible uses:</b></p> <ul style="list-style-type: none"> <li>* Journal access outside the University, please see the Library for further details.</li> <li>* Used to restrict information that is for Faculty staff, students and visitors only.</li> </ul>
<b>Lapwing</b>	<p>Lapwing is a wireless service that provides wireless hotspots not only within the Faculty but throughout various locations in the University.</p> <p>Lapwing is available in most places in the Donald McIntyre Building and in the Library on the upper floor.</p> <p>For Further information please see:  <a href="http://www.lapwing.cam.ac.uk/">http://www.lapwing.cam.ac.uk/</a></p>

## **Appendix 1**

### **Subject Studies Papers for Part I of the Education Tripos**



## ***SUBJECTS AND PAPERS FOR SECTION II OF PART I OF THE EDUCATION TRIPOS***

Candidates may offer two or three papers chosen from only one subject area, as outlined in the Schedule. Where stated, some papers are examined by means other than a single written paper. Some subject areas may restrict the combinations of papers that may be offered.

### ***Biological Sciences***

All candidates shall offer the equivalent of two or three papers.

The following options shall count as one paper:

Biology of Cells (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

Evolution and Behaviour (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

Physiology of Organisms (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

The following options shall count as two papers:

Animal Biology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Cell and Developmental Biology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Ecology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Physiology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Plant and Microbial Sciences (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

### ***Classics***

All candidates shall offer the following two papers:

Passages for translation from Latin authors (Paper 3 of Part IB of the Classical Tripos)

Latin literature (Paper 6 of Part IB of the Classical Tripos)

A candidate who wishes to offer three papers may additionally offer one of Papers 7–10 from Part IB of the Classical Tripos.

### ***English***

#### ***English and Drama***

Candidates may offer two or three of the following papers:

*Paper Ed.D2* Film, culture, and identity

*Paper Ed.D3* Drama production II (performance or workshop and submission of note-book)

*Paper Ed.E4* Shakespeare and Renaissance drama

(The above papers are all Education Tripos Papers)

English literature and its contexts, 1300-1550 (Paper 1 of Part I of the English Tripos)

English literature and its contexts, 1500-1700 (Paper 2 of Part I of the English Tripos)

English literature and its contexts, 1688-1847 (Paper 3 of Part I of the English Tripos)

English literature and its contexts, 1830 to the present (Paper 4 of Part I of the English Tripos)

Literary criticism (Paper 6 of Part I of the English Tripos)

A candidate may offer a dissertation in place of any of the papers above, providing that the candidate may offer only one dissertation in total. A dissertation in place of any of Papers 1–4 or Paper 6 of Part I of the English Tripos shall be offered under the regulations for that Tripos. Any other dissertation shall be offered under the conditions specified in Regulation 14.

## **Geography**

Candidates may offer two or three papers from Part Ia or Part Ib of the Geographical Tripos, in accordance with the examination requirements as set out in the regulations for that Tripos.

‘Human geography’ (Paper 1) and ‘Physical geography’ (Paper 2) from Part Ia of the Geographical Tripos shall each count as two papers.

Candidates offering two papers shall offer:

- either* Human geography (Paper 1 from Part Ia of the Geographical Tripos)
- or* Physical geography (Paper 2 from Part Ia of the Geographical Tripos)
- or* two papers from Section B of Part Ib of the Geographical Tripos in the area (human or physical geography) previously offered in the Preliminary Examination.

Candidates offering three papers shall offer:

- either* (i) Human geography (Paper 1 from Part Ia of the Geographical Tripos)
- or* Physical geography (Paper 2 from Part Ia of the Geographical Tripos)
- and* one paper from Section B of Part Ib of the Geographical Tripos in the area (human or physical geography) previously offered in the Preliminary Examination
  
- or* (ii) three papers from Section B of Part Ib of the Geographical Tripos in the area (human or physical geography) previously offered in the Preliminary Examination.

Candidates may not offer a paper previously offered in the Preliminary Examination.

Candidates taking papers from Part Ib of the Geographical Tripos will be required to submit a portfolio of course-work under conditions specified by the Faculty Board of Earth Sciences and Geography not later than the division of the Easter Term next preceding the examination.

## **History**

Candidates may offer two or three of any of the following papers:

The development of human society (Paper 1 of Part I of the Archaeological and Anthropological Tripos)

Any of Papers 2–24 of Part I of the Historical Tripos

## **Modern and Medieval Languages**

All candidates shall offer the following paper:

Translation into the foreign language including comprehension test (Paper B3 from Part 1B of the Modern and Medieval Languages Tripos), all in the language which he or she has previously offered in the Preliminary Examination for Part I of the Education Tripos.

*and*

one or two additional papers taken from Schedule IB to the regulations for the Modern and Medieval Languages Tripos, provided that the papers are in the same language.

## **Music**

The Music papers available to Education candidates will be changing with effect from Michaelmas 2013. More information will be available nearer the time.

## **Physical Sciences**

All candidates shall offer the equivalent of two or three papers.

The following options shall count as one paper:

Chemistry (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

Geology (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

Materials and Mineral Sciences (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

Physics (the examination requirements for this subject as set out in the regulations for Part IA of the Natural Sciences Tripos)

The follow options shall count as two papers:

Chemistry A (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Chemistry B (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Physics A (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

### ***Religious Studies***

Candidates may offer two or three papers chosen from Group B in Regulation 18 of the Theological and Religious Studies Tripos. Where, under the regulations for that Tripos, a paper may be offered in a form of assessment other than a written paper, the paper offered shall be submitted under conditions specified in the regulations for the Theological and Religious Studies Tripos.



## **Appendix 2**

### **Subject Studies Papers for Part II of the Education Tripos**



## ***SUBJECTS AND PAPERS FOR SECTION IV OF PART II OF THE EDUCATION TRIPOS***

Candidates may offer up to two papers from only one subject area, as outlined in the Schedule. Where stated, some papers are examined by means other than a single written paper. Some subject areas may restrict the combinations of papers that may be offered.

### ***Biological Sciences***

A candidate who wishes to offer one paper may offer either of the two written papers from the subject History and Philosophy of Science from Part IB of the Natural Sciences Tripos.

A candidate who wishes to offer two papers may offer one of the following options, which shall count as two papers:

Animal Biology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Cell and Developmental Biology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Ecology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Experimental Psychology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

History and Philosophy of Science (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Physiology (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Plant and Microbial Sciences (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

### ***Classics***

Candidates may offer one or two of the papers from Part II of the Classical Tripos.

### ***English***

#### ***English and Drama***

Candidates may offer one or two of the following papers:

any of Papers 1–13 of Part II of the English Tripos

*Paper Ed.D4* Modern drama and theatre

A candidate may offer a dissertation in place of any of the papers above, providing that the candidate may offer only one dissertation in total. A dissertation in place of any of Papers 1–13 of Part II of the English Tripos shall be offered under the regulations for that Tripos. Any other dissertation shall be offered under the conditions specified in Regulation 14.

### ***Geography***

Candidates may offer one or two of Part II of the Geographical Tripos, in accordance with the examination requirements as set out in the regulations for that Tripos.

### ***History***

Candidates may offer one or two of Papers 3–29 of Part II of the Historical Tripos.

### ***Modern and Medieval Languages***

Students who have completed the course in Modern and Medieval Languages in Part I of the Education Tripos shall have the following choices for Part II:

(a) A one-year Part II, the equivalent of five papers in Education Studies as set out in regulation 12.

(b) A two-year Part II, the equivalent of five papers in Education Studies including a period spent abroad as detailed in regulation 15.

### Option A

The student having undertaken an intensive study course or similar and gained an acceptable form of certification in a further language (in the country of that language) which shall be one of those normally available within the Education with Modern and Medieval Languages Tripos, other than French:

1. Three Education Papers as set out in Regulation 12
2. *and* translation from and into the foreign language offered at Part I (Language Paper C1 from Part II of the Modern and Medieval Languages Tripos)
3. *and* oral examination C from Part II of the Modern and Medieval Languages Tripos in the foreign language offered at Part I
4. *and* papers in new language as follows:- Papers A1 and A2 from Part IA of the Modern and Medieval Languages Tripos, together with Oral examination A in the same language in place of a Year Abroad Project, provided that both papers shall be in the same language, which the student shall not have offered in any previous examination.

### Option B

1. Year Abroad Project in accordance with the regulations for Part II of the Modern and Medieval Languages Tripos
2. *and* three Education Papers as set out in Regulation 12
3. *and* translation from and into the foreign language (Paper C1 from Part II of the Modern and Medieval Languages Tripos)
4. *and* oral examination C from Part II of the Modern and Medieval Languages Tripos

For the purposes of marking 1, 3 and 4 shall together be considered equivalent to one paper.

*and either:*

5. an additional paper taken from Schedule II to the regulations for the Modern and Medieval Languages Tripos
6. *or* use of the foreign language (Paper B1 from Part IA of the Modern and Medieval Languages Tripos) in a post A-level language not studied at Part I, which shall be one of those normally available within the Education with Modern and Medieval Languages Tripos
7. *or* a further Education Paper.

### **Music**

The Music papers available to Education candidates will be changing with effect from Michaelmas 2014. More information will be available nearer the time.

### **Physical Sciences**

A candidate who wishes to offer one paper may offer either of the two written papers from the subject History and Philosophy of Science from Part IB of the Natural Sciences Tripos.

A candidate who wishes to offer two papers may offer one of the following options, which shall count as two papers:

- Advanced Physics (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Chemistry A (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Chemistry B (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Geological Sciences A (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Geological Sciences B (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- History and Philosophy of Science (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Materials Science and Metallurgy (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)
- Mineral Sciences (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

Physics (the examination requirements for this subject as set out in the regulations for Part IB of the Natural Sciences Tripos)

***Religious Studies***

Candidates may offer one or two papers from Group C in Regulation 18 of the Theological and Religious Studies Tripos. Where, under the regulations for that Tripos, a paper may be offered in a form of assessment other than a written paper, the paper offered shall be submitted under conditions specified in the regulations for the Theological and Religious Studies Tripos.