

# Mathematics and Statistics Parts A, B and C: Examination Conventions 2016–17

Department of Statistics  
Teaching Committee

## 1 Introduction

This document sets out the examination conventions for the Parts A, B and C Examination in Mathematics and Statistics. Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. The first part of this document is written explicitly for candidates and explains how your work will be marked and how these marks will be used to derive your final classification for Parts A and B, and for Part C. The second part of the document contains additional information for assessors and examiners but may also be of interest to you.

The Teaching Committee of the Department of Statistics directs that examinations for which it is responsible are conducted in accordance with these conventions. The Board of Examiners may only make minor deviations from these conventions in exceptional circumstances and only after the consent of the Statistics Teaching Committee or the Proctors.

Nothing in this document supersedes the University's regulations and policy set out in the current *Examination Regulations* and the *Policy and Guidance for Examiners and others involved in University Examinations*.

## 2 Progression through university examinations

To qualify for your BA or MMath in Mathematics and Statistics you must pass a First and Second Public Examination. The First Public Examination is the Preliminary Examination in Mathematics and is taken at the end of the first year. You must pass the Preliminary Examination before you can be admitted to the Second Public Examination.

The Second Public Examination has three parts: Part A taken at the end of the second year, Part B taken at the end of the third year and Part C taken at the end of the fourth year. You cannot enter for Part B until you have completed Part A of the examination, and only candidates who achieve an Upper Second Class or higher standard on Parts A and B together qualify to proceed to Part C. Candidates who satisfy the examiners in Part A and Part B only, qualify for the award of BA in Mathematics; candidates who satisfy the examiners for all three parts qualify for the award of MMath in Mathematics and Statistics.

## 3 Examination papers

### 3.1 Part A

In Part A, there are five core papers A0, A1, A2, A8 and A9, eight papers A3–A7 and A10–A12 relating to the long options and paper ASO relating to the short options. Paper A2 is of three hours' duration, whilst the remaining papers are 1.5 hours' duration.

In all papers, each question is worth 25 marks and candidates may submit answers to as many questions as they wish. Details are given below of which questions count towards a candidate's total mark.

Candidates are required to offer Papers A0, A1, A2, A8, A9 and AS0 and *three or four* of Papers A3–A7/A10–A12.

### **Papers A0 Linear Algebra, A1 Differential Equations I, A8 Probability and A9 Statistics**

These are core papers; each paper contains three questions with the best two questions counting towards a candidate's total mark for the paper.

### **Paper A2 Metric Spaces and Complex Analysis**

This core paper contains 6 questions. The best four questions count towards a candidate's total mark for the paper.

### **The Long Options**

Papers A3–A7/A10–A12 examine the long options as below:

- A3 Rings and Modules
- A4 Integration
- A5 Topology
- A6 Differential Equations II
- A7 Numerical Analysis
- A10 Fluids and Waves
- A11 Quantum Theory
- A12 Simulation and Statistical Programming.

Each paper contains three questions with the best two questions counting towards a candidate's total mark for the paper.

If a candidate offers 3 long options then each paper's USM (see Section 7) will count as a single unit towards the candidate's weighted Part A average.

If a candidate offers 4 long options, then the best 2 USMs will have the weight of a unit, and the worst 2 USMs will count half a unit each. Thus these 4 papers will overall still have the weight of 3 units. The results from all 4 papers will appear on the student's exam transcript.

The aim of the above scoring system is to ensure that anyone taking on an extra option will not do so lightly (all marks will be reported and all count to some extent), but also that no-one will be disadvantaged with a lower weighted average USM for having taken on the extra workload.

### **Paper AS0 Short Options**

This paper contains a single question on each of the short options below:

- Number Theory
- Group Theory
- Projective Geometry
- Introduction to Manifolds

- Integral Transforms
- Calculus of Variations
- Graph Theory
- Special Relativity
- Mathematical Modelling in Biology.

The best two questions count towards a candidate's total mark for the paper.

### 3.2 Part B

Each mathematics and statistics paper will examine one unit (except SB1) and will be of 1 hour and 45 minutes duration and consist of 3 questions, each worth 25 marks. You may hand in as many answers as you wish, but only your best 2 answers will count towards the final mark for the paper.

SB1 (a double-unit) will be examined via a  $2\frac{1}{2}$  hour paper plus assessed practical assignments. The paper will consist of 2 questions on SB1a and 2 questions on SB1b. You may hand in as many answers as you wish, but only your best 3 answers will count towards your final mark. Each question will be marked out of 22 and the assessed practical component will be marked out of 34.

### 3.3 Part C

Each mathematics and statistics paper will examine one unit and will be of 1 hour and 45 minutes duration and consist of 3 questions, each worth 25 marks. You may hand in as many answers as you wish, but only your best 2 answers will count towards the final mark for the paper.

## 4 Examination conduct

You will receive advice from the Examiners before each part of your finals examination. These notices provide information on the conduct of the examinations including the use of calculators, how to complete and submit answer booklets, and the presence of examiners in the examination room. Notices from Examiners from previous years can be found on the Department of Statistics website.

## 5 Penalties for late submission

The Examination Regulations stipulate specific dates for submission of coursework to the examiners. This includes SB1 practical reports, Part B extended essays (in mathematics), BSP projects, BN1.2 coursework, Part C dissertations and mini-projects. Rules governing late submission and any consequent penalties are set out in full in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14).

If you will be prevented by illness or other urgent cause from submitting your coursework on time you should contact your college office or college tutor as soon as possible. Your college is able to submit an application for an extension of time to the Proctors on your behalf.

Late submission of assessed work will normally result in the following penalties.

- Where permission for late submission has been granted by the Proctors, no penalty will be imposed.

- Where permission for late submission has not been granted by the Proctors, the normal penalties based on a submission deadline of Monday 12 noon are as follows:

Lateness	Penalty
Up to 4 hours, i.e. up to Monday 4pm	1%
4–24 hours, i.e. up to Tues 12 noon	10%
24–48 hours, i.e. up to Weds 12 noon	20%
48–72 hours, i.e. up to Thurs 12 noon	30%
72–96 hours, i.e. up to Fri 12 noon	40%
96–101 hours, i.e. up to Fri 5pm	50%

The final mark cannot be negative, it is truncated at zero if necessary.

Note: The penalty will be a percentage reduction of the maximum total mark available for the work. For example, if a 10% penalty is applied to an assessment given a USM out of 100 then 10 marks would be deducted. The final mark awarded after application of the penalty cannot be below 0.

- Where permission for late submission has not been granted by the Proctors and the dissertation is over 101 hours late, the Examiners would refer the case to the Proctors for guidance as to what penalty to impose.

## 6 Marking of examinations

All mathematics and statistics examinations are marked by a single assessor or examiner according to a pre-agreed mark scheme which is strictly adhered to. The examination scripts are then checked by an independent checker to ensure that all work has been marked, and that the marks have been correctly totalled and recorded.

Part C dissertations are independently double-marked, normally by the dissertation supervisor and one other assessor. Using a standard form, the supervisor is asked to comment on the performance of the candidate throughout the project and on how much assistance was given. The second marker will see this form before submitting his/her marks. The form will also be available to the examiners. When the two marks for a dissertation are no more than 10 USMs apart, the two marks are averaged. In the other cases there is a discussion between the two assessors concerned, after which it is normally possible for a mark to be agreed. In any exceptional cases a third assessor will normally read the dissertation before a mark is agreed.

### 6.1 Plagiarism

If a marker, or a Turnitin report generated in the course of examination procedures, raises concerns about the proper attribution of a passage or piece of submitted work, the matter will be reported to the Chair of Examiners. The Chair will decide whether or not the case is one which may be dealt with by the Board (poor academic practice) or whether it is one that requires reference to the Proctors for investigation and possible disciplinary action.

Where the Chair finds that the matter can be dealt with by the Board, assessors will mark the work on its academic merits. The Board will then deduct marks for derivative or poorly referenced work of between 1 and 10% (maximum) of the marks available for that particular piece of work.

## 7 University Standardised Marks

Marks for each individual examination paper will be reported as University Standardised Marks (USMs). The object of the USMs is to allow direct comparison between the results of examinations in different subjects. Raw marks may be turned into USMs by scaling, sometimes necessary to ensure that all papers are fairly and equally rewarded. The correspondence between the USM ranges and classes is as follows:

- 70–100: First Class
- 60–69: Upper Second Class
- 50–59: Lower Second Class
- 40–49: Third Class
- 30–39: Pass (applies in Parts A and B only)
- 0–29: Fail (in Part C, 0–39 corresponds to Fail)

These marks reflect the qualitative descriptors given in appendix G.

## 8 Analysis of marks

At the end of each of the Part A, B and C examinations, a candidate will be awarded a University Standardised Mark (USM) for each of the papers taken. The Examiners may scale the raw marks to arrive at the USMs reported to candidates. The scaling algorithm used by the examiners is explained in detail in the 2016 examiners' reports which can be found at [http://www.stats.ox.ac.uk/current\\_students/bammath/examinations/examiners\\_reports](http://www.stats.ox.ac.uk/current_students/bammath/examinations/examiners_reports).

The examiners may choose to scale marks where in their academic judgement:

- a paper was more difficult or easier than in previous years, and/or
- an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
- a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that all papers are fairly and equally rewarded. When scaling the raw marks on a paper the examiners will consider the following:

- (in Part A) the total sum of the marks for all questions on the paper, subject to the rules above on numbers of questions answered
- the relative difficulty of the paper compared to the other papers in that Part
- (in Parts B and C) information on candidates' performances on the earlier parts of the Examinations
- the report submitted by the assessor who set and marked the paper.

Examiners will use their academic judgement to ensure that appropriate USMs are awarded and may use further statistics to check that the marks assigned fairly reflect the students' performances on a paper. Examiners may also review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with the qualitative marks descriptors.

## 8.1 Part A

The USMs awarded to a candidate for the papers offered in Part A will be carried forward into a classification as described below. Paper A2 will have twice the weight of Papers A0, A1, A3–A12 and ASO in this calculation. For candidates who have opted to offer 4 long options (papers A3–A7/A10–A12), the two lowest scoring long option papers will be given a weight of 0.5. **Part A is not classified separately.**

## 8.2 Aggregation of marks for the award of the classification on the successful completion of Parts A and B

All successful candidates will be awarded a classification after the Part B Examination. This classification will be based on the following rules, which include a *Strong Paper Rule*.

Every candidate must offer

- 10 units at Part A (counting A2 as a double-unit and, for candidates offering 4 long options, two of the long options papers as half-units)
- 8 units (or the equivalent) at Part B.

The relative weightings of the Parts is as follows:

- the weighting of Part A is 40%
- the weighting of Part B is 60%.

Your weighted average university standardised mark,  $AvUSM$ , is computed using these weights and your standardised marks on each unit ( $AvUSM$  is symmetrically rounded [62.49 will be rounded down and 62.50 will be rounded up]).

To satisfy the  $n$ th class strong paper rule:

- you need at least 6 units (or the equivalent) to have a mark of the  $n$ th class standard or above,
- and you also need at least 2 of these units (or the equivalent) to be in Part B.

For example, to satisfy the First class strong paper rule you need at least 6 units (or the equivalent) with marks of 70 or above, with at least 2 of these units (or the equivalent) being in Part B.

Classifications are determined as follows:

- First Class:  $AvUSM \geq 70$  and the first class strong paper rule is satisfied.
- Upper Second Class: EITHER  $AvUSM \geq 70$  and the first class strong paper rule is not satisfied  
OR  $60 \leq AvUSM < 70$  and the upper second strong paper rule is satisfied.
- Lower Second Class: EITHER  $60 \leq AvUSM < 70$  and the upper second strong paper rule is not satisfied  
OR  $50 \leq AvUSM < 60$  and the lower second strong paper rule is satisfied.
- Third Class: EITHER  $40 \leq AvUSM < 50$   
OR  $50 \leq AvUSM < 60$  and the lower second strong paper rule is not satisfied.
- Pass:  $30 \leq AvUSM < 40$ .
- Fail:  $AvUSM < 30$ .

## BA in Mathematics and Statistics

Any candidate who satisfies the Examiners for Parts A and B (and who does not subsequently enter for and achieve Honours for Part C) may supplicate for the Honours degree of the Bachelor of Arts in Mathematics and Statistics with the classification as described above, provided that they have fulfilled all the conditions for admission to a degree of the university.

## MMath in Mathematics and Statistics

In order to proceed to Part C, a candidate must achieve an Upper Second Class standard or better in Parts A and B together.

Candidates successfully completing Part C will receive a separate classification based on their University Standardised Marks in Part C papers.

Note that successful candidates may only supplicate for one degree – either a BA or an MMath. The MMath has two classifications associated with it but a successful candidate will only be awarded an MMath degree.

### 8.3 Part C

The classification criteria are as follows. Note that if you offer a double-unit option for examination this is given a weighting of two, and triple-units are given a weighting of three.

Let  $AvUSMC$  denote the weighted average of USMs achieved in Part C (symmetrically rounded).

- First Class:  $AvUSMC \geq 70$ .
- Upper Second Class:  $60 \leq AvUSMC < 70$ .
- Lower Second Class:  $50 \leq AvUSMC < 60$ .
- Third Class:  $40 \leq AvUSMC < 50$ .

Candidates so classified may supplicate for the MMath degree with the above associated classification for Part C; additionally their transcript will show the classification for Parts A and B previously assigned by the Part B examiners.

**A ‘Pass’ will not be awarded in Part C.** Candidates achieving  $AvUSMC < 40$  should be eligible to supplicate for the BA and be awarded the appropriate class as determined by performance on Parts A and B. The name of such a candidate is not eligible to appear on the same class list as those eligible to supplicate for the MMath.

## 9 Resits

### 9.1 Part A

Part A shall be taken on one occasion only (there will be no resits).

### 9.2 Part B

A candidate who obtains only a pass or fails to satisfy the examiners in Parts A & B may retake Part B on at most one subsequent occasion. Candidates who retake Part B are not permitted to continue to Part C. The Part B exams would be retaken the following Trinity term.

### 9.3 Part C

A candidate who fails to satisfy the examiners at Part C ( $AvUSMC < 40$ ) may retake Part C on at most one subsequent occasion. The Part C exams would be retaken the following Trinity term.

## 10 Alternative examination arrangements and factors affecting performance

A candidate in any University Examination with specific learning difficulties or disability/illness may apply through the Senior Tutor of his or her college for alternative examination arrangements relating to his or her condition. Please see <http://www.ox.ac.uk/students/academic/exams/arrangements> for further information on the process.

Candidates who would like the examiners to be aware of any factors that may have affected their performance before or during an examination are advised to discuss their circumstances with their college and consult the Examination Regulations (Part 13). Candidates should complete the form entitled factors affecting performance in examinations and send this to their college with appropriate supporting material. The candidate's college will submit the application for forwarding to the relevant chair of examiners.

Where a candidate or candidates have made a submission, under Part 13 of the Examination Regulations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will meet to discuss the individual applications and band the seriousness of each application on a scale of 1–3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners to adjudicate on the merits of candidates. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annexe B* and information for students is provided at [www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance).

## 11 Examiners

The Mathematics & Statistics examiners for Parts A, B and C 2016–17 are listed below.

It must be stressed that to preserve the independence of the examiners, you should not make contact directly with them about matters relating to the content or marking of papers. Any communication must be via the Senior Tutor of your college, who will, if s/he deems the matter of importance, contact the Proctors. The Proctors in turn communicate with the Chairman of Examiners.

- Part A:

Dr Neil Laws

Dr Matthias Winkel

Dr Robin Knight

Prof Alex Scott

Prof Ulrike Tillmann

Prof Sarah Waters

Prof Andrew Wood (external examiner, University of Nottingham)

Dr Warren Smith (external examiner, University of Birmingham)

- Part B:
  - Prof Julien Berestycki
  - Dr Neil Laws
  - Prof Philip Candelas
  - Prof Dominic Joyce
  - Prof Julian Faraway (external examiner, University of Bath)
  - Prof Des Higham (external examiner, University of Strathclyde)
- Part C:
  - Prof Geoff Nicholls
  - Prof Dino Sejdinovic
  - Prof Alain Goriely
  - Prof Raphael Hauser
  - Prof Sujit Sahu (external examiner, University of Southampton)
  - Prof Chris Howls (external examiner, University of Southampton)

## Appendices

### A Paperwork for examiners

The internal examiners should ensure they are equipped with the following documents, either in hard copy or electronic copy. External examiners will also, where appropriate, be provided with copies of these documents.

- The *Examination Regulations*.
- The *Policy and Guidance for Examiners and others involved in University Examinations*.
- The *Course Handbook*, including the *Lecture Synopses*.
- The examination papers from the preceding two years.
- The Examiners' Reports on these examinations.
- The External Examiners' reports for the previous year.
- Any responses to these agreed by the Teaching Committee, and any additional decisions of the Teaching Committee.

When there are new examinations, material from previous years will not be directly applicable, but there may be specimen examination papers produced by the Teaching Committee.

### B Protocol for setting examination papers

Each statistics paper should be drafted by the appropriate lecturer and checked by some other qualified person nominated by the examiners. (The setting of mathematics papers is handled by the Mathematics Examiners). Examiners and assessors are reminded that throughout the examination process security is very important. Examination papers must be passed by hand either to the checker directly or via the Academic Administrator.

## C Forms of questions

Each question will be marked out of 25 and should be divided into two to four parts. An indication of the raw marks available for each part of each question should be given on the question paper.

### C.1 Checklist for setters and checkers

The examiners should provide assessors drafting papers with the following checklist of important considerations.

1. Is the question on the syllabus (as in the Examination Regulations or Course Handbook including the Lecture Synopses)?
2. Is the mathematics correct?
3. Is the notation and terminology standard/obvious/defined? (Standard usage from the course is acceptable without explanation but phrases such as ‘as in the lectures’ should be avoided.)
4. Is the question unambiguous? Is it clear what may be assumed, what detail is required, and what would constitute a complete answer?
5. Is the form of presentation familiar/inviting/readable?
6. Does each question have an easy start, consisting of some standard bookwork or similar material, worth around 10 marks which might be readily and routinely completed? This should not wholly be testing memory of previous material explicitly seen.
7. Is there material designed to differentiate at the class borderlines.
  - (a) For the II(i)/II(ii) borderline is there a part that tests understanding of standard concepts/techniques (whilst still being rather straightforward) which tests whether a candidate can do any more than merely memorise the bookwork?
  - (b) For the I/II(i) borderline is there a part for which a full solution requires truly excellent understanding and skill?
8. Would a II(i)/II(ii) borderline candidate on average achieve around 13/25 marks for the question? Is a mark of 20+ unlikely to be achieved by a significant number of candidates who are not of first-class standard?
9. Is each question overall of a straightforward character?
10. Are the questions as a whole fairly spread across the syllabus?
11. Are the questions of comparable difficulty to one another?
12. Are the questions sufficiently different from those set in recent years?
13. Is the question formatted using the oxmathexam.cls file?

For Part A papers: As students will be sitting these papers at the end of the second year of their studies, questions should be significantly more straightforward than those set for Part B.

## C.2 Marking schemes and model solutions

Assessors setting questions should be asked to provide complete model solutions indicating everything that a candidate would be expected to write to answer the question fully. The model solutions and marking scheme need to be sufficiently clear and comprehensive to be meaningful to an external examiner. Assessors should be asked to write out bookwork in full so that the checker and the examiners can judge the difficulty and how long it will take to produce.

The model solution for each question should be accompanied by a marking scheme out of 25. The marking scheme should aim to ensure that the following qualitative criteria hold (see also the class descriptors given in appendix G):

**20–25 marks** A completely, or almost completely, correct answer, showing excellent understanding of the concepts and skill in carrying through the arguments and/or calculations; minor slips or omissions only.

**13–19 marks** A good though not complete answer, showing understanding of the concepts and competence in handling the arguments and/or calculations. Such an answer might consist of an excellent answer to a substantial part of the question, or a good answer to the whole question which nevertheless shows some flaws in calculation or in understanding or in both.

**7–12 marks** Standard material has been substantially and correctly answered with some possible minor progress on to other parts of the question.

**0–6 marks** Some progress has been made with elementary, accessible material.

Assessors should classify the parts of each question under the headings:

B: material explicitly seen before;

S: similar to material seen before;

N: new rider, demanding good command of concepts and/or methods.

## C.3 Approval of papers and marking schemes

The papers and marking schemes are reviewed by the examiners, including the external examiner (see further below). Minor edits may be made during the setting and checking process in consultation with the setter.

## C.4 Review by external examiners

The external examiner should be consulted according to an agreed timetable, and provided with stable draft papers, full annotated solutions indicating what is bookwork, and with the proposed marking scheme. Comments from the external examiners on each paper will be sent to each respective setter. The examiners should not finalise any paper without taking into account the comments of the external examiners. External examiners should be informed of action taken in response to their comments.

# D Marking and checking scripts

## D.1 Marking

The examiners should provide each assessor with the marking scheme approved by the examining board. Letters to assessors in previous years are good models to use, the following points must be made:

## Marking Schemes

It is the responsibility of markers to use the final approved marking scheme, discarding earlier drafts. Marking schemes should be applied consistently. However, should it become clear while marking that the allocation of marks should be changed, please ensure that this is done consistently, and advise the examiners of the changes made.

## Marking

The Examiners will want to review at least some of the scripts during the classification process. They will not re-mark (since they cannot do so consistently across all candidates). They will want to be able to see quickly where marks have been gained. They will also want to be sure that all of a candidate's work has been taken into consideration. Markers are therefore asked to mark as follows.

- Indicate in fractional notation the number of the available marks awarded for each part of a question, e.g. a score of 3 out of a possible maximum of 5 would be shown as  $\frac{3}{5}$ .
- Show the total mark for a question in some distinctive way, e.g. 18.
- Leave some visible trace that each page has been marked – pages on which no marks are shown should not be ticked, but marked “\”.
- Copy the total mark for each question on to the cover page of the answer booklet.
- Use a colour of ink not used by the candidate.
- Not write comments on the scripts, but if necessary write on the mark sheets provided. (Markers may indicate briefly to the Examiners where errors occur.)

## Mark Sheets

When completing the mark sheets, markers are asked to:

- Enter the integral numerical mark for each question, taking care to distinguish between an attempt scoring zero marks (enter “0”) and a non-attempt (enter “-”).
- Compute a check-sum for each candidate, which is the candidate number (mod 100) plus the sum of the raw marks.
- Retain a photocopy of the mark sheets.

## Reports

Markers should provide the Examiners with a brief report on the performance of the candidates on the questions they have marked. The Examiners will consider this report in their deliberations on mark rescaling. In particular, markers are invited to suggest where class boundaries could be drawn.

### D.2 Checking scripts

The Examiners should ensure that their procedures allow for:

- an independent arithmetic check of the correctness of the addition of the partial marks for each question

- an independent check of the marks entered into the database for each candidate
- an audit trail for these checks.

In recent years graduate students have been employed to carry out such checks, overseen by the Examiners.

## E Dissertations

The examiners should pay careful attention to what candidates have been told about the assessment of dissertations in the *Examination Regulations* and the *Course Handbook/Dissertation Guidance Notes*. The marking procedure and the mark reconciliation procedure are described in Section 6.

Dissertations will be assessed with reference to the following qualitative descriptors.

- 90–100 Work of potentially publishable standard, as evidenced by originality or insight. The work should show depth and accuracy, and should have a clear focus. It is likely to go beyond the normal level for part C. The standard one sees in winners of one of the examination prizes.
- 80–89 Work in this range will be at the level of a strong candidate for a DPhil applicant. The project will be an easy choice as a winner of a college essay prize. It will have depth, accuracy and a clear focus. It will show a strong command of material at least at the level of part C. It is likely to contain original material, which may take the form of new mathematical propositions, new examples, new calculations, or new statistical approaches, for example.
- 70–79 The work submitted is of a generally high order, with depth, clarity and accuracy, but may have minor errors in content and/or deficiencies in presentation. It may contain original material, at least in the sense of new examples, calculations or applications.
- 60–69 The candidate shows a good grasp of their subject, but without the command and clarity required for first class marks. Presentation, referencing and bibliography should be good, and the mathematics should have no more than minor errors.
- 50–59 The work shows an adequate grasp of the subject, but is likely to be marred by having material at too low a level or a lack of independent engagement with the material, by serious or frequent errors, a high proportion of indiscriminate information, or poor presentation and references.
- 40–49 The candidate shows reasonable understanding of parts of the basic material, but reveals an inadequate competence with others. The material may be at too low a level. There are likely to be high levels of error or irrelevance, muddled or superficial ideas, or very poor writing style.
- 30–39 The candidate shows some limited grasp of at least part of the material.
- 0–29 Little evidence of understanding of the topic. The work is likely to show major misunderstanding and confusion.

## F Recalibration of marks

Examination marks will be reported to candidates in the form of University Standardised Marks. The object of the USM is to allow direct comparison between the results of examination in different subjects. Examiners may recalibrate raw marks to arrive at the USMs reported to candidates. On each paper, any recalibration of marks should be done without disturbing the order of candidates. In order to ensure fair treatment examiners are reminded that they may exercise individual consideration in assigning USMs for candidates whose marks lie outside the standard pattern.

Examiners are reminded that recalibration of marks should never be a solely mechanistic process. Academic judgement is central, and qualitative checks, particularly at classification borderlines, should always be carried out to ensure that, in the judgement of the examiners, appropriate classifications are awarded.

A quantitative description of the procedure, for each paper, for translating raw marks into USMs should be included in the Examiners' Report.

The USMs reported to candidates for each paper should be symmetrically rounded.

## G Classification of candidates

The average USM ranges used in the classifications reflect the following general Qualitative Class Descriptors:

**First Class:** the candidate shows excellent skills in reasoning, deductive logic and problem-solving. He/she demonstrates an excellent knowledge of the material, and is able to use that in unfamiliar contexts.

**Upper Second Class:** the candidate shows good or very good skills in reasoning, deductive logic and problem-solving. He/she demonstrates a good or very good knowledge of much of the material.

**Lower Second Class:** the candidate shows adequate basic skills in reasoning, deductive logic and problem-solving. He/she demonstrates a sound knowledge of much of the material.

**Third Class:** the candidate shows reasonable understanding of at least part of the basic material and some skills in reasoning, deductive logic and problem-solving.

**Pass:** the candidate shows some limited grasp of at least part of the basic material. (The 'Pass' descriptor applies in Parts A and B only.)

**Fail:** little evidence of competence in many of the topics examined; the work is likely to show major misunderstanding and confusion, coupled with inaccurate calculations; the answers to questions attempted are likely to be fragmentary only.

[Note that the aggregation rules in some circumstances allow a stronger performance on some papers to compensate for a weaker performance on others.]

## H Medical and other certificates

### H.1 Parts A, B and C

The University's policy on the use of medical certificates is available at <http://www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexeb/>.

## **H.2 Part A**

As Part A is part of a multi-part examination there are two points at which the medical or other evidence should be considered, the final meeting of the Part A examiners and the final meeting of the Part B examiners.

If Part A examiners are presented with medical or other evidence affecting one paper they can take it into account and modify the USM for that paper accordingly.

If Part A examiners are presented with medical or other evidence affecting more than one paper and feel unable to modify USMs accordingly they should pass this information, along with the medical or other evidence, to the Board of Examiners in Part B the following year. The Part B examiners can then take this evidence into account before making a classification. Once USMs have been issued to colleges at the end of Part A they cannot be altered, so in order to take such evidence into account Part B examiners may have to suspend the examining conventions in awarding a classification.

In all cases a record of medical or other evidence submitted at Part A must be kept and passed to the Part B examiners, along with a note of the any action taken.

## **H.3 Part B**

As Part B is part of a multi-part examination there may be two sets of medical or other evidence for the examiners to consider, applications submitted to the final meeting of the Part A examiners and applications submitted to the final meeting of the Part B examiners. The Part A examiners will pass on a record of medical or other evidence submitted at Part A, along with a note of the any action taken. The Part B examiners can take the evidence submitted at Part A into account when classifying a candidate. However they should note that the Part A USMs cannot be altered at this stage, so in order to take such evidence into account the Part B examiners may have to suspend the examining conventions when awarding a classification.

## **I After the examination**

Examiners should ensure that full marking schemes (including any amendments) and LaTeX source files for the papers incorporating any corrections (for the electronic archive) are deposited with Academic Administrator.