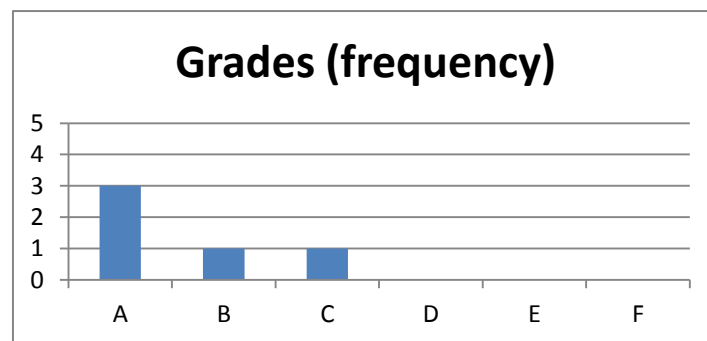


PSY-3005 exam Spring 2015, Grading and results

The exam for "PSY-3005 Attitudes" was a home essay. The students' instructions for how to *write* the essay were also the examiners' guidelines for how to *evaluate* it (see the Appendix). The examiners graded all exams using these guidelines plus the university's general "karakterskala" that defines the meaning of each grade verbally (see the next page). The examination committee comprised one internal examiner (the course teacher) and one external examiner (a psychologist from the University of Oslo; this examiner is a native speaker of Norwegian). The committee received the exams in an anonymous form, namely with candidate numbers written onto them instead of the student names.

Here is the exam result for the class:



100% of the essays received a grade of C or better. That is an excellent result.

Bokstavkaraktertrinnene gis følgende betegnelse og generell, kvalitativ beskrivelse:

Symbol	Betegnelse	Generell, kvalitativ beskrivelse av vurderingskriterier
A	Fremragende	Fremragende prestasjon som klart utmerker seg. Kandidaten viser svært god vurderingsevne og stor grad av selvstendighet.
B	Meget god	Meget god prestasjon. Kandidaten viser meget god vurderingsevne og selvstendighet.
C	God	Jevnt god prestasjon som er tilfredsstillende på de fleste områder. Kandidaten viser god vurderingsevne og selvstendighet på de viktigste områdene.
D	Nokså god	En akseptabel prestasjon med noen vesentlige mangler. Kandidaten viser en viss grad av vurderingsevne og selvstendighet.
E	Tilstrekkelig	Prestasjonen tilfredsstiller minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
F	Ikke bestått	Prestasjon som ikke tilfredsstiller de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og selvstendighet.

The above-mentioned letter grades (from A-F) have the following designations and general qualitative descriptions:

Symbol	Designation	General, qualitative descriptions of the assessment criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree judgement and independent thinking.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

PSY-3005 Attitudes V2015:

Examiner guidelines

“PSY-3005 Attitudes” is an English-taught course in the Masters program Psychology. The Spring-2015 class included first- and third-semester MA students, some of them international exchange students.

Before being allowed to submit an essay, all students had to successfully complete the following pass/fail-evaluated coursework:

- an individual, formal presentation to the class (ca. 15 minutes), plus ...
- a minimum of seven written homework assignments (ca. ½ page each).

Although that was a considerable amount of work for the students, the study transcript will later show only the grade for the essay (A to F).

The students received detailed instructions for how to write their essay. These are shown on the next two pages. **The students’ instructions shall also be the guidelines for the examination process.**

If there are any questions, then please contact me: frank.siebler@uit.no

Two pages with the students’ instructions follow =>

PSY-3005 Ten-page home essay: Instructions

Elements: You need all of the following (everything in APA style):

- A coverpage with the essay's title, your anonymous candidate number, the course code (PSY-3005), the university and department names, and the current semester
- A circa ¼ page abstract, on a page of its own
- 10 pages of text (normal margins, line-spacing 1.5; one or two useful figures or diagrams are welcome, but do not count as text)
(Less than 9 pages or more than 15 pages or stretching a too-short text body to 10 pages with generous formatting = "Fail")
- References list

Suggested structure of the 10 pages: Recommended, but not binding:

- Introduction (ca 2 pages)
- Theory part A (ca 3-4 pages)
- Theory part B (ca 3-4 pages)
- Discussion (ca 2 pages)

In the Introduction, give a preview / an overview / a roadmap of the rest of your essay (it is easiest if you write the Introduction after everything else is done). In Theory part A, describe one important theory or measurement method or line of research, together with relevant example studies. In Theory part B, describe a theoretical advancement, together with relevant example studies (f. ex., important critique that has been raised against the theory or method from part A, or a later refinement that shows that the theory from part A "works" but only under certain conditions, or a newer theory or method that aims to replace the one from part A completely). In the Discussion, summarize your parts A and B, then draw your conclusions (f. ex., is the critique really convincing [why / why not]; is the new theory really better [why / why not]).

Examples:

- *Part A:* The ELM as an important persuasion theory; *Part B:* the HSM as an improvement over the ELM.
- *Part A:* ELM and HSM as dual-process models of persuasion; *Part B:* the Unimodel as a single-process model that aims to replace them both.
- *Part A:* The Implicit Association Test (IAT) as a measure of prejudice that people don't want to admit or are not even aware of; *Part B:* Critique against the IAT.
- *Part A:* Early research on cognitive dissonance as a cause of attitude change; *Part B:* later research that clarified under what conditions cognitive dissonance does versus does not cause attitude change.

You can freely choose any theories and methods that were covered in the course.

Completely new theories and methods are also possible, but must be agreed with me (F. Siebler) beforehand, to avoid unpleasant surprises.

Contents:

PSY-3005 is a course at the Masters level.

You shall not simply take the keywords from the seminar Powerpoint files and reformulate them into full sentences. You also shall not limit yourself to the short, second-hand descriptions of studies from the course textbook (instead, download and read the original research articles).

You shall tell a two-part theoretical story in your own words (e.g., "Theory X is in widespread use, but recently the newer theory Y has been suggested as a better alternative"). You shall back up both parts of the story with empirical evidence (e.g., "To demonstrate this, the authors set up an experiment where they ... The results of that experiment were ... These findings demonstrate that ..."). You shall draw your own, justified conclusions from the material that you have presented (e.g., "There are some differences in the terminology. However, the new theory appears to make exactly the same predictions as the old theory. Therefore, ...").