



# BACHELORS DEGREE ASSIGNMENT SPECIFICATION

## SCHOOL OF PSYCHOLOGY

|                                                      |                                                                                                                                                                                                                |                                                |                                                                                |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------|
| Student name:                                        | Anonymous assignment                                                                                                                                                                                           | Student P number:                              | n/a                                                                            |
| Programme:                                           | BSc Psychology                                                                                                                                                                                                 |                                                |                                                                                |
| Module:                                              | Experimental Psychology                                                                                                                                                                                        | Module Level (4, 5, 6):                        | 4                                                                              |
| Module code:                                         | M4X00905                                                                                                                                                                                                       | Contribution to Overall Module Assessment (%): | 50%                                                                            |
| Lecturer:                                            | Dr Kate Williams                                                                                                                                                                                               | Internal Verifier:                             | Dr Paul Hutchings                                                              |
| Assignment Title:                                    | Discuss what is meant by the mind-body problem.                                                                                                                                                                | Assignment No (x of x):                        | 1 of 1<br>CW50_1                                                               |
| Hand Out Date:                                       | 24 <sup>th</sup> October 2017                                                                                                                                                                                  | Submission deadline:                           | <u>12pm (Midday)</u><br><u>Tuesday 12<sup>th</sup></u><br><u>December 2017</u> |
| Return date of provisional marks & written feedback: | 12pm (Midday) Tuesday 23 <sup>rd</sup> January 2018<br>(Twenty clear term-time working days after the submission deadline – as documented on page 97, point 7.12.(1) in the Academic Quality Handbook 2017/18) |                                                |                                                                                |

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                   |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------|
| Referencing:                                                                             | In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have cited in order to complete this assignment, in the appropriate referencing format (i.e., APA style for Psychology).                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                   |
| Submission:                                                                              | <p><b>All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.</b></p> <p><b>Note:</b> the Turnitin version is the only submission and acts as a receipt for the student. <b>Late submission penalties will be applied to work that is not submitted by the published deadline.</b> Work which is submitted up to one week late will be capped at the bare minimum pass mark of 40% for first attempts; and 0% for re-assessment. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel. Work cannot be accepted more than one week after the submission deadline and will be recorded as a non-submission.</p> | Date: | By no later than<br><u>12pm</u><br><u>(Midday)</u><br><u>Tuesday</u><br><u>12<sup>th</sup> Dec</u><br><u>2017</u> |
| Lecturer to tick to indicate if a hard copy version of the assignment must be submitted. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | YES                                                                                                               |
|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | NO X                                                                                                              |

**DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**

**Please ensure that your submission to Turnitin is one complete word document of your assignment (do not attempt to upload multiple documents). Please ensure that your name and/or p-number are NOT on your assignment, as it should be anonymous to the marker.**

| Learning Outcomes tested<br>(from module syllabus)                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Understand the historical roots of the development of psychology as a science.</li> <li>2. Show knowledge of the development of different experimental techniques over time and the ethical issues associated with them.</li> <li>3. Demonstrate understanding of the modern integration of multiple perspectives within experimental psychology.</li> <li>4. The ability to present work through appropriate media.</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify important developments in experimental psychology.</li> <li>2. Describe specific experimental techniques and associated methodological and ethical debates and issues.</li> <li>3. Recognise the multiple perspectives and founding concepts upon which modern experimental approaches are based.</li> <li>4. Present work through the required media.</li> </ol> |

## TASK DESCRIPTION

**ASSESSMENT TYPE: WRITTEN ESSAY**

**ASSESSMENT/COMPONENT: CW50\_1**

**COMPONENT WEIGHTING: 50%**

**WORD COUNT: 1,500 ( $\pm$  10%) words**

**MODULE TUTOR: Dr Kate Williams**

**ASSIGNMENT TITLE: Discuss what is meant by the mind-body problem.**

### **TASK DESCRIPTION:**

In one 1,500 ( $\pm$ 10%) word assignment you should discuss what is meant by the mind-body problem. You should explain what the mind-body problem is, and discuss the account of the problem put forward by Rene Descartes. You should also discuss how more contemporary figures have attempted to solve the mind-body problem and the new ways that were proposed to conceptualise the mind. You should include philosophical accounts/arguments, provide criticisms to the arguments put forward by Descartes, and highlight that for some thinkers the mind-body problem is not a problem at all. It is important that you include empirical literature from reliable peer-reviewed sources in your work.

Your assignment must follow the academic conventions for Psychology and the guidance provided in your handbook and the Academic Study Skills module should be adhered to. Primary and secondary sources must be cited appropriately both within the text and in your reference list, and all references must be in the APA referencing style.

Please see the guidance notes below in relation to the assessment criteria for this assignment.

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE:** The guidance offered below is linked to the five common assessment criteria overleaf.

| Common Assessment Criteria Applied     | Specific guidance in relation to each assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research-informed Literature           | Your work must be informed and supported by scholarly material that is <i>relevant</i> to and <i>focused</i> on the assignment question set. You must provide <i>evidence</i> of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the APA referencing system for referencing and citing of sources. Your assignment must include extensive reference to key primary sources.                                                                                                                                                                                                                                                                                                               |
| Knowledge and Understanding of Subject | Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. <i>Knowledge</i> relates to the facts, information and skills you have acquired through your learning. You demonstrate your <i>understanding</i> by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, methods, theories, etc. appropriate to the assignment question set. You should be able to explain these meaningfully to show your understanding. Your mark/grade will also depend upon the <i>extent</i> to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage. |
| Analysis                               | Your work must contain evidence of logical and critical thinking, analytical thinking, and synthesis. At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work.                                                                                                                                                                                                                                          |
| Research and problem-solving skills    | You must be able to demonstrate, through the information you choose to present in your essay, that you have the skills and ability to research relevant literature to suitably inform your essay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Academic and Professional Skills       | Your assignment must be well written, professionally presented with appropriate use of sources and excellent referencing throughout. All references must be in APA style.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

# MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

| Common Assessment Criteria Applied                                                                                                                                                                                         | Marks available | Marks awarded |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.                                                        |                 |               |
|                                                                                                                                                                                                                            |                 |               |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                                            |                 |               |
|                                                                                                                                                                                                                            |                 |               |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                                         |                 |               |
|                                                                                                                                                                                                                            |                 |               |
| <b>4. Research and problem-solving skills</b><br>Deployment of appropriate research methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. |                 |               |
|                                                                                                                                                                                                                            |                 |               |
| <b>5. Academic and Professional Skills</b><br>Professional: individual and collaborative working; deployment of appropriate media; presentation and organisation.                                                          |                 |               |
|                                                                                                                                                                                                                            |                 |               |

|                                                                                                                                                                                                            |                                                        |         |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------|----------|
| <b>Assignment Mark</b> (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. ) | <b>Late Submission Penalties (tick if appropriate)</b> |         | <b>%</b> |
|                                                                                                                                                                                                            | Up to 1 weeks late                                     | 40% Max |          |
|                                                                                                                                                                                                            | Over 1 week late                                       | 0%      |          |

# COMMON ASSESSMENT AND MARKING CRITERIA

|                                                                                                                                                                                                                                                                                                                          | OUTRIGHT FAIL                                                                                                                                                                                  | UNSATISFACTORY                                                                                                                                                                                                         | SATISFACTORY                                                                                                                                                                                                                                                  | GOOD                                                                                                                                                                                                                                                                                     | VERY GOOD                                                                                                                                                                                                                                                                                                      | EXCELLENT                                                                                                                                                                                                                                                                                                    | EXCEPTIONAL                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment Criteria                                                                                                                                                                                                                                                                                                      | 0-29%                                                                                                                                                                                          | 30-39%*                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                                                                                        | 50-59%                                                                                                                                                                                                                                                                                   | 60-69%                                                                                                                                                                                                                                                                                                         | 70-79%                                                                                                                                                                                                                                                                                                       | 80-100%                                                                                                                                                                                                                                                                        |
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions                                                                                                                                                       | Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.                                                               | Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.                                                               | References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.                                                                                            | Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.                                                                                                                                    | Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.                                                                                              | A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.                                                                                                                       | Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.                                                                     |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                                                                                                                                          | Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.                                                                                                 | Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.                                                                                                                                 | Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.                                                                                                                                                             | Knowledge is accurate with a good understanding of the field of study.                                                                                                                                                                                                                   | Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.                                                                                                                                                                                                                  | Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.                                                                                                                                   | Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.                                                                                                                           |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                                                                                                                                       | Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. | Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance. | Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant | Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant | Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations. | Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.         | Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions |
| <b>4. Research and problem-solving skills</b><br>Effective deployment of appropriate research methods, materials, tools and techniques. Extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts<br><br>Formulation of innovative and creative solutions to solve problems. | Limited or no use of appropriate research methods, materials, tools and/or techniques.<br><br>Little or no appreciation of the context of the application.                                     | Rudimentary application of appropriate research methods, materials, tools and/or techniques but without consideration and competence.<br><br>Flawed appreciation of the context of the application.                    | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.<br><br>Basic appreciation of the context of the application.                                                                        | A good and appropriate application of standard methods, materials, tools and/or techniques.<br><br>Good appreciation of the context of the application, with some use of examples, where relevant.                                                                                       | A very good application of a range of methods, materials, tools and/or techniques.<br><br>Very good consideration of the context of the application, with perceptive use of examples, where relevant.<br><br>Evidence of some innovation and creativity.                                                       | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples.<br><br>Application and deployment extend beyond established conventions.<br><br>Innovation and creativity evident throughout. | Outstanding levels of application and deployment skills.<br><br>Assimilation and development of cutting edge processes and techniques.                                                                                                                                         |
| <b>5. Academic and Professional Skills</b><br>Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.             | Academic format/structure is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.                   | Academic format/structure is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence                                  | Academic format/structure is suitable but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.                                        | Academic format/structure is in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.                                                                  | Academic format/structure is consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.                                                                                       | Academic format/structure is consistent and professional. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.                                                         | Academic format/structure is of exceptionally high standard. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.                                    |