

While we gather, go to this padlet and indicate which issues/challenges you would like to talk about today.



<https://manchester.padlet.org/msassrb2/ENexammarking>



Economics Network  
Exam Marking Workshop  
May 2023

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TODAY'S PRESENTERS

  
 Chris Wilson  
Loughborough

  
 Jon Guest  
Aston

  
 Annika Johnson  
Bristol

  
 Ashley Lait  
Economics Network

  
 Ralf Becker  
Manchester



<https://manchester.padlet.org/msassrb2/ENexammarking>

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**What we will do today**



Module Title
UK Background
Why does marking matter
The Marking Process (Consistency)
How to mark
How to mark productively
Your Pay
Problems, FAQs

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LET'S SEE WHAT YOU WANT TO TALK ABOUT ....



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THE UK ENVIRONMENT



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### Degree Classes

Degree Class (UG)	Average Grade	Notes
First Class	70+	"Good Degree Outcome"*
Upper Second Class (2.1)	60+	"Good Degree Outcome" &
Lower Second Class (2.2)	50+	
Third Class	40+	
Fail	Below 40	

\* Admission requirement for many high quality MSc degrees  
 & Admission requirement for many grad schemes and good MSc degrees



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### Who is involved?



- You (the humble teaching assistant)
- ↓
- Your Course Convenor
- ↓
- Internal Moderator
- ↓
- External Examiner
- ↓
- Exam Board

Image Credits: "Cram Time" Svein Halvorsen, CC Licence; [Gallace Degrees](#), CC Licence

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### Unit Grades – Marking Criteria Extract

Degree Class (UG)	Average Grade	Bristol (Uni)	Manchester (Econ)
First Class	70+	Evidence of study and originality clearly beyond the bounds of what has been taught.	<b>Excellent</b> insight and depth of understanding. Exercise of critical judgement.
Upper Second Class (2.1)	60 - 69	Evidence of study, comprehension of synthesis beyond the bounds of what has been explicitly taught.	<b>Very good</b> analysis, argument and expression Sound understanding of relevant data
Lower Second Class (2.2)	50 - 59	Evidence of study and comprehension of what has been taught.	<b>Good</b> , Generally firm understanding of material, Limited analysis Some omissions
Third Class	40 - 49	Evidence of study and comprehension of what has been taught, but grasp insecure.	<b>Sufficient</b> but rudimentary understanding of the issues Partial answer Lack of clear analysis
Fail	Below 40	Weak and incomplete grasp of what has been taught.	<b>Insufficient</b> . Some awareness of material Lack in coherence

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### Assessment specific Marking Criteria

	Very good (80-90)	Good (65-80)	Satisfactory (50-65)	Unsatisfactory (below 50)
Structure	Well structured, logical, clear and concise.	Well structured, logical and clear.	Structured, logical and clear.	Not structured, logical or clear.
Use of Literature	Extensive use of relevant literature, well integrated into the argument.	Good use of relevant literature, well integrated into the argument.	Some use of relevant literature, well integrated into the argument.	Little or no use of relevant literature, not well integrated into the argument.
Arguments	Clear, logical, well supported and convincing.	Clear, logical and well supported.	Clear and logical.	Unclear, illogical and unsupported.
Answering the question	Answers the question fully and in depth.	Answers the question well.	Answers the question.	Does not answer the question.
Language / Reading quality	High quality, well written and easy to read.	Good quality, well written and easy to read.	Some quality, well written and easy to read.	Low quality, poorly written and difficult to read.
Something Special (80 and above)	Shows exceptional understanding and originality.	Shows good understanding and originality.	Shows satisfactory understanding and originality.	Shows little or no understanding and originality.

There are some useful references that support the argument but some material that should be referenced is not.  
Referencing follows a consistent and recognised style (e.g. Harvard).

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### Typical Grade Distributions

- We are not aware of any institution grading to a specific distribution
- But we know an "inappropriate" distribution when we see it

Some indicators of distributions that may be challenged (may differ between institutions):

- Average grade outside the 58 to 65 range
- More than 20% fails
- Fewer than 10% firsts
- More than 30% firsts
- Too little spread (e.g. 95% of grades in the 2.2 and 2.1 range)



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WHY DOES MARKING MATTER?

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### For Students

- Their degree class will open or close some doors!

#### Your skills and qualifications

- BNY Mellon **SETUP Technology FT** You've achieved great qualifications already, which we'll not only celebrate, but help to build on. For this role, you will need to **have a second to be studying towards a 2:1 or higher**
- Cadillac Fairview **Investment Analyst**
- Dine Graduate **Trading Analyst** (if **any degree or diploma** and have graduated by September 2022. You will also need to **complete your degree/ diploma/ certificate**)
- **Deloitte Human Capital Graduate Scheme 2023**
- **Enlyne Management Solutions Graduate Programme**
- **Enlyne Partners Investment Management Graduate Programme**

- And their degree class is some function of unit grades and therefore of your marking
- Marking is a feedback opportunity -> improve learning

BRIGHT NETWORK



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### For your course convenor and your department



- Your course convenor does not want to re-mark (and neither do you!)
- Avoid students not understanding grades as much as you can (less grief afterwards).
- Ensure internal and external moderators understand why a grade was given.

- Assume that students can see the scripts.



Image credit: "Marking" by Pierre, CC Licence

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THE MARKING PROCESS

IN A UNIT/MODULE



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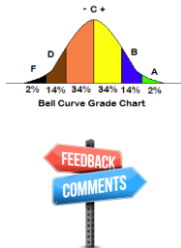
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### Expectations




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### Consistency/Benchmarking

- You should be provided with some type of written guidance - marking guide/assessment criteria/rubric
  - Generic vs specific
- Necessary but not sufficient condition!!!




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	Essay 'A'	Essay 'B'	Essay 'C'	Essay 'D'	Essay 'E'
1	1st	1st	Low 2:1	2:2	1st
2	2:1	2:2	3rd	2:1	1st
3	Low 2:1	Mid 2:2	Low 2:2	Low 2:2	Mid 2:1
4	Mid 2:2	Mid 2:1	3rd	3rd	1st
5	2:2	2:1	2:1	2:1	2:1
6	2:1	2.1	2.2	3rd	1st
Range	1st- 2:2	1st- 2:2	2.1 - 3rd	2.1 - 3rd	1st- 2.1

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Bloxham et al (2016) Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria, *Assessment & Evaluation in Higher Education*, Vol 41.

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### Inter-marker consistency

- ML marks sample and explains
- Marking team grade same answers and discuss
- Interim moderation



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THE MARKING  
PROCESS  
THE NITTY GRITTY

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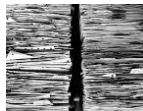
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What to do once you're left on your own with your pile of scripts!

#### Outline

1. Setting Up
2. Approach
3. What to Write on the Script
4. How Much to Check



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## 1. Setting Up

- Scripts
  - Marking Criteria and/or Rubric
  - Past Examples
  - Marking Spreadsheet (shared or own copy)
- Marking Spreadsheet:
    - Not just for recording marks!
    - Not just something to be completed at the end of marking – complete as you go!
    - Key role for monitoring mark distribution and consistency, and later error-checking.



If possible, synchronise the order of your scripts with the order of the spreadsheet.  
Or if not, make use of the *Find* function in Excel.

[Example...](#)

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## 2. Approach

What marking approach will you take?

- By Question
- By Script
- Hybrid



By Question – Less to remember, easier, quicker, more consistent but some practical/coordination costs.

By Script – Lower practical/coordination costs but more to remember, slower, harder, less consistent.

Hybrid – Mix of both. Harder questions by question, rest by script!

**Choice may depend upon experience, level, subject, num q's, and offline/online exam.**

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## 3. What to Write on the Script

These conventions may vary across institutions.

### Marks

Write marks within margin of script for each sub-question and the total mark for each question.

Useful to vary the format – e.g. sub question marks in circles, total marks in boxes.

Also write total mark for each question on front of script.

[Example...](#)

### Comments

These are added, especially for more subjective, written questions to:

- Justify the mark to internal/external checkers
- Provide justification and feedback to students if they have later access to scripts
- Help provide content for staff if students are allowed to ask for individual feedback

No need to write much – staff will vary in exact approach here.

[Example...](#)

Use ticks or other marker on each page to indicate that each page has been 'seen'.

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### 4. How Much to Check



Aside from moderating consistency across markers, a checking procedure should:

- Check sub-question marks add up to the total question marks
- Check the question marks on the front of the script correspond to the question marks inside
- Check the marks on the front of the script correspond to the marks on the marking spreadsheet
- Check the total exam mark on the front of the script corresponds to the marking spreadsheet

Ask your module leader when this should be done.

Markers may be asked to do it on the marking they have done and/or this may be done on the overall set of scripts at the very end of the process.

Checking is often easier with two people – one with scripts, one with the spreadsheet.



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### PRODUCTIVE MARKING

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### APPROACH 1 (not recommended)



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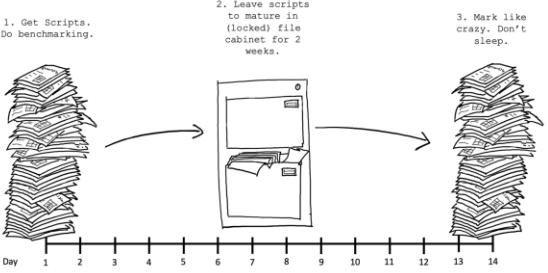
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**APPROACH II**  
(recommended)

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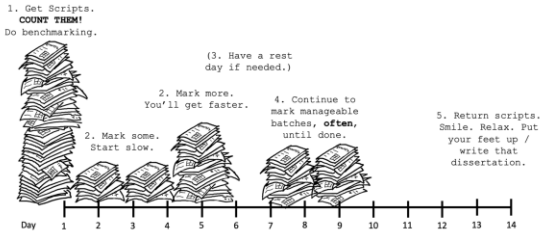
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### A Marking Session

#### SETUP

1. Gather everything you need to mark:
  - a. Scripts
  - b. Mark Scheme
  - c. Marking Record/Sheets
  - d. Notebook/Pen-its
  - e. Turn off unnecessary apps/devices
  - f. Headphones?
  - g. Clock/Timer?
  - h. Water/Snacks
2. Find a quiet space
3. Decide on your plan of attack

#### DURING

1. Enter the 'low state'
2. Mark until your target
3. Put any thoughts, queries, doubts onto notebook/post-its
4. For paper exams: Keep the scripts in order
5. For online exams: **Copy and paste** comments
6. Resist all desires to check email/apps etc.
7. Use timer per question if you're not speeding up.

#### AFTER

1. Write a note to yourself about where to pick up next time.
2. Take a break / Stretch / See Daylight.
3. Reconnect with the world. (Discuss frustration with colleagues, but don't post pictures on social media.)

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PAY

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By script



By time

Image credits: "money" ImagesMoney, "extra exam time" Anthony P Bruce, "clock" James Leckie, all CC Licence 17

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If you feel that you are, effectively, not being paid appropriately, seek a conversation as early as possible

- Why is it taking me longer?
- Do we need more marking support?
- Does the department want to remunerate me appropriately?

Image credits: "Conversation" Gregor Gresnar, The Noun Project. 18

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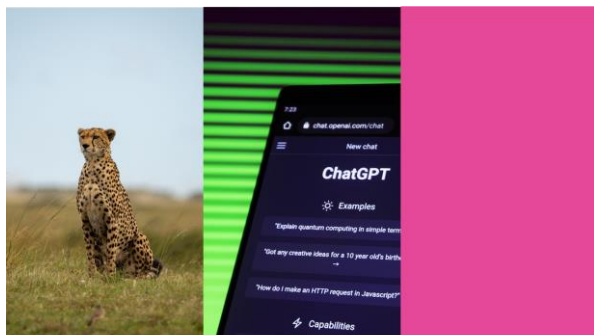
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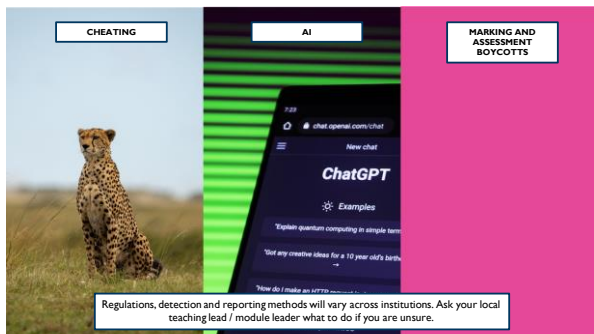
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### Plagiarism and Poor Academic Practice

- Signs further investigation may be needed are:
  - Auto-generated scores (eg. by Turnitin):
    - High similarity scores
    - High AI generated scores
  - Other signs:
    - The answer begins "As the ChatGPT bot I think..."
    - Repetition of phrases from the question with no progression to an actual answer
    - Two or more scripts with numerous identical errors
    - They answered a different set of questions
    - Answer isn't based on any content from the course
- Know how to report it.
- Don't let it disrupt your marking - note script number for later and continue.

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### Plagiarism and Poor Academic Practice

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    - They answered a different set of questions
    - Answer isn't based on any content from the course
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(NB. I asked ChatGPT what signs of poor practice a marker should look out for. Our list was better.)



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### An indication only...

Processes built into the system which occur naturally without the need for government action. They make the effects of changes in the economy less extreme. For example, if people get paid less, they automatically pay less tax which cushions the fall in earnings.

Q) Explain how the negative feedback process of automatic stabilisers can affect both the volatility of the business cycle and cyclical unemployment.

You should clearly state any assumptions you make and your answer should include a two-panel diagram consisting of the labour market (wage-setting curve and price-setting curve) and an aggregate demand diagram (with a 45 degree line). (20 marks)

30 % text similar to other sources

AI 98% % text 98% likely to be generated by AI



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Let's look back at what you hoped to get from this workshop



<https://manchester.padlet.org/msassrb2/ENexammarking>



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