

Guidelines for Examiners and Assessors for Philosophy Tripos Examinations 2025

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Overview

Thank you for agreeing to serve as an examiner, assessor, or external examiner for the Philosophy Tripos examinations. **Examiners** have the following responsibilities:

- Setting examination papers (Lent Term)
- Marking submitted coursework, i.e. extended essays and dissertations (Easter break and Easter Term)
- Attending the start of Tripos examinations to answer questions (Easter term)
- Marking examination scripts, and participating in the moderation or reconciliation process (Easter Term)
- Attending the Final Meeting and signing the Class List

Examiners are only excused from attending the Final Meeting by obtaining special dispensation from the Vice-Chancellor.

Assessors have the following responsibilities:

- Assisting with the drafting of examination papers (Lent Term)
- Marking submitted coursework, i.e. extended essays and dissertations (Easter break and Easter Term)
- Marking examination scripts, and participating in the moderation or reconciliation process (Easter Term)

External examiners have the following responsibilities:

- Assisting with the process of setting examination papers, by commenting on drafts (Lent Term)
- Assisting with the marking process following the moderation or reconciliation meetings, by reading a selection of scripts and adjudicating disagreements over what marks should be awarded (Easter Term)
- Attending the Final Meeting for their Tripos Part and signing the Class List (Easter Term)

There are several meetings (chaired by the Chair of Examiners) that take place throughout the examination process:

Meeting Name	Time	Purpose	Attendees
Induction Meeting 1	Lent Term	To brief new examiners and assessors on the examination process.	New examiners (required) New assessors (required)
Setting Meetings	Lent Term	To decide draft versions of examination papers	Examiners (expected) Assessors (expected) External examiners (invited)
Induction Meeting 2	End of Lent Term	To brief new examiners and assessors on marking standards.	New examiners (required) New assessors (required)

Moderation and Reconciliation Meetings	Easter Term	To agree marks for examination papers.	Examiners (required) Assessors (required)
Final Meetings (agendas and minutes required)	Easter Term	To agree final marks, overall marks, and overall classes.	Examiners (required) External examiners (required)

Appointment of Examiners and Assessors

There is one Chair of Examiners for all parts of the Tripos. The appointment is made by the General Board, on the nomination of the Faculty Board.

Examiners and assessors are appointed annually. Examiners are appointed by the General Board, on the nomination of the Faculty Board; assessors are appointed by the Faculty Board directly. The Chair of Examiners will typically make recommendations to Faculty Board for who to appoint as examiners and assessors towards the end of Michaelmas, after the examination entries are known. Staff members on leave in Easter term are not usually appointed as examiners or assessors.

In each Part of the Tripos, each paper will usually have two examiners assigned to oversee it by the Chair of Examiners; if this is not possible, a paper will have an examiner and an assessor assigned to oversee it. The same individual may be assigned to several papers: this will be the usual case for permanent staff.

Three external examiners are also appointed, one for each Part of the Tripos. External examiners are appointed for one year at a time, but following the first year of appointment an external examiner may be re-appointed for up to two more years.

The size of Boards of Examiners varies with the number of students taking each Part of the Tripos in a given year, and is left to the discretion of the Faculty Board, in consultation with the Chair of Examiners.

The University's guidance on appointing examiners, assessors, and external examiners (including eligibility criteria) may be found at <https://www.student-registry.admin.cam.ac.uk/examinations-further-guidance-staff/appointment-examiners-and-assessors/information-appointment>.

In the remainder of this document, “examiner” will be used to refer to both examiners and assessors, unless indicated otherwise.

Induction Meetings

Once all examiners and assessors have been appointed, the Chair of Examiners holds meetings with all new examiners and assessors in order to go over the guidelines, marking scheme and classing criteria. The first induction meeting is normally held around the beginning of Lent Term, with a further meeting to discuss marking standards around the end of Lent Term.

New examiners are required to attend these meetings.

Setting Examination Papers

In mid-December, the Chair writes to **all** lecturers whose courses are listed in the Lecture List and invites them to suggest Tripos questions. This should include lecturers for papers borrowed from other faculties, who should make appropriate suggestions for the General Paper.

Once the suggested questions have been received, the Chair of Examiners passes them on to the examiners for each paper, who are responsible for setting the paper. Examiners on leave in Lent Term are still expected to set papers. The two setters should meet to produce a draft examination paper, to be ready in time for the Setting Meeting (see below). They should take account of the questions suggested by lecturers, the syllabus in the Guide to Courses, and past exam papers. They are asked to consult the previous two years of exam papers (which are available on the philosophy web page).

The setters for papers at Part IB and Part II should also suggest questions for the General Paper. These questions may be drawn from all areas of the syllabus for that Part, including papers set by the Classics Faculty or HPS, but not Experimental Psychology if in Part IB.

Examiners must take care to make it clear in non-text papers if they expect students to refer to the work of particular people, for example by using a formula such as 'Discuss with reference to X's view'. To avoid confusion, examiners should not attribute quotations they set for discussion on non-text papers unless they intend the question to be about the author's views (as opposed to the views of which the quotation happens to be a succinct expression).

The Chair arranges a Setting Meeting for each Part of the Tripos, to take place during Lent Term. Draft papers should be sent to the Chair in advance of the Setting Meetings (the exact deadline for drafts will be set by the Chair).

At the Setting Meeting, drafts of the examination papers will be agreed. The purpose of the meeting is to check the papers in order to ensure that questions are clear, that questions do not overlap within or between papers, that the syllabus is covered, and that papers take account of the lectures given during the year.

External examiners are invited, but not required, to attend the Setting Meeting in the Lent Term. Whether or not the external examiner is able to attend the meeting, she/he will be sent all draft papers either before or after the setting meeting and asked to comment on them. It is the responsibility of the Chair of Examiners, in consultation with other appropriate examiners, to finalize papers in the light of the external examiners' comments.

Marking coursework

The Chair of Examiner allocates markers for extended essays and dissertations from the appropriate Board of Examiners. By default, extended essays are marked by the two examiners with responsibility for the corresponding paper; however, supervisors are not permitted to mark work they have supervised (see below), so it may be necessary to allocate

alternative examiners as markers. If necessary, the Chair of Examiners may request that Faculty Board appoint further assessors to assist with the marking of extended essays and dissertations.

Extended essays are submitted by noon on the last Monday of Full Lent Term, and Dissertations are submitted by the first Monday of Full Easter Term. Students submitting extended essays and dissertations must upload these documents (and any impact statement) onto Moodle in accordance with instructions from the Faculty Office. Extended Essays and Dissertations are available for marking shortly after they have been handed in. Examiners are expected to mark them before Tripos examinations start.

Extended Essays (Parts IB and II) and Dissertations (Part II) are marked anonymously. Candidates use their candidate number. For this reason, supervisors are not permitted to mark work that they have supervised. Moreover, if a marker of an extended essay or dissertation has reason to believe that they know the identity of the author, they should contact the Chair of Examiners so that alternative arrangements can be made.

Students must obtain the Chair of Examiner's approval for their proposed titles for extended essays and dissertations during Michaelmas Term. If they wish to later change their title(s), they must seek the Chair's approval to do so. **Submitted extended essays and dissertations that are irrelevant to the approved title will incur the same penalty as irrelevance in sat Tripos exams.**

For dissertations, markers will directly award a raw mark to a candidate, and either enter it into the Exams² system, or report it to the Faculty Office to be entered on their behalf.

For extended essays, markers should mark both essays separately. They should then enter *both* marks into the Exams² system (or report them to the Faculty Office). The four marks (two marks per essay) are given equal weight in calculating the final mark. (Ordinarily, a marker's raw mark for a candidate's extended essays is the *unrounded* average of the two marks for the two essays. However, since supervisors are not permitted to mark their supervisees' work, there may be cases when a single candidate needs to have three or four markers for their essays.)

Example: if a marker gives marks of 74 and 67 for a candidates' two essays, the marker should report both marks, and the raw mark from that marker will be 70.5.

Attending examinations

At the start of each Tripos examination, an examiner (normally one of the two with responsibility for that paper) attends for the first twenty minutes in order to answer questions put by candidates, where this is appropriate. The Chair of Examiners should attend the General Paper examinations for Part IB and Part II. A gown must be worn.

Marking examination scripts

In all parts of the Tripos, students are allocated candidate numbers to preserve their anonymity.

For subject papers, markers should mark the answers in each script separately, according to the Grade Descriptors in the Appendix. To calculate a raw mark for that script, they should take the average (rounded to the *nearest integer*) of the individual marks for each answer. This raw mark is then entered into the Exams^2 system (or reported to the Faculty Office to be entered into the system on their behalf). Markers will find it helpful to keep notes on each answer of each script that they mark, in case that script needs to be discussed during the moderation or reconciliation process.

Example: if a marker awards 74, 65 and 72 for a candidate's three answers, the marker should report a single raw mark of 70 for that candidate.

Rough and preliminary work should **not** be marked or used in the determination of a mark. This includes any work entered in a 'Rough Work' booklet (in exams that provide such a booklet, e.g. the Part IA Formal Methods paper); crossed-out work; or preliminary notes and plans.

If a candidate answers more questions than the exam rubric asks for, then they will be marked only on the first answers provided (up to the number of answers requested by the rubric). The same applies to questions in an EITHER/OR format: if a candidate provides answers to both disjuncts, then they will only be marked on the first answer provided. (In accordance with the above, answers that have been crossed out or otherwise indicated to be merely rough or preliminary work will not be counted toward the number of answers given.)

Example: a candidate answers three questions in Section B of the IA Formal Methods paper, although the rubric asks candidates to only answer two questions. They will be marked on the first two answers provided.

Example: a candidate writes four essays in their exam for Part II Metaphysics, but crosses out the second essay. They will be marked on the first, third, and fourth essay.

For the General Paper, markers should mark each script according to the Grade Descriptors in the Appendix, and enter that mark into the Exams^2 system (or report it to the Faculty Office).

Part IA

At Part IA, one examiner will be assigned as "marker", and the other as "moderator". Immediately after the examination, scripts are made available to the marker.

The marker, after marking the whole batch, chooses the 10% of scripts that seem most problematic and labels them as "P". Any failing script *must* be regarded as problematic. Other reasons to regard a script as problematic include illegibility; irrelevance; shortness; mixtures of very poor and very good features (e.g. good ideas badly expressed).

Then from among the non-problematic scripts the marker selects the highest, the lowest, and those closest to the following marks: 70; 65; 60; 55; 50. The marker should label each such script 'C' (for 'calibration').

The marker should then either indicate on the Exams^2 system which scripts are 'P' and 'C', or else pass that information to the Faculty Office to be entered into the system for them. In

the case of the IA Formal Methods paper, the marker should also forward to the moderator the marking scheme used.

The moderator is then informed which scripts are 'P', which scripts are 'C', and what marks the 'C' scripts received (the moderator does **not** receive the marks for the 'P' scripts). The moderator then marks only those scripts which have been marked 'P' or 'C'. Moderators should clearly distinguish in their activities between 'P' scripts that they are looking at because the first marker is unsure of them, and 'C' scripts sampled for calibration purposes. If there are significant disagreements between marker and moderator with 'C' scripts, then the moderator may sample more scripts to ascertain whether there is a calibration problem with marks at that level.

Parts IB and II

At Parts IB and II, each script is independently marked by the two examiners responsible for that paper, who do not consult one another before the Reconciliation Meeting except with the agreement of the Chair of Examiners (see "Advance Reconciliation" below). Immediately after each examination, scripts are made available to both markers. Both markers report a mark for each script, as per the above.

Illegible scripts

The Faculty follows the University's [Guidance for transcribing illegible scripts](#). If an Examiner considers a script to be illegible, they should (as per the above Guidance) gain the written agreement of the Chair of Examiners that the script is illegible. If the Chair of Examiners agrees, the script will be sent to Exam Arrangements for transcription by the student's College.

It should be noted that transcription delays the marking process, and can be distressing for the student (who will be required to assist with the transcription process); some Colleges also pass on the cost of transcription to the student in question. This procedure should therefore only be followed in cases where so little of the script is legible that marking it as is would seriously disadvantage the student.

Moderation and Reconciliation

The marking of scripts is followed by a Moderation meeting (for Part IA) or a Reconciliation meeting (for Parts IB and II). All markers (and moderators, for Part IA) should attend this meeting, unless given leave by the Chair to conduct the necessary business remotely.

Prior to each meeting, the Chair should make a note of relevant statistics concerning the distribution of marks for different papers. These may be used to inform the discussions between markers (or between markers and moderators at Part IA). If necessary, the relevant Board of Examiners may choose to rescale all marks for a given paper in light of these statistics.

Moderation (Part IA)

In the case of the 'P' scripts, the second mark is treated in the same way as in Parts IB and II: i.e. the script is marked independently, and if the two marks differ then they are reconciled in accordance with the procedure described under "Reconciliation" below.

In the case of 'C' scripts, the purpose of the second marking is only to assess whether the first marker has applied appropriate standards generally. So differences between the markers are used only as a basis for a discussion at the reconciliation meeting about whether the first marker's marks need to be scaled across the board. Whether to apply such a rescaling is decided by the Part IA Board of Examiners. This decision may also take into account the statistics concerning mark distributions across different papers.

Markers and moderators should use a marker/moderator form (provided) to record (briefly) the results of any changes made to marks in light of moderation.

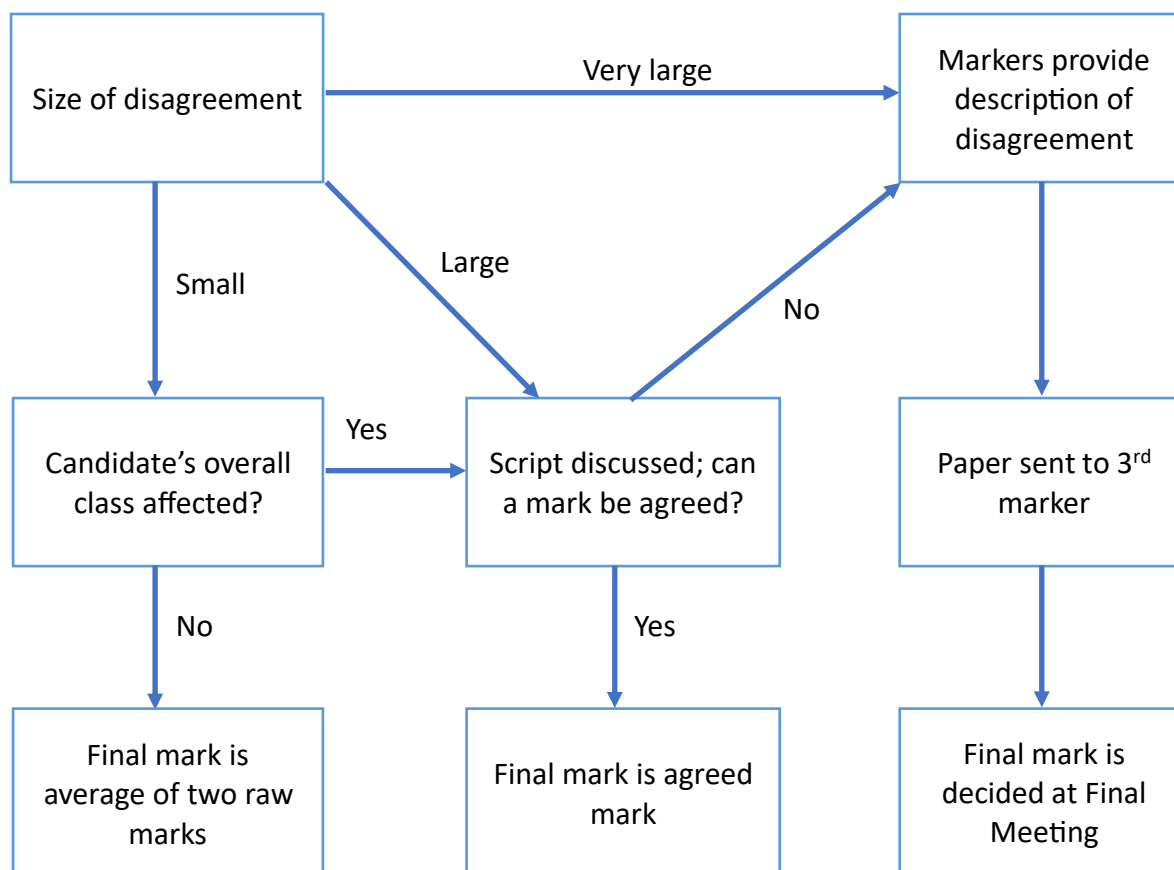
It is the responsibility of the Chair to select scripts to be read by each of the external examiners. These will include all failures, and a range of disputed and borderline cases.

Reconciliation (Parts IB and II)

At Parts IB and II, each exam script, pair of extended essays, and dissertation will have received two raw marks, one from each marker. Note that in the case of extended essays, the raw mark assigned to an essay pair is the *unrounded* average of the marks awarded to each essay. As a result, this raw mark may contain a half mark.

In the event that the raw marks from the markers are not the same, we use three methods to arrive at a final mark. (See flowchart below.)

1. If the difference between the two raw marks is small and could not affect the candidate's class, then the final mark is the unrounded average of the two raw marks.
2. If the difference between the two raw marks is very large, then the two markers should prepare a brief statement explaining the nature of their disagreement.
3. If the difference between the two raw marks is large, OR the difference is small but could affect the candidate's overall class, then the two markers discuss their disagreement and attempt to reach an agreed mark (i.e. to "reconcile" their marks).
 - a. If they succeed in reaching agreement, then that mark is recorded as the final agreed mark.
 - b. If they are not able to reach agreement, then they should prepare a brief statement explaining the nature of their disagreement.



The Chair of Examiners decides what is to count as a “small”, “large”, or “very large” disagreement in the light of the overall incidence of disagreements; but as a rule of thumb, “small” usually means less than 10 marks, “large” usually means 10 to 14 marks, and “very large” usually means at least 15 marks.

In the above, a disagreement will be considered to potentially affect a candidate’s class if it could do so *together with all other disagreements for that candidate* (in other words, if the result of taking the higher raw mark for each of their papers would be a different class from the result of taking the lower raw mark for each of their papers). The Chair of Examiners may determine that reconciliation should initially only be done for cases where the disagreement could affect the candidate’s class **and** is above a certain size (e.g. 5 marks). If so, then after this first round of reconciliations have been performed, a disagreement will be considered to potentially affect a candidate’s class if it could do so together with all as-yet-unreconciled disagreements for that candidate. Such disagreements should either be discussed in the latter stages of the reconciliation meeting, or in the Final Meeting.

Note that for extended essays, raw marks may contain half marks (per the above); hence, if the final mark is determined by averaging (i.e. in case 1), then the final mark may include a quarter or a three-quarter mark. This is the only circumstance when a quarter or three-quarter mark could arise in the final mark.

Where a mark has not been agreed by the two examiners (i.e. in cases 2 and 3b above), the examiners' statement explaining the disagreement is passed to a third marker. This is usually the External Examiner, but an internal examiner (including the Chair of Examiners) may also be used at the discretion of the Chair of Examiners. If necessary, Faculty Board may appoint new assessors to act as third markers. The third marker re-reads the script and recommends a final mark, which may be at any point in the range between the two raw marks (including the endpoints). This final mark is proposed, with reasons, at the Final Meeting, where the final mark is decided (see below).

For any borrowed paper, the final mark recorded for that paper is the final mark received from the Faculty or Department from which the paper is borrowed. That mark will be used in the determination of whether the candidate's class could potentially be affected by reconciliation.

Advance Reconciliation

Should they wish to do so, the examiners for a paper may meet to reconcile some of their marks in advance. If they wish to do so, they should notify the Chair of Examiners, and must meet **only** after all scripts have been independently marked and the marks have been entered into the Exams² system. They should follow the reconciliation procedure as specified above for large and very large disagreements, and communicate their results to the Chair. Note that it will not be possible to determine, in advance of the Reconciliation Meeting, which small disagreements require reconciliation. Examiners who have undertaken advance reconciliation should therefore still attend the Reconciliation Meeting.

Where the examiners for a paper have reconciled on a script in advance, their agreed mark will be used in the determination of whether the candidate's class could potentially be affected by reconciliation.

If an examiner finds that they will be unable to attend the Reconciliation Meeting in person or remotely, they should notify the Chair of Examiners as soon as possible. In this case, the examiner should arrange to meet with examiners who have marked the same scripts or extended essays as them, in advance of the Reconciliation Meeting (but **after** both examiners have independently marked all scripts and entered the results into the Exams² system). Note that this may include meetings to discuss General Paper scripts and extended essays for which they were the reserve marker. In these meetings, the examiners should follow the procedure above for large and very large disagreements; in addition, the Chair of Examiners may instruct the examiners to reconcile on whatever other scripts the Chair deems appropriate. The results of all such discussions should be communicated to the Chair.

Final Meeting of Examiners

The Chair of Examiners is responsible for arranging the final examiners' meeting. All examiners must attend this meeting unless special dispensation has been given by the Vice-Chancellor. The form to request non-attendance is available at https://universityofcambridgecloud.sharepoint.com/sites/AD_ExamOperationsandMitigatingCircumstances/SitePages/Information%20for%20Examiner%27s.aspx#examiner-meetings. Assessors do not normally attend the final meeting. An agenda and minutes are required, which are retained indefinitely (see "Data Retention Policy" below).

Final marks

For any case that required a third marker, the mark they recommend will be proposed at the Final Meeting. There is the opportunity for this mark to be discussed by the two original markers and the third marker. The final mark will be decided by the Board of Examiners.

All other final marks should be reviewed and double-checked for accuracy at this stage.

Overall marks

Once the final marks for each paper (and dissertation) have been settled, each candidate will be assigned an “overall” mark for the Tripos Part in which they were examined. All overall marks are given to one decimal place, and are computed as follows.

Part IA

At Part IA, the Formal Methods paper (Paper 5) carries half the weight of the other four papers. So, a candidate’s overall mark at Part IA is given by this formula, rounded to one decimal place:

$$\frac{(2 \times (P_1 + P_2 + P_3 + P_4)) + P_5}{9}$$

where P_n is the agreed final mark for Paper n .

Example: if a student respectively receives marks of 63, 67, 68, 71, 70 for Papers 1–5, their overall mark shall be 67.6.

Part IB

If a candidate at Part IB has *not* taken the Experimental Psychology Paper, then their overall mark for Part IB is given by the average of their final marks in the five individual papers that they have taken (including the General Paper), rounded to one decimal place.

Example: a candidate (not taking Experimental Psychology) has received marks of 64.5, 66, 67.25, 70, and 70.5 for their individual papers. Then their overall mark for Part IB shall be 67.7.

If a candidate at Part IB *has* taken the Experimental Psychology paper, then that paper carries twice the weight of that candidate’s other papers; candidates who elect to take Experimental Psychology do not sit the Part IB General Paper. Such a candidate’s overall mark at Part IB is therefore given by the following formula, rounded to one decimal place:

$$\frac{P_a + P_b + P_c + (2 \times E)}{5}$$

where E is the final mark for Experimental Psychology (received from NST) and P_a , P_b , and P_c are the final agreed marks for the candidate’s other three papers.

Example: a candidate receives a mark of 64 for Experimental Psychology and marks of 64.5, 68, and 72 for their other three papers. Then their overall mark for Part IB shall be 66.5.

Part II

A candidate's overall mark for Part II is given by the average, rounded to one decimal place, of the following five marks:

- The final marks for the four subject papers that they have taken; and
- either their final General Paper mark or their final dissertation mark, as appropriate.

Overall classes

Each candidate will receive an overall class for that Tripos Part in which they were examined. At each Part of the Tripos, a candidate's overall class for that Part will be determined as follows:

- a) If the overall mark is at least 40 but less than 50, then the overall class is **3rd**.
- b) If the overall mark is at least 50 but less than 60, then the overall class is **2.ii**.
- c) If the overall mark is at least 60 but less than 68.5, then the overall class is **2.i**.
- d) If the overall mark is at least 68.5, then:
 - i. if, in addition, at least two papers received a final agreed mark of at least 70, then the overall class is **1st**;
 - ii. otherwise, the overall class is **2.i**.

In applying the rule (d).i, both Part IB Experimental Psychology and Part IA Formal Methods count as a *single* paper (despite their different weights in calculating a student's overall mark). Where a candidate is moved from one class to another as a result of applying these rules, their recorded overall mark shall remain unchanged.

The examiners have discretion to award a mark of distinction ('starred first') to candidates whose scripts exhibit the qualities of first-class answers to an exceptional degree.

The Final Meeting will then draw up the class list. Classes of candidates are usually decided in order of their average mark. Cases which are not in doubt are decided in blocks, but borderline candidates are always discussed individually. If a borderline candidate has submitted an impact statement along with any coursework then the examiners should take it into consideration at this point. Candidate numbers are decoded only after the class list has been agreed.

Consolidated marks and classes

Candidates at Part II will receive, in addition to their overall Part II mark and class, a "consolidated" mark and class reflecting their performance in the Tripos as a whole (referred to by the University as their "Overall Degree Classification"). In calculating the consolidated mark, Part IB would be weighted at 30% and Part II would be weighted at 70%. The consolidated mark is therefore determined by the following formula, rounded to one decimal place:

$$\frac{(3 \times M_{IB}) + (7 \times M_{II})}{10}$$

where M_{IB} is the overall mark for Part IB and M_{II} is the overall mark for Part II.

A candidate's consolidated class for the Tripos will be determined as follows:

- a) If the consolidated mark is at least 40 but less than 50, then the consolidated class is **3rd**.
- b) If the consolidated mark is at least 50 but less than 60, then the consolidated class is **2.ii**.
- c) If the consolidated mark is at least 60 but less than 68.5, then the consolidated class is **2.i**.
- d) If the consolidated mark is at least 68.5, then:
 - i. if, in addition, at least two papers at Part II received a final agreed mark of at least 70, then the overall class is **1st**;
 - ii. otherwise, the overall class is **2.i**.

Where a candidate is moved from one class to another as a result of applying these rules, their recorded consolidated mark shall remain unchanged.

Where a candidate has transferred into Part II of Philosophy from another Tripos, their consolidated mark will be determined on the basis of their second-year results in that other Tripos (weighted at 30%), together with the results they have received for Part II of the Philosophy Tripos (weighted at 70%). Where the original Tripos does not give the second-year result as a mark out of 100, the second-year result will be renormalised to yield a mark out of 100. The candidate's consolidated class will then be determined as above, in line with the University's [Guidance on Marking Standards and Classing Conventions](#).

The same process is followed for Medicine students who are taking Philosophy for Part II: they will receive an Overall Degree Classification for their preclinical course based on their Part IB MedST results and their Part II Philosophy results.

Conclusion of meeting and final class list

At the end of the meeting examiners will have an opportunity to consider any recommendations they may wish to make to the Faculty Board concerning the conduct of future examinations. After the meeting, the Chair submits the class lists, as agreed, and signed by all examiners, to the Board of Examinations. The final class list is the responsibility of all the examiners.

Plagiarism

Examiners should familiarise themselves with the University's webpages on Plagiarism and Academic Misconduct (<https://www.plagiarism.admin.cam.ac.uk/>), and the Faculty's policy on plagiarism (available on the Faculty website via <https://www.phil.cam.ac.uk/curr-students/ugrads-exam-folder>).

Any examiner or assessor who has reason to suspect plagiarism or other forms of academic misconduct in work submitted for examination should report this to the Chair of Examiners immediately, using the Concern Form available as Appendix 1 of the document "How to

investigate and sanction suspected academic misconduct”, available via <https://www.plagiarism.admin.cam.ac.uk/investigating/staff-guidance>.

Submitted coursework will be analysed by Turnitin software, with the results made available to the relevant examiners.

Note that University guidelines specify that students must be the authors of any work that they submit for assessment, and that the use of artificial intelligence platforms to compose such work therefore constitutes a form of academic misconduct. See <https://www.plagiarism.admin.cam.ac.uk/what-academic-misconduct/artificial-intelligence>.

Student administration and records

(Grade roster/HEFCE Requirements for Student Records)

Student Records and Statistics are required to provide to all students a written transcript of their academic achievements. The marks reported for each candidate shall be their numerical mark for each paper, their overall mark for their Part, and their overall class; and, if applicable, their consolidated Tripos mark and class.

Reports on Examinations

Examiners' Reports

The first examiner for each paper, consulting with the second examiner (or, in the case of Part IA, the examiner, consulting with the moderator), writes a report on the performance in that paper. Examiners are expected to make overall comments, **and comments on the answers to individual questions** or at least state how many candidates answered each individual question. After Faculty Board has considered individual reports, they will be made available to students. Examiners may also make confidential comments for the attention of the Faculty Board only.

The Faculty Office will send out a reminder about submitting reports.

All reports are considered by the Faculty Board at its October meeting and once approved are placed online.

Report by the Chair of Examiners

The Chair of Examiners writes a report on the overall conduct and standard of the examination. This report is considered by the Faculty Board at its October meeting, under reserved business.

Reports by External Examiners

The main role of External Examiners is to ensure that examination and assessment procedures are fair and fairly operated, and that the standards applied are comparable with those of institutions of a similar academic level. The General Board issues guidelines covering the arrangements for External Examiners. Each external examiner is required to write a report for the Vice-Chancellor. The University's Education Committee then forwards these reports to the Faculty, asking it to respond to any points raised. The reports are

considered by the Faculty Board in October, together with all the other reports, and changes are made where appropriate. The Guidelines for Examiners are revised annually to take account of any changes to examining procedures agreed by the Faculty Board.

The University recommends that external examiners reports are released in full to students except where they contain information of a 'confidential nature'. The Senior Administrative Assistant writes to each external examiner asking for permission to make their reports, or an edited version, available to students.

Data Retention Policy

All Examiners and Assessors should note the Faculty's Data Retention Policy and handle information connected to the examinations accordingly. The following policy applies to the examinations forming the Philosophy Tripos, Parts IA, IB and II. At the end of the relevant retention period(s), data is either destroyed or anonymised and used for statistical purposes. For further guidance, see the General Board guide on examinations data, records, and scripts at <https://www.educationalpolicy.admin.cam.ac.uk/policy-index/assessment>.

Routinely available data

<i>Data</i>	<i>Retention period</i>	<i>Accessible through:</i>
Final Mark Book Overall numerical marks for each individual paper, as agreed by the Board of Examiners at their final meeting. (More detailed breakdowns of marks are not available.)	Indefinitely	College Director of Studies or Senior Tutor's Office or Faculty Contact

Data available on request in writing only

<i>Data</i>	<i>Retention period</i>	<i>Accessible in writing through:</i>
Minutes of final examiners' meetings	Indefinitely	Faculty Contact
Examiners' raw marks	One month after publication of class lists	Faculty Contact

Chair of Examiners

Dr Neil Dewar
Email: nad42@cam.ac.uk
Faculty of Philosophy
Raised Faculty Building
Sidgwick Site
Cambridge CB3 9DA

Faculty Contact

Ms Eleanor Hammersley
Email: ekh46@cam.ac.uk
Faculty of Philosophy
Raised Faculty Building
Sidgwick Site
Cambridge CB3 9DA

Release of data under this policy does **not** constitute a formal subject access request under data protection legislation. Formal requests for access to all other personal data should be

directed to the University's Information Compliance Office (<https://www.information-compliance.admin.cam.ac.uk/data-protection/subject-access-request>).

The Faculty adheres to the University's policy covering aspects of examinations and examinations data. There is no requirement under the data protection legislation to release examinations scripts to candidates, and therefore no requirement for Faculties to return scripts to candidates.

Appendix: Grade Descriptors

In all these grade descriptors, evaluative terms like 'deficiencies' and 'strengths' should be interpreted relative to the Part being examined. For instance, the standard for 'extensive advanced knowledge' (as stated in the Upper Second higher range descriptor) should be higher at Part II than it is at Part IA.

Examiners are reminded that the (normal) practice of averaging marks for individual questions to arrive at a mark for a paper, and then averaging the various marks for all the papers to arrive at a final overall mark, will tend to compress those final marks into a relatively narrow band. If the spread of final marks is to reflect the spread in the examination performances, then the full range of marks for individual questions, as described in the grade descriptors, should be regularly used. Markers are reminded in particular of the great importance of not disadvantaging Cambridge undergraduates by being grudging with first-class marks for any part of the Tripos. While examiners may reasonably wish to resist grade-inflation, first-class work should be clearly marked as such.

Fail, lower range [0 to 9]

Work in this category shows no attempt to answer the question set.

Fail, higher range [10 to 39]

Work in this category shows an attempt to answer the question set. It may display some basic knowledge of the topic. Yet it is almost wholly inaccurate, incoherent, completely lacking in detail, completely disorganized, lacking any breadth of reference or almost completely unfocused on the wording of the question set. Work at the lower end of this category will have more than one of these defects.

Third, lower range [40 to 44]

Work in this category shows some basic knowledge of the topic. Yet it displays extensive serious deficiencies in terms of its accuracy, coherence, detail, organisation, appropriate breadth of reference, or focus on the wording of the question set.

Third, higher range [45 to 49]

Work in this category shows some basic knowledge of the topic. Yet it displays some serious deficiencies in terms of its accuracy, coherence, detail, organisation, appropriate breadth of reference, or focus on the wording of the question set.

Lower second, lower range [50 to 54]

Work in this category shows extensive basic knowledge of the topic. Yet it also shows extensive deficiencies in terms of its accuracy, coherence, detail organisation, appropriate breadth of reference, or focus on the wording of the question set. However, a significant proportion of what is written does apply relevant information and argumentation to the question set. Achieving this mark on a question therefore signifies that the candidate has firm control of at least some of the essential points.

Lower second, higher range [55 to 59]

Work in this category shows extensive basic knowledge of the topic. Yet it also shows some deficiencies in terms of its accuracy, coherence, detail, organisation, appropriate breadth of

reference, or focus on the wording of the question set. But a significant proportion of what is written does apply relevant information and argumentation to the question set. Achieving this mark on a question therefore signifies that the candidate has firm control of most of the essential points.

Upper second, lower range [60 to 64]

Work in this category shows extensive basic knowledge of the topic and some advanced knowledge of the topic. It shows some strengths, and few deficiencies, in terms of its accuracy, coherence, detail, organization, appropriate breadth of reference; and it is closely focused on the wording of the question set.

Upper second, higher range [65 to 69]

Work in this category shows extensive advanced knowledge of the topic. It shows strengths in most of the following areas: accuracy, coherence, detail, organization, appropriate breadth of reference; and it is closely focused on the wording of the question set. In addition, work in this category will normally contain a detailed and broad-based engagement with the relevant material.

First, lower range [70 to 74]

Work in this category shows all the merits of higher range Upper second class work. Yet it goes beyond such work in terms of the range of relevant material that it discusses and also in its level of precision or clarity or sophistication of argument.

First, middle range [75 to 79]

Work in this category shows excellent command of the topic. It shows strengths in all of the following areas: accuracy, coherence, detail, organization, appropriate breadth of reference; and it is closely focused on the wording of the question set. It goes beyond higher range Upper Second class work in terms of the range of relevant material that it discusses and also in its level of precision or clarity or sophistication of argument.

First, higher range [80 to 85]

Work in this category shows all the merits of middle range First class work. Work in this category will also approach the question set from an unexpected angle, or will contain unusually elegant, illuminating, or original passages; in addition to at least one of the last two qualities, it may also be especially well illustrated in a relevant fashion.

When marking, examiners should bear in mind the following points.

SpLD Candidates

Candidates with specific learning disabilities are marked with 'D' on the marking grids. The Faculty's policy on such candidates is to not penalize minor errors of spelling and wording. This applies to written examinations only (i.e. not to extended essays and dissertations).

General paper

A special issue arises with respect to the General paper for Parts IB and II, where candidates are given a number of short titles rather than specific questions. The title of the candidate's essay must be the wording given in the relevant question. A candidate may add a subtitle to create greater focus, but the essay should be assessed for relevance based on the title, as well as on the subtitle (if any). Work which does not fall within any reasonable interpretation of the title incurs the same penalties as does irrelevant work in other papers.

Recycled Material

The Tripos Examination aims to test the breadth as well as the depth of candidates' knowledge. Accordingly, candidates should in general not receive additional credit for material already submitted for examination.

Obviously, this rule cannot be completely hard and fast. For instance, an argument that is well known in one area of the subject certainly merits credit when reused in some novel and interesting connection. However, the rule does apply if in the examiners' judgment a candidate is using essentially the same content to make essentially the same point.

The intention is also that the rule be applied proportionately. Clearly then the reuse of, say, a few sentences cannot invalidate the answer where they reappear. And it is also acceptable for a student to report in one essay a point or argument from another, as a premise for then continuing and expanding on that idea. Examiners are asked (as always) to use their judgement, to ensure that withholding of marks only applies to cases of substantial recycling.