

Grading Criteria. Gender and Kinship

These grading guidelines are intended to point examiners towards the themes and issues that should be covered and the nature of the material that needs to be engaged with in relation to particular grades. They are intended not purely as a check-sheet but also to provide specific guidance related to this course to be considered alongside more general grading criteria such as argumentative coherence or originality. The final grade given will consider both these and more generic grading criteria.

A: Shows an excellent understanding of relevant literature across several lectures of the course and the interconnectedness between multiple themes in the literature. Combines the literature in an excellent manner that shows the capacity for an independent analysis of the problem. Shows an excellent ability to account for and discuss both theoretical arguments and ethnographic details in the construction of an independent argument. The presentation is clear, logical, and structured.

B: Shows a very good and comprehensive understanding of the key points raised in relevant lectures and uses the curricular literature to illustrate this understanding. Combines the literature in a very good manner that shows capacity for an independent analysis of the problem. Shows a very good ability to account for and discuss both theoretical arguments and ethnographic details in the texts. The presentation is clear, logical and structured.

C: Shows adequate understanding of the main themes of the question as addressed in the readings and lectures. Combines the literature in an adequate manner that shows some capacity for an independent analysis of the problem. Shows ability to account for, and to some extent discuss, both theoretical arguments and ethnographic details in the texts. The presentation is clear, logical and structured with some mistakes or problems.

D: Shows some or moderate understanding of some of the major themes but many important aspects are left out. Little or no independent argument separate from that in the texts or lecture notes. There is little combination of arguments or own analysis. The presentation has some consistent problems.

E: Rudimentary understanding of some of the key issues but more gaps in the key knowledge than demonstration of key knowledge. Presentation is not adequate. Displays misunderstanding of key points or texts.

F: Total, or almost total, lack of understanding of the key issues and inadequate use of relevant literature.

General criteria:

You should expect the students to...

- Use different ethnographic examples and arguments from the curricular readings to discuss how kinship and gender theories can help us understand these processes
- Demonstrate insight into the mutually constitutive role of kinship and gender
- interpret and refer to texts with a view to kinship and gender, both empirically and theoretically
- Demonstrate an understanding of the significance of kinship/gender for grasping contemporary phenomena and processes
- Make use of the significance of comparative analysis
- Demonstrate analytical competence and critical reflection
- Demonstrate familiarity with key approaches to gender and kinship studies
- Demonstrate the ability to develop and argument based on academic sources
- Critically examine links between theoretical, analytical, and empirical arguments

- Demonstrate an independent critical mind
- Demonstrate basic knowledge of academic integrity, including correct use of references/sources

Attachment to examiner guidelines on the use of chatbots in home exams/written assignments for spring 2023

What is a chatbot?

A chatbot is a computer program that uses artificial intelligence and language models to communicate with people through various interfaces. ChatGPT, LaMDA, and Bert are examples of such programs, and they are now integrated into well-known platforms like Bing and Google. Chatbots can answer questions and perform tasks using predetermined rules and algorithms, or by learning from interactions with users over time. They can structure and generate unique, cohesive text that won't be detected by existing plagiarism software.

Is using a chatbot cheating?

The rules on cheating apply to both exams and mandatory assignments, and they have the same consequences and requirements for evidence.

<https://www.uio.no/english/studies/examinations/cheating/index.html>

The link above provides some examples of what is considered cheating. In cases involving the use of chatbots, the following points are particularly relevant:

- do not provide information about sources or give up fictitious sources
- give the impression that the answer paper is more independent than it actually is

Even where the course description states that all aids are allowed, it is not permitted to generate all or part of the exam answer using AI tools such as Chat GPT or similar. In cases where the exam question calls for the use of a chatbot, the scope and manner in which the chatbot can be used should be explicitly described in the task text.

The challenge with AI is that we do not have tools to systematically control whether students have used AI, and the tools that can be used today are unlikely to be used as the sole evidence in a potential case of suspected attempted cheating. For these types of cases, as for other instances of cheating, it will be vigilant examiners who detect/suspect the use of AI-generated text. Artificial intelligence is currently developing so rapidly that it is difficult to provide stable and valid guidelines for how readers can identify text written by a chatbot from text written by a human. A useful exercise for an examiner could be to enter an active chatbot, such as [ChatGPT](#), enter some relevant exam questions, and see how the chatbot solves them. Also, please check out [this page](#) (maintained by EILIN - Eilert's learning network) at the Faculty of Social Sciences for updated tips on what characterizes AI-generated text.

Procedure for suspected cheating using chatbot

If there is suspicion of attempted cheating using a chatbot in a home exam/submission, the regular routine for suspicion of cheating should be followed, and the examinations officer should be contacted as soon as the suspicion arises.

It is recommended that the examiner writes a thorough account of why they suspect the use of AI-generated text, which parts of the assignment seem to be generated by AI, with clear references or markings of those parts in the assignment.

There are various tools to uncover the likelihood that a text has been generated by AI. However, these tools cannot be used to check whether a student's exam answer is wholly or partially generated by AI. The reason is that UiO does not have a data processing plan with these tools, and it would therefore violate GDPR.

Generally, it will be the manual reviews and the student's explanation that will be the decisive evidence in a cheating case.

If suspicion of cheating using AI persists after a thorough account from the examiner, and source use has been reviewed, the student should be informed of the suspicion and be sent the documents in the case, according to the procedure for suspicion of cheating: <https://www-int.uio.no/for-ansatte/arbeidsstotte/sta/eksamen/fuskesaker/fuskesaker-saksgang.html>

Please contact the examinations officer if there are any questions or if there is a need to discuss anything along the way!