FINAL HONOUR SCHOOL OF
PHILOSOPHY, POLITICS AND ECONOMICS (PPE):
INTERNAL EXAMINERS' REPORT

2016

This report was updated on 14 February 2020 to correct statistics in Part A, 1-2 and 5. The report is in three sections: Part A – Statistics; Part B – Chair's Comments; Part C – Comments on Individual Papers (Politics and Economics).

PART A: Statistics

1. Class distribution of FHS candidates

Class	2016	2015	2014	2013	2012	2011	2010
I	**38** **16.4%**	55 22.1%	51 20.6%	70 29.3%	47 19.3%	57 24.8%	54 22.7%
II.1	**179** **77.2%**	183 73.5%	188 76.1%	153 64.0%	188 77.0%	162 70.4%	171 71.8%
II.2	**15** **6.5%**	11 4.4%	6 2.4%	16 6.7%	9 3.7%	10 4.3%	13 5.5%
III	**0**	0	2 0.8%	0	0	0	0
Honours Pass	**0**	0	0	0	0	1 0.8%	0
Unclassified	**0**	0	0	0	0	0	0
Fail	**0**	0	0	0	0	0	0
Total	**232**	**249**	**247**	**239**	**244**	**230**	**238**

2. Statistics by Sex

a. Class Distributions by Sex (%)

Class	2016		2015		2014		2013		2012		2011		2010	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
I	**17.4**	**14.5**	28.0	10.6	22.4	17.1	30.1	27.6	20.5	16.7	22.8	27.2	27.2	14.9
II.1	**75.2**	**80.7**	67.1	85.9	72.7	82.9	62.6	67.1	75.9	79.5	71.7	68.9	69.5	75.9
II.2	**7.4**	**4.8**	4.9	3.5	3.6	0	7.4	5.3	3.6	3.8	4.7	3.9	3.3	9.2
III	**0**	**0**	0	0	1.2	0	0	0	0	0	0	0	0	0
Honours Pass	**0**	**0**	0	0	0	0	0	0	0	0	0.8	0	-	-
Fail	**0**	**0**	0	0	0	0	0	0	0	1.3	-	-	-	-

b. Overall Statistics by Sex

	2016		2015		2014	
	M	**F**	**M**	**F**	**M**	**F**
Total Candidates	150 65.1%	82 34.9%	165 66.3%	84 33.7%	165 66.8%	82 33.2%
Average Mark	65.5	65.1	65.6	64.5	65.4	65.1
Standard Deviation	6.3	5.5	6.3	5.5	4.3	3.2

3. Statistics by Paper

The following information is included for each FHS PPE paper (except papers with fewer than six candidates): average mark, standard deviation, lowest mark and highest mark. The figures are for papers sat in PPE; candidates for other degrees (HP, E&M, etc.) are not included.

a. Philosophy Papers

Paper	Average	Standard Deviation	Highest Mark	Lowest Mark
Aesthetics and the Philosophy of Criticism	64.77	6.48	77	45
Aristotle: Nicomachean Ethics (in translation)	63.33	2.87	70	59
Early Modern Philosophy	66.34	4.17	76	52
Ethics	65.62	4.46	75	51
Jurisprudence (Combined)	66.67	2.91	71	62
Jurisprudence (Essay)	64.78	4.64	74	58
Jurisprudence (Exam)	67.89	1.97	71	65
Knowledge and Reality	65.43	4.97	75	54
Logic*	1 candidate only			
Philosophical Logic	65.23	4.10	77	60
Philosophy of Cognitive Science	5 candidates only			
Philosophy of Mathematics	2 candidates only			
Philosophy of Mind	64.05	6.03	72	49
Philosophy of Religion	67.08	2.51	72	63
Philosophy of Science	1 candidate only			
Philosophy of Science and Social Science	64.86	2.47	70	62
Plato: Republic (in translation)	63.89	4.25	71	53
Post-Kantian Philosophy	68.36	4.64	80	62
Set Theory*	1 candidate only			
The Later Philosophy of Wittgenstein	66.64	3.87	72	60

The Philosophy of Kant	68.63	4.66	78	61
The Philosophy of Logic and Language	64.73	8.09	77	52
Thesis in Philosophy	72.60	5.73	84	64

*Two Maths papers that together count for one Philosophy paper.

b. Politics Papers

Paper	Average	Standard Deviation	Highest Mark	Lowest Mark
British Politics and Government since 1900	64.87	6.18	77	49
Comparative Government	65.80	4.16	78	58
Government and Politics of the United States	66.55	4.41	75	58
International Relations	64.72	4.91	80	48
International Relations in the Era of the Cold War	68.12	6.15	80	58
International Relations in the Era of Two World Wars	3 candidates only			
Marx and Marxism	66.33	4.47	71	56
Modern British Government and Politics	66.00	4.67	77	54
Political Sociology	65.37	4.89	78	54
Political Thought: Bentham to Weber	67.81	4.85	78	58
Political Thought: Plato to Rousseau	64.95	4.27	72	55
Politics in China	68.72	3.52	78	64
Politics in Europe	5 candidates only			
Politics in Latin America	62.44	4.95	70	55
Politics in Russia and the Former Soviet Union	5 candidates only			
Politics in South Asia	64.00	3.12	70	61
Politics in Sub-Saharan Africa	66.54	3.53	73	60
Politics in the Middle East	67.20	3.51	73	58
Quantitative Methods in Politics and Sociology	5 candidates only			
Social Policy	63.14	6.80	78	52
Sociological Theory	65.71	2.86	73	60
Special Subject in Politics: Comparative Political Economy	66.53	3.72	73	59
The Politics of the European Union	2 candidates only			
The Sociology of Post-Industrial Societies	64.06	3.35	70	57
Thesis in Politics	68.35	6.81	80	54

c. Economics Papers

Paper	Average	Standard Deviation	Highest Mark	Lowest Mark
British Economic History since 1870	68.88	2.85	75	66
Econometrics	60.38	8.51	73	46
Economics of Developing Countries	66.03	4.11	77	59
Economics of Industry	67.27	3.54	73	61
Game Theory	63.17	9.70	76	40
International Economics	4 candidates only			
Macroeconomics	65.85	4.79	74	45
Mathematical Methods	62.55	15.62	90	17
Microeconomic Theory	63.50	12.67	80	44
Microeconomics	64.21	5.68	82	50
Money and Banking	69.27	3.86	74	61
Public Economics	65.94	4.26	71	57
Quantitative Economics	63.24	9.24	81	33
Thesis in Economics	2 candidates only			

d. Joint School Papers

Paper	Average	Standard Deviation	Highest Mark	Lowest Mark
Comparative Demographic Systems	69.00	3.65	76	65
Labour Economics and Industrial Relations	66.29	3.45	71	62
The Philosophy and Economics of the Environment	68.33	3.71	73	63
Theory of Politics	66.18	4.64	82	55

4. Numbers Offering Each Paper

The total number of papers provided in the 2015 Final Honour School of PPE was 63. The three Jurisprudence assessments [Jurisprudence (Exam), Jurisprudence (Essay) and Jurisprudence (Combined)] are counted as one paper, and Set Theory and Logic (two Maths papers which may be taken in place of one Philosophy paper) are counted as one paper.

a. Philosophy

Philosophy	2016	2015	2014	2013	2012	2011	2010	2009	2008
Early Modern Philosophy (before October 2013, History and Philosophy from Descartes to Kant)	**38**	49	50	44	63	71	76	74	75
Knowledge & Reality	**77**	75	60	55	38	17	19	32	22
Ethics	**145**	154	158	152	155	139	140	153	157

Philosophy of Mind	**20**	14	21	18	14	8	10	17	22
Philosophy of Sci. & Psychology	**N/A**	N/A	N/A	N/A	2	3	2	3	2
Philosophy of Sci. & Social Sci.	**7**	1	8	3	6	9	4	11	7
Philosophy of Religion	**26**	38	46	32	32	30	34	29	41
Philosophy of Logic and Language	**15**	18	10	18	12	20	7	7	6
Philosophical Logic	**13**	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Aesthetics	**26**	17	15	15	22	14	12	18	24
Medieval Philosophy: Aquinas	**0**	2	2	3	1	N/A	N/A	N/A	N/A
Philosophy of Kant	**8**	5	8	7	6	5	8	10	8
Post-Kantian Philosophy	**11**	22	25	21	19	11	13	16	22
Plato: Republic	**38**	39	40	39	56	51	47	59	62
Aristotle: Nicomachean Ethics	**9**	28	20	19	30	35	25	35	32
Frege, Russell & Wittgenstein	**0**	2	0	2	1	1	1	0	2
Later Phil. of Wittgenstein	**11**	9	9	10	16	4	6	9	12
Formal Logic	**N/A**	1	5	6	3	3	1	5	1
Philosophy of Mathematics	**2**	1	0	0	0	0	0	1	0
Philosophy of Science	**1**	4	2	5	2	2	1	N/A	N/A
Philosophy of Cognitive Science	**5**	4	4	2	1	N/A	N/A	N/A	N/A
Jurisprudence	**9**	6	5	7	7	9	9	7	10
Thesis in Philosophy	**10**	9	8	8	4	5	7	5	1
Set Theory and Logic (two Maths papers taken as one Philosophy paper)	**1**	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

b. Politics

From 2012, the PPE numbers are given with the HP numbers in brackets. Up to 2011, the PPE+HP aggregate was given, with the HP numbers in brackets.

Politics	**2016**	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**	**2009**	**2008**
Comparative Government	**64 (5)**	67 (13)	88 (16)	69 (10)	78 (7)	103 (20)	98 (10)	103 (20)	99 (14)
British Pol. & Gov. since 1900	**60 (12)**	67 (14)	57 (16)	48 (16)	47 (12)	73 (18)	82 (15)	74 (17)	76 (23)
Theory of Politics	**95 (26) (+31 Phil)**	98 (15) (+34 Phil)	108 (19) (+37 Phil)	114 (20) (+38 Phil)	109 (23) (+38 Phil)	167 (27) (+47 Phil)	174 (25) (+39 Phil)	179 (23) (+36 Phil)	165 (18) (+38 Phil)
Modern British Gov. & Pol.	**24 (5)**	15 (3)	18 (5)	18 (5)	14 (2)	27 (4)	29 (4)	17 (3)	20 (4)
Gov. & Pol. of the USA	**20 (5)**	17 (4)	27 (5)	24 (5)	24 (3)	34 (12)	45 (8)	35 (7)	30 (4)
Politics in Russia	**N/A**	N/A	N/A	N/A	2 (0)	15 (2)	10 (1)	10 (4)	11 (3)
Politics in Sub-Saharan Africa	**28 (5)**	24 (5)	36 (4)	34 (2)	42 (4)	44 (10)	38 (3)	42 (11)	24 (5)

Politics in Latin America	9 (2)	11 (0)	9 (1)	11 (2)	14 (0)	16 (1)	18 (2)	13 (3)	18 (5)
Politics in South Asia	7 (3)	9 (0)	12 (1)	9 (3)	13 (5)	20 (4)	12 (2)	17 (4)	9 (1)
Politics in the Middle East	35 (9)	32 (8)	38 (9)	31 (12)	38 (9)	38 (9)	45 (7)	32 (12)	52 (13)
IR in the Era of 2 WWs	3 (2)	16 (5)	15 (1)	14 (3)	19 (1)	25 (5)	17 (2)	23 (1)	31 (1)
IR in the Era of the Cold War	25 (9)	23 (6)	32 (6)	34 (7)	34 (4)	63 (6)	51 (9)	49 (6)	69 (8)
IR (core)	115 (35)	135 (26)	135 (30)	124 (29)	143 (24)	166 (42)	163 (33)	150 (25)	195 (43)
Plato to Rousseau	19 (5)	22 (4)	20 (2)	18 (2)	29 (4)	24 (1)	30 (4)	44 (7)	34 (3)
Bentham to Weber	16 (2)	17 (2)	22 (10)	23 (3)	29 (5)	30 (6)	35 (4)	33 (5)	37 (6)
Marxism	9 (3)	15 (1)	14 (3)	18 (4)	15 (4)	15 (5)	9 (2)	24 (3)	18 (1)
Soc. Theory	21 (2)	10 (2)	24	14 (4)	21 (1)	10	10 (1)	11	14 (1)
Soc. of Industrial Societies	N/A	N/A	N/A	N/A	4	2	14 (3)	7	5
Political Sociology	76 (16)	61 (12)	58 (12)	61 (18)	71 (12)	77 (17)	69 (11)	79 (14)	59 (12)
Brit. Soc. in the 20th C.	N/A	N/A	N/A	N/A	N/A	11 (4)	14 (1)	15 (6)	12 (4)
Gov. & Pol. of Japan	0 (1)	3 (0)	2 (1)	0	1	4	5	2	2 (1)
Social Policy	28 (5)	33 (3)	27 (5)	16 (3)	14 (2)	29 (4)	24 (2)	19 (1)	15 (3)
Politics in China	18 (2)	13 (1)	20 (3)	23 (4)	24 (3)	18 (2)	13 (2)	22 (4)	20 (1)
Quantitative Methods in Politics and Sociology	5 (0)	6 (0)	3 (1)	2 (1)	4	3	7	1	2
Politics of the EU	2 (2)	11 (1)	8 (2)	10 (4)	8 (1)	9	5	N/A	N/A
Politics in Europe	5 (1)	7 (2)	10 (1)	15 (2)	15	23 (4)	11 (1)	N/A	N/A
Politics in Russia & the Former USSR	5 (3)	12 (3)	11 (2)	9 (1)	6	N/A	N/A	N/A	N/A
Soc. of *Post*-Industrial Societies	17 (1)	7 (1)	3 (2)	2 (1)	N/A	N/A	N/A	N/A	N/A
Supervised Dissertation in Politics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Subject in Politics: Comparative Political Economy	19 (1)	21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Thesis in Politics	23 (11)	15 (8)	24 (9)	18 (7)	30 (13)	35 (13)	29 (8)	37 (14)	34 (19)

c. Economics

Economics	2016	2015	2014	2013	2012	2011	2010	2009	2008
Quantitative Economics	**138**	150	141	144	151	135	139	N/A	N/A
Macroeconomics	**144**	156	146	150	151	135	139	147	144
Microeconomics	**146**	157	146	150	151	135	139	147	144
Macroeconomics (old regs)	**N/A**	N/A	N/A	N/A	N/A	1	6	N/A	N/A
Microeconomics (old regs)	**N/A**	N/A	N/A	N/A	N/A	1	6	N/A	N/A
Microeconomic Theory	**12**	11	15	25	28	20	14	16	9
Money & Banking	**11**	10	12	12	19	6	20	18	9
Public Economics	**16**	21	25	17	37	32	36	40	31
Economics of Industry	**11**	15	8	8	17	12	21	25	23
Labour Economics & Ind. Rel.	**3 (+4 Pol)**	6 (+7 Pol)	7 (+6 Pol)	7 (6 Pol)	11 (3 Pol)	13 (4 Pol)	14 (5 Pol)	24 (7 Pol)	20 (5 Pol)
International Economics	**4**	11	8	8	20	21	27	25	39
Command & Transitional Economies	**N/A**	2	2	3	5	6	7	7	9
Economics of Developing Countries	**29**	23	27	32	32	45	47	54	51
British Economic History	**8**	7	6	6	18	15	15	13	10
Econometrics	**13**	32	27	21	23	28	24	23	26
Comparative Demographic Systems	**5 (1 Pol)**	1 (3 Pol)	1 (2 Pol)	1 (3 Pol)	5 (3 Pol)	1 (1 Pol)	11 (3 Pol)	2 (1 Pol)	8 (2 Pol)
Economics of OECD Countries	**N/A**	N/A	0	0	6	6	8	0	19
Game Theory	**12**	25	23	30	37	27	27	N/A	N/A
Mathematical Methods	**31**	33	11	17	16	12	N/A	N/A	N/A
Philosophy of Economics of Environment	**4 (+5 Phil)**	9 (7 Phil)	4 (3 Phil)	3 (4 Phil)	N/A	N/A	N/A	N/A	N/A
Finance	**N/A**	N/A	0	1	15	9	9	23	10
Thesis in Economics	**2**	2	0	1	0	1	2	1	3

5. Statistics by Branch

a. The approximate percentages of scripts in each branch were as follows:

	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Philosophy	27.6	32.3	30.2	31.2	31.8	22.3	20.8	25.8	26.0	24
Politics	40.6	41.1	41.2	39.1	40.9	44.0	44.4	44.6	45.1	46
Economics	31.8	26.5	28.6	29.7	27.3	33.7	34.8	29.6	28.9	30.1

For the small number of joint papers, two paper codes exist to distinguish candidates taking the paper under one branch from candidates taking the paper under the other. 2016 statistics (above) were calculated accordingly:

• Theory of Politics: A12704W1 (Philosophy); A15005W1 (Politics)
• Comparative Demographic Systems: A12741W1 (Economics); A15008W1 (Politics)
• Labour Economics and Industrial Relations: A12738W1 (Economics); A15007W1
(Politics)
• Philosophy and Economics of the Environment: A15006W1 (Economics); A12715W1
  (Philosophy)

The three separate assessments for Jurisprudence candidates are counted as one Philosophy
script. Set Theory and Logic are counted as one Philosophy script.

b. The average mark and standard deviation for scripts in each branch were:

	2016	**2015**	**2014**
All Scripts (Avg)	**65.4**	65.2	65.3
All Scripts (St Dev)	**6.1**	6.1	6.1
Total	**1854**		
Philosophy* (Avg)	**65.8**	65.6	64.9
Philosophy* (St Dev)	**5.2**	5.1	5.1
Total	**512**		
Politics (Avg)	**65.8**	65.5	65.8
Politics (St Dev)	**5.0**	5.3	5.05
Total	**756**		
Economics (Avg)	**64.6**	64.5	64.8
Economics (St Dev)	**7.7**	7.5	8.3
Total	**586**		

*The Philosophy Average and Standard Deviation includes:
- Only Jurisprudence (Combined) assessments
- The average of Set Theory and Logic assessments

c. The classifications broken down by routes through PPE were:

Class	Phil-Ec	Pol-Ec	Pol-Phil	Pol-Phil-Ec
I	7 16.7%	15 16.7%	15 17.4%	1 7.1%
II.1	31 73.8%	69 76.7%	67 77.9%	12 85.7%
II.2	4 9.5%	6 6.7%	4 4.7%	1 7.1%

Total	42	90	86	14

6. Applications for Consideration of Factors Affecting Performance

There were 25 applications from candidates for Factors Affecting Performance to be taken into account under part 13 of the Regulations for the Conduct of University Examinations.

In one case, consideration of the application led to an increase in the overall class of the candidate's degree. In one other case, consideration of the applications led to a candidate's mark being disregarded, but this did not affect the candidate's overall classification.

7. Supervised Dissertation and Thesis Titles

Supervised Dissertations in Politics: (0)

Theses in Philosophy (12)

- On Personal Identity: An Assessment of the Psychological Approach □ Who are you calling repugnant?
- A Defence of Putnam's Semantic Externalist Argument Against Skepticism
- Hate crimes and the role of motive and intention in moral evaluation
- Doing the (probably) right thing: Plutarch's Skepticism and Moral Theory
- Two Persons, One Organism? An exploration of the implications of conjoined twins and dissociative identity disorder for theories of personal identity.
- Free Will and the Justifications for Economic Inequality
- Autonomy amid oppression
- Can Consequentialism Respect the Separateness of Persons?
- Does access to private legal services undermine Dworkin's theory of distributive justice?
- Self-reference and paradoxes
- 'Does merely being human matter? An evaluation of Wittgensteinian alternatives to moral individualism'

Theses in Politics (23):

- The role of women in the Palestinian revolution: A study of PLO poster media between 1964 and 1987
- An Analysis of the Effects of the Swedish Legislative Model on Sex Trafficking
- International Dimensions of Democratisation: Explaining the Tunisian Exception
- The Causes and Processes Leading to the Emergence of a Bureaucratic Executive State in Kenya
- William Morris's Aesthetic Feminism: a Defence
- Explaining the success of the far-right in Sweden
- Repeat Challengers Revisited: Estimating the Effect of Campaign Spending on U.S. House Election Results
- Taking Democracy Seriously - an argument concerning the implications of popular self-government

- The British Values Programme: Analysing Motivations for its Introduction and Assessing its Implementation
- Explaining Commerce Clause Cases from Rehnquist to Roberts: A Semi-Constrained Account
- Power and Human Rights: later Foucault and Post-Soviet Russian Orthodox Church
- The democratic justification for compulsory voting in Britain: towards a unified approach of theory and empirics
- What best explains the changes in the party system in Kyrgyzstan between the 2005 Tulip Revolution and the 2015 parliamentary election?
- Child-related policy packages and mothers' labour market participation in Germany, Sweden and the United Kingdom
- The epistemic status of lived experiences: re-evaluating James Tully's public philosophy
- An analysis of the challenges to the Responsibility to Protect (R2P) posed by the current crisis in Syria
- Marijuana legalisation at the ballot box: iteration and interactivity in the ballot initiative process
- Goodbye Lenin: Regime Change and Parental Socialisation
- Island of Stability? Singaporean foreign policy in the South China Sea since 2010.
- Did a de facto 'Prime Minister's Department' emerge during the premiership of Tony Blair?
- What influences the mobilisation strategies that militant groups adopt towards female combatants?
- Can I be a feminist and support pornography?
- "He just knows you're black." How Discriminatory Police Violence Towards African Americans Informs Young People's Attitudes to the Police.

(The 11 Politics theses submitted in FHS History & Politics were:

- *Bellicosity and Intransigence: United States Foreign Policy Considerations during the Falklands Crisis, 1982*
- *Industrial democracy, co-partnership and the small man, c. 1945-51*
- *Understanding UKIP success in Labour heartlands: the case of Hartlepool*
- *"Small cliques of isolated, doctrine-ridden fanatics": was Hugh Gaitskell as much anticipating the internal opposition to Clause Four reform in 1994/5 as in 1959/60?*
- *What explains the divergence in outcome between the formation of the 1931 National Government and the 2010-2015 Coalition Government?*
- *'Changing times': an analysis of the evolving jurisprudence of the US judiciary on same-sex marriage*
- *Dogma and terror: Ideological indoctrination and repression in authoritarian regimes*
- *What can Confucianism tell us about global justice?*
- *The politics of education provision for Syrian child refugees in Jordan, Lebanon and Turkey*
- *How far can a child's freedom of choice be legitimately restricted?*
- *Decentralisation, Parties and Minority governments: a Cross-Country Study, 1965 – 2010)*

Theses in Economics (2)

- Secular Stagnation: low growth potential or a shortage of aggregate demand?
- Congestion Based Financial Instruments for the Internet Economy
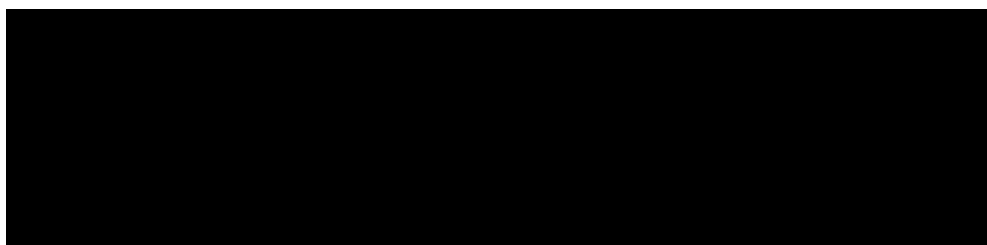
PART B: Chair's Comments

1. Personnel
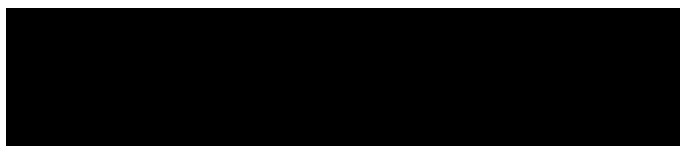(a) Internal Examiners

There were 15 internal examiners.

Philosophy
Politics

Economics

(b) External Examiners

Philosophy
Politics
Economics

The External Examiners reviewed and commented on draft question papers at the papersetting stage; they carried out some third readings of scripts on which the initial markers could not reach agreement, and also read selections of scripts for a number of papers in their disciplines; they attended the First Examiners' Meeting on the afternoon of Tuesday 6 July 2016 and the Final Examiners' Meeting on Thursday 8 July 2016.

2. Marking Conventions
The scale of marks used, and the classification conventions, were the same as in the previous year. A number of changes were made to the Examination Conventions following the introduction of a University standard template.
- Candidates were told to refer to past papers to find the rubrics of individual papers. Rubrics are the text on the front of an exam paper indicating how many questions should be answered (and from which section(s)).
- The form of assessment was described.
- Links were provided to the Qualitative Criteria for assessment (one each for Philosophy, Politics, Economics and Jurisprudence)
- A new paragraph on the scaling of marks was introduced.
- Rules on failure to obey rubric were introduced.
- Information on Factors Affecting Performance was introduced.

4. Problems with Exam Papers

There were very minor issues concerning two exam papers:

i. Quantitative Economics

A correction was made 40 minutes in to the examination. Question 2 was corrected as follows: 'Candidates should answer the question with the information we have provided. The question could be phrased "How would you test that B = 1?"'

A clarification was made 20 minutes in to the examination. The examiner in attendance confirmed that the asterisks in Question 7 weren't relevant and that the question was OK.

ii. Politics in Russia and the Former Soviet Union
A correction was made to Question 5. "Why are non-Baltic post-Soviet economics trapped in 'partial reform equilibriums'?" was corrected to "Why are non-Baltic post-Soviet economies…".

5. General Issues

i. Distribution of marks
At present, new markers assign marks in accordance with the 'descriptors' attached to each range of marks. More seasoned markers are familiar with the conventional range of marks manifest in the distribution in recent years and assign their marks with an eye to the prevailing conventions. These are in effect different criteria for the assignment of marks and in practice conflicting criteria. Many scripts satisfy the descriptors for third class marks but those marks are never, or almost never, assigned. Some scripts satisfy the descriptor for a very high first class mark but marks in that very high range are also never, or almost never, given. PPE Committee needs to address this issue and to establish consistent criteria for marking and to do so uniformly across all three disciplines.

As background to this consideration, the Exam Conventions contain links to the descriptors for the three disciplines and the PPE Chair's Guidance to Examiners and Assessors contains the following paragraph:

> "Before submitting your initial marks please consider whether you are generally in line with previous distributions of such marks. For guidance the average initial mark in the past decade has been 63 to 65. Approximately 19% of marks have been in the range of 70 to 100; 66% in the range 60 to 69; 14% in the range 50 to 59; and 1% in the range of 49 or less. If you depart substantially from these figures please do so deliberately. If you do not intend to depart from previous distributions of marks, please consider rescaling your own initial marks before submitting them."

ii. Guidance to Jurisprudence candidates
Unlike nearly all other PPE papers, Jurisprudence is assessed by a written exam (taken in the third year) and a piece of coursework (written over the Long Vacation and submitted at the beginning of the third year). The PPE Chair sends two separate notices to Jurisprudence candidates: one to students in their second year, setting out the assessment arrangements for their essay; and one to students in their third year, setting out the Conventions by which they are assessed for their exam. The notice to second years is essentially a duplicate of the document sent to Law students, except that (where appropriate) it refers to PPE examiners and PPE exam conventions. The notice to third years explains that Jurisprudence candidates are assessed under a combination of the PPE Conventions [e.g. for late submission penalties, degree classification] and the Law Conventions [e.g. for marking procedures, rubric failure].

The current situation seems satisfactory, however, if the procedures adopted by Law change, PPE Committee will need to ensure that these are reflected accurately in the PPE Conventions and the two notices sent to candidates.

iii. Guidance to candidates taking papers in other disciplines

In a similar manner to (ii) above, there are other potentially difficult situations when candidates take papers outside the three departments (e.g. Set Theory and Logic, which is examined by Maths; Comparative Demographic Systems, which is examined by Human Sciences). There is a need to ensure consistency between the procedures adopted by these external Departments and the PPE Conventions which state how each and every paper is examined. PPE Committee must continue to ensure that these circumstances are satisfactorily dealt with.

PART C: Internal Examiners' Comments

a. Philosophy
See separate report covering all Philosophy Honour Schools.

b. Politics
FHS PPE & MHP POLITICS EXAMINERS' REPORTS 2016

201 Comparative Government
There were 69 candidates for comparative government (64 PPE and 5 History and Politics). The mean across all papers was 65.7 and the standard deviation 4.1.

Overall, the exams showed strong preparation in terms of understanding the core topic areas covered in the course: variation in the institutions of government, electoral systems, and regime types. Most answers displayed a solid knowledge of the literature from the reading list and used empirical evidence from both case studies and quantitative analyses. As in previous years, the questions on democratization, electoral systems and parties proved most popular, and were generally well done. Better answers dealt carefully with the question, defining the core terms really interrogating the underlying causal claims implied in the question. The strongest answers displayed an impressive quantity of evidence, while also deploying it in an analytically clear way to answer the question. Weaker answers often rehashed the core literature but with little original analysis and only superficial engagement with the theoretical and empirical claims in the literature. Candidates could use more care with the empirics. Answers often cited the main claims of the empirical literature, without describing the quality of evidence or analysing what it actually implied for the question at hand.

Distribution of answers

Question Number	Number of responses
1	4
2	40
3	30
4	4
5	5
6	25
7	35
8	4
9	12
10	22
11	0
12	29

1. Interest Groups - Too few to comment

2. Democratization

Most answers did a good job working through the debate over modernization theory and interrogating the link between population wealth and democratization. Better answers really analysed the underlying mechanisms linking "rich people" to the process of democratization, separating out macro-questions about development from micro-questions about the preferences of individuals.

3. Executive power

Most answers showed a solid knowledge of the core debates about executive format, but often fell short on defining the core terms. This lack of definition held back the answers, as it meant there was not a clear benchmark against which to analyse the claims about whether "executive power" differed across regimes. Some weaker answers relied on haphazard comparisons between cases or had little empirical evidence. Stronger answers systematically worked through the literature and disaggregated claims about the impact of institutions in ways that allowed clearer empirical analysis.

4. Legislatures - too few to comment

5. Bureaucracy - too few to comment

6. Federalism

Strong answers dealt with the question of intent (what federalism is meant to do) and the question of effect. Answers were mixed in their knowledge of the federalism literature, and weaker answers did not focus clearly on the questions of efficiency.

7. Electoral Systems

Most answers showed good knowledge of the debate over the effects of electoral systems. Careful answers were clear on what constitutes a "direct effect", and how we could distinguish such effects empirically; working through the logic of various "indirect effects". The strongest answers showed both wide ranging knowledge of the debate about the downstream implications of electoral systems and the evidence for these effects, and had a clear analysis of what it means to make causal claims about the effects of institutions.

8. Parties – too few to comment

9. Methods

While not a popular question, the answers were generally high quality. Most engaged clearly with the question and drew on a wide range of methodological literature.

10. Judiciaries

Most answers had a solid grasp of the literature on the judicialisation of politics and the role of courts in democratic systems. Better answers probed the question of what it would mean to reduce the power of elected politicians, looking at multiple interpretations of the process.

11. Democratic Performance - too few to answer

12. Party system change

Most answers did a good job considering both parts of the question examining whether cleavages are stable and whether party systems are stable. Better answers also carefully looked at the relationship between cleavages and party systems, and unpacked the concept of responsiveness.

202 British Government and Politics since 1900

Question 1:
EITHER: 'Why did Irish issues grow in importance to British governments until partition?' 6 answers.
      The small number of answers may have accounted for their high quality. Candidates chose different dates at which to begin, but all knew about developments from at least 1905/06, and two illustrated substantial knowledge of arguments from within Ireland. The interaction between these issues and Westminster behaviour was well argued. OR: 'When and how did Northern Ireland cease to be 'The Orange State'?' No answers.

Question 2:
'Was the work of the Liberal governments of 1906-1914 a 'new Liberalism'?' 39 answers.
      Several candidates produced excellent essays demonstrating wide reading, both of government legislation, and of debates about what constituted 'New Liberalism'. Some broadly concluded that government imbibed prevailing political theory and gave examples of what they meant. Others laid more stress on what they saw as traditional Liberal issues and said that these had only been developed further over time. Nearly all essays displayed at least rudiments of scholarly debate and used them to good effect, even if some were overly cautious in their 'yes and no' conclusions, which did not do justice to the contents. There were only a few weak answers. They mainly simplified 'Old' Liberalism as a crude economic model with no political or social texture.

Question 3:
'What led to female enfranchisement in 1918 and 1928?' 7 answers.
      Answers varied from the thoughtful and analytical to the propagandist and superficial. The diversity of pressure groups, intra-party attitudes and, in the case of two scripts, economic forces were well harnessed. The changed political climate of 1928 as opposed to 1918 came under serious scrutiny. Weak answers tended to dismiss opponents of women's suffrage as reactionary and merely bigots, without considering why so many opponents ultimately changed their stance.

Question 4:

'*As far as ideology is concerned, Conservatives are well-advised to travel light.*' Was this true between 1918 and the early 1960s?' 11 answers.

The question covered a wide sweep, both chronologically and theoretically. There were some powerful responses laying out a case and then providing examples. As the question was broad, so the answers covered different themes. For instance, some essays agreed with the title quotation, but then claimed the Conservatives had actually been highly ideological. Others asserted the title itself was little more than Conservative propaganda. And some began by discussing what might constitute party ideology over a long period. There were impressive displays of knowledge of Conservative party history, and of contentious issues – tariff reform, 'cheap money' in the 1930s, appeasement, end of empire, Europe. Several essays were argumentative in the best sense of the word.

Question 5:

'Why was more not done to tackle unemployment in the inter-war years?' 7 answers. A disappointing standard. Essays tended to provide a series of facts about unemployment without much discussion, except to deplore government inactivity. Most knew of deflation and the gold standard in a general way but failed to link these clearly to government or banking policy. Similarly, Keynes was often mentioned, as was the 1929 election, but not in any particular context. Problems associated with an 'active' policy to unemployment rarely appeared.

Question 6:

'Why were Attlee's governments able to achieve so much?' 45 answers.

A straightforward question, but allowing several different approaches. Most essays were well-prepared, and candidates knew a good deal about the literature and could distinguish among authors' cases. Common conclusions were that the war laid the foundations not only for Labour's victory in 1945 but also the justification for the work of the government. Some candidates challenged 'so much' in the title in order to open a discussion about what more the government could have achieved (Labour's alleged social conservatism was frequently mentioned), or whether it was successful because it was cautious. As there were so many answers there was a pleasing diversity in analysis and conclusions. There were several excellent answers and few which were weak.

Question 7:

'Who benefitted from the 'age of affluence', 1951-1964?' 15 answers.

It was important for arguments to take notice of 'benefitted'. Several did so, which allowed candidates to spread their answers very widely. Interesting approaches included the political sociology of affluence, the political parties themselves, or specific groups, usually identified by class. A few essays looked beyond immediate material benefits and considered their potential sustainability. Only a few, weaker, essays tried a chronology. The end of the period was usually either ignored or given a cursory acknowledgement. Most essays concluded that Conservatives had benefitted, but a few, more adventurously, argued that ultimately Conservatives suffered through stimulating expectations which they could not deliver, and from which they could not escape.

Question 8:

'What best explains Thatcherism?' 49 answers.

    The most answered question. Most answers sensibly pursued a clear case, whilst paying attention to other lines. Faced with the enormous amount of literature available, candidates employed their choices with care and to good use. A few chose a political theoretical interpretation drawing on sources outside party politics – and did it very well. More often, the condition of Britain in the 1970s, and/or the rise of the New Right, and/or attitudes towards the functioning of the state laid the foundations for good answers. Another angle was the transformation of the Conservative Party itself from the mid-1970s. Essays which tied themselves very closely to Thatcher and her personality were less convincing because they largely ignored the intellectual milieu and how far 'Thatcherism' either preceded or survived her premiership. As in previous years, this topic excited students almost as much as contemporary partisans – *'deliberate assault on the working class and its values'*; *'the rescue of Britain from stale mediocrity of social democracy'* were two combative but not unusual assertions.

Question 9:

'Did New Labour remain distinctive in office?' 26 answers.

    Most answers tackled 'distinctive', some denying that New Labour had ever been. Too many concentrated heavily on Labour's changes in policy before 1997, from which of course it could only be concluded that New Labour in office was different from previous Labour governments in office, but which did not answer this question. Similarly ineffective were answers which petered out in 2005, thereby ignoring all of Brown's premiership and the financial crisis. Better essays either surveyed the years as a whole or laid emphasis on themes such as economic management, or constitutional arrangements and why they stalled. A very few essays argued that Labour's distinctiveness lay in the gradual alienation of its own supporters and therefore the party enfeebled itself by 2010. A disappointingly large number of answers simply lacked analysis and those which displayed nothing about Labour's later years were inadequate analyses.

Question 10:

'Why did a hung Parliament in 2010 lead to a coalition government?' No answers.

Question 11:

'Why have both Conservative and Labour parties so often been divided within themselves over the EEC/EC/EU?' 3 answers.

    Too few answers to make an overall assessment.

Question 12:

'When were trade unions most important in British politics?' 9 answers.

    A few very good, well-informed answers, usually opting for the 1960s and 1970s, dealing with industrial relations as well as governments themselves. Others used the question as a proxy for an essay on the early Labour party, a topic not set this year. Those essays were not convincing.

The standard on the paper was excellent at the top end (a few scripts were outstanding on all three answers), and rather dismal at the bottom end.

There were 72 candidates, a pleasingly high number. 60 were in PPE; 12 in History and Politics. The pattern of answers was the same between the two groups.

203 Theory of Politics
131 PPE students, 26 History and Politics, and 31 Philosophy joint school students took this exam. It seems, anecdotally, to have been received by those taking it as a tough paper. Candidates who did well were able to take the theoretical material they had studied and apply it to different contexts, rather than seeking to recreate term time essays regardless of the precise question set. The breadth of this paper means that only preparing a small number of topics for Finals is a risky strategy: it is important to have at least some sense of multiple different topics and of the paper as a whole. Regular lecture attendance is clearly helpful in this regard.

Comments on individual questions are listed below, along with the number of candidates answering each question. These figures only include PPE students, and so exclude History and Politics and joint school Philosophy students.

1. Would a state make its citizens more or less free if it outlawed monasteries? (61 responses)

This was evidently a challenging question, which drew some rather confused (indeed some slightly panicked) responses, as well as some well-worked arguments. Some candidates wrote insightfully both about the relation between religion and autonomy, and between autonomy and freedom. Essays which unreflectively grasped for the negative / positive distinction tended to do less well.

2. If their states will not do so, should (relatively) wealthy egalitarians compensate the victims of bad luck? (89 responses)

The most popular question, which attracted answers of rather variable quality. The lure of writing in a general way about luck egalitarianism was too great for some to resist, and so there were a number of disappointingly formulaic answers about brute and option luck and Anderson's relational critique. Better answers thought carefully about the relation between individual and institutional responsibilities of distributive justice and questions of duties in a context of non-compliance. Some candidates were aware of G.A. Cohen's work on these matters, but others were able to think on their feet and write insightfully without this background.

3. Could a state legitimately deny its citizens the right to emigrate? (22 responses)

Some thoughtful answers to this question: some showing some good knowledge of recent work on the ethics of migration, others thinking imaginatively about the limits of legitimate state authority.

4. 'Power, by its very nature, resists principled distribution.' Discuss. (14 responses)

Not a popular question, but some good answers showing knowledge of a wide range of theoretical writing on power.

5. 'Legal rights can and do conflict; moral rights, in contrast, cannot.' Discuss. (18 responses)

The reference to legal rights may have put some candidates off here, but there were some good discussions of compossibility in relation to moral rights in particular.

6. Should conservatism be considered a reasonable comprehensive doctrine? (9 responses)

A challenging question, which nonetheless attracted some answers that demonstrated knowledge of both conservatism as a political ideology and discussions of reasonable comprehensive doctrines within political liberalism.

7. 'Individuals should, insofar as possible, aim to rid themselves of their prejudices.' Can the same be said of their ideologies? (4 responses)
Too few answers for comment.

8. EITHER: Is the rule of the many over the few any more or less fair than the rule of the few over the many? (23 responses) OR: Can a just procedure produce unjust outcomes? (23 responses)

Some rather variable answers to these questions. Weaker answers to the former tried to turn it into a standard essay on majority rule; better answers were able to focus on fairness specifically. Answers to the second question drew on a wide range of literature, some focusing on procedural accounts of democracy, others on Nozick's account of distributive justice, and the Wilt Chamberlain example in particular.

9. Does political theory matter? (13 responses)

Not many answers, but some thoughtful work relating both to recent writing on political realism and to the relation between political theory and political practice.

10. Should feminists accept inequalities produced by other women's choices? (42 responses)

A popular question provoking some good answers, both within and in challenge to the question's liberal framing.

11. Can a state be just even though it is illegitimate? Can a state be legitimate even though it is unjust? (40 responses)

Answers of variable quality to this question. Some were able to draw on relevant literature on authority and/or political obligation and were careful in addressing both parts of the question. Others struggled to define the core terms in a plausible fashion, and ended up in some confusion.

12. Is 'cosmopolitan nationalist' a contradiction in terms? (34 responses)

Another challenging question. Some respondents began by defining cosmopolitanism and nationalism in such a fashion that the answer could only be answered in the positive, and then found themselves rather stuck for further things to say. Better answers thought imaginatively about the different dimensions in which one might belong to different schools.

204 Modern British Government and Politics
29 candidates (24 PPE; 5 HP)

Q1: Have procedural reforms of the House of Commons since 2001 been a victory for modernisation or management? (8 answers)
Responses to this question varied widely in quality. The better scripts took a clear line in response to the question by carefully defining the terms 'management' and 'modernisation'. The best scripts were sensitive to the meaning of 'procedural reforms' and focused their analysis on how the House of Commons works, rather than what it does. There were some truly outstanding answers that demonstrated breadth and depth of knowledge of recent reforms, including analysis of specific Select Committee reports and changes to Standing Orders.

Q2: Is the debate over House of Lords reform really a debate about what 'legitimacy' means? (18 answers)
A common response to this question was to deny that the debate over Lords' reform is really about the meaning of legitimacy. This is of course a reasonable response to the question. But several scripts failed to define legitimacy adequately, and others undercut themselves by asserting that the debate was in fact about how powers and functions should be configured without making it clear why this did not boil down to legitimacy. Nonetheless, there were many sophisticated responses to this question, with the very best deconstructing legitimacy and providing rich analysis of recent developments.

Q3: In the last three UK general elections the leading party has won barely more than a third of the popular vote. How should this be explained? (9 answers)
Answers to this question focused mainly on changes to voting behaviour. Whilst this is crucially important to solving this puzzle, the better scripts considered not just how voters have changed but also looked to the behaviour of the parties themselves. Notably, the increasingly efficient targeting of swing consistencies by parties alongside their increasingly exclusive revenue streams have created greater seat returns to the number of votes cast, whilst further distancing mainstream parties from the grassroots. Some excellent scripts linked changes in both voter and party behaviour to broader structural changes to society, the economy and ideology.

Q4: 'The only power that really matters in the UK core executive is informal power.' Discuss. (5 answers)
A persuasive response to this question required the careful marshalling of concepts. In particular, 'the core executive' and 'informal power' needed reification. Few scripts attributed the 'core executive' concept to Rod Rhodes, and there tended to be much conceptual fuzziness as to what exactly constituted the core executive and what could be cast as more peripheral. 'Informal power' created even greater confusion. Where the formal prerogatives end and the informal 'soft' powers to persuade begin is indeterminate, but the question calls for a clear and persuasive response to this indeterminacy.

Q5: Does 'English votes for English laws' satisfactorily answer the West Lothian question? (12 answers)

This was a popular question that was, on the whole, effectively tackled. It was pleasing to note that most of the scripts presented detailed knowledge of recent developments and primary documents in order to substantiate claims made. The strongest answers took care to define the meaning of 'satisfactorily', where weaker answers recited the standard litany of flaws with EVEL without a clear sense of whether, despite the flaws, EVEL satisfactorily responded to the West Lothian Question.

Q6: How is it possible in Northern Ireland for the party leaders to share power when their electorates are so polarised?

There was only one essay in response to this question.

Q7: 'Politicisation of the judiciary' or 'judicialisation of politics': which better describes the changing relationship between judges and politicians in the UK? (9 answers)

This is another conceptually rich question that most candidates handled deftly. In the very best essays, candidates made clear that the differences between politicisation and judicialisation are not easily reducible to a simple binary. They nonetheless provided coherent and cogent solutions to the question posed. Some scripts insufficiently developed an argument in response to major developments. Notably, the enactment of the Human Rights Act was, in some essays, superficially analysed. Nonetheless, there were some thoughtprovoking essays that not only considered what judges are able to achieve with the HRA but were even able to demonstrate their claims by considering specific court cases.

Q8: If UK central government wants to strengthen local government, why has it been so reluctant to devolve powers? (9 answers)

Several responses to this question accused successive governments of bad faith with regard to local government. Indeed, some scripts came close to conspiracy theorising with claims that governments deliberately say one thing and do the other. More persuasive essays addressed the evidence more carefully and considered some of the genuine difficulties faced in devolving powers to local government. Another persuasive approach was to present the central government's approach to local government as incoherent, rather than mendacious.

Q9: Are neutrality, permanence, anonymity and expertise still the defining features of the UK civil service? (7 answers)

The best responses here gave equal or near equal consideration to each of the four 'defining features' listed in the question. Most scripts considered the impact Special Advisers have had, but the very best answers also analysed other notable developments, such as New Public Management reforms, the Civil Service Code and the eclipsing of the Osmotherly Rules.

Q10: If the UK's Westminster electoral system is so disproportional in its effects, why is there so little demand for electoral reform?

There were only two responses to this question, despite its topicality.

Q11: Is UK party membership volatile or declining? (7 answers)

Most of the essays in response to this question adopted a clear position but lacked a clear argument. In other words, the essays made clear where the author stood on the question of

volatility or decline, but without clearly explaining why. Instead the essays provided loose narrations of changes to the party system that needed analysis of the forces at work. That said, some successful pieces considered causation in depth and drew on detailed knowledge of empirical developments to substantiate the claims made.

Q12: Do differences over Britain's relationship with the European Union now lie more between parties than within them?
It was, to put it mildly, a surprise to see that no candidate was willing to attempt this question.

205 Government and Politics of the United States
25 candidates (20 PPE; 5 HP)

Question	1	2	3a	3b	4	5	6	7	8	9	10a	10b	11	12
Takers	11	9	8	6	2	0	9	0	8	11	5	4	2	0

There was a much better spread of answers to this year's paper than the previous year, with no overwhelmingly popular questions (those answered by more than half of candidates) and just three questions – (Q5) Federal Reserve, (Q7) Media, and (Q12) American state – with no takers. Popular topics included exceptionalism, the presidency, federalism, judicial review, partisan polarization, and racial inequality.
It was pleasing to see more robust encounters with the scholarly literature this year than last, with only one citation-free essay. Candidates deployed scholarly literature extensively, thoughtfully, and with better focus than in previous years.

Q1: Exceptionalism (11 answers)

As usual, answers on exceptionalism tended to be weaker on average than those on other topics, with some candidates merely replicating claims to American exceptionalism without critical engagement. For too many candidates, the "price" in the question was an afterthought. Better answers interrogated the notion of what it might mean to "pay a price" and considered whether it might in fact be a price worth paying, disaggregating the question by policy area and by payee.

Q2: Federalism (9 answers)

Many answers to this question made good use of relevant material, deploying a wide range of federalism literature and illustrative examples (marijuana legalisation and education policymaking were popular), and most answered the question in the negative. Several answers were a little one-sided, however, and could have motivated the puzzle by engaging more effectively with the opposing view (that federalism is indeed an inherently conservative institutional force). Most candidates problematized the "inherently" part of the question, and a few also pointed out that federalism is not only an "institutional force" but also a political principle.

Q3a: Partisan polarization (8 answers)

This question prompted mixed-quality answers, but most were comfortable describing the relationships between elite polarization and mass attitudes, beliefs and sorting processes within the electorate. Good answers placed elite polarization in temporal context and considered feedback effects between elite polarization and mass sorting.

Q3b: Culture War (6 answers)

Most candidates deployed relevant literature carefully, particularly Abramowitz and Fiorina. Happily, answers also paid attention to recently-added items on the reading list including Iyengar and Jacoby.

Q6: Judicial review (9 answers)

Many candidates problematized the idea that Congress indeed "chooses" to govern under the constraint of judicial review, and some also interrogated the notion of judicial review as a "constraint" (most thought it is not). Some candidates simultaneously introduced arguments that are in logical tension with one another (for example, that judicial review has a positive effect and that it has no effect), without realising the discrepancy.

Q8: Racial inequality (8 answers)

Although there were some excellent answers to this question, several were quite weak. Good answers drew upon a range of literature on American racial politics, structured their answers coherently, and showed excellent command of the data on racial inequalities. Weaker answers were drawn off-piste into a general discussion about race with little regard for the question at hand. The best answers also considered state counter-action to *sustain* racial inequalities and lacklustre state efforts to promote equality, in addition to state mobilisation on behalf of opponents of racial inequality. Some candidates organised their answers around critical junctures in American political history; others in relation to specific policy areas.

Q9: Presidency (11 answers)

Candidates responded to this question with decent, if fairly uninspired answers. Most drew from a wide range of literature though Skowronek, Neustadt and Edwards were ubiquitous. The candidates were evenly split between those arguing in favour of and against the title quotation. Most answers distinguished foreign and domestic policy. Weaker answers held the title quotation to a very weak standard, maintaining that presidential choice is indeed an illusion simply because presidents must react to their political circumstances. Good answers interrogated the quotation by distinguishing different types of illusion.

Q10a: House (5 answers)

These answers tended to cluster in the mid-2.1 category, with good use of relevant literature including Krehbiel and Aldrich & Rohde, but lacking the independence of first-class essays. Better answers gave due consideration to each part of the multi-part quotation in the question, including both "single-minded seeker of majority status" and "without importance or influence". Several candidates attempted to defend the minority party from both claims, with varying success.

Q10b: Senate (4 answers)

This question prompted some good answers. All showed excellent knowledge of filibustering and the recent instance in which the Senate majority did in fact "go nuclear".

206 Politics in Europe (in previous reports, 236)

There were six candidates (5 PPE; 1 HP). The overall standard was fairly high, with no seriously weak scripts. All candidates showed a good range of knowledge, covering several countries. Candidates understood how to compare across systems using most-similar and most-different tools of analysis.

Candidates clearly felt more at home discussing party politics than formal institutions, as seen from the distribution of answers:

1.   Party system cleavages 3 answers
2.   Social democracy 3 answers
3.   Radical right 4 answers
4.   Christian Democracy 1 answer
5.   Party system stability in CEE 4 answers
6.   Coalition formulae 1 answer
7.   Semi-presidentialism 0 answers
8.   Executive leadership 0 answers
9.   Minority governments 2 answers
10.   Legislative agenda-setting 0 answers
11.   Territorial politics 0 answers
12.   Judicial politics 0 answers

No questions were answered badly nor were seriously misunderstood. Candidates should however read questions carefully, especially on subjects that are potentially quite broad if not given proper thought. Thus for example question 1 invited candidates to consider the application of social-cleavage analysis to the last 15 years of European party systems and the examiners had expectations that candidates would be able to identify and focus on recent changes to party systems, and not give long exegeses of a debate in the literature running back over half a century. Some of that debate may be relevant, but a skill required is to summarise it succinctly and briefly before focusing on the heart of the question.

An issue often noted with some disappointment in past examiners' reports concerns the ability of PPE candidates to use knowledge that forms (or should form) part of their broad background knowledge of public policy and public affairs in advanced democracies in answers to empirical politics papers. The weakness arises when there is a set body of half a dozen scholarly articles that tend to dominate the reading lists, and candidates write accounts of the subject entirely by setting out the results of these articles, without much reference to broader political context. Was this in evidence in these scripts? Yes and no. In thinking about the fate of social democracy in the wake of the 2008 financial crisis, for example, a good candidate places an answer in the context of the most important dimensions of the crisis (including at an EU level). Weaker candidates invariably lack this ability. The difference is a significant part of the difference between a First or very good 2/1, and a low 2/1 or worse.

The former category seems to include students with a genuine interest in the subject they are studying and an ability - that develops naturally from this interest - to think tightly and analytically, but also, as regards context, very broadly. The latter category seems to include students who lack broad engagement and wider reading, and stick to five journal articles on five or six topics, often in the process displaying more knowledge than understanding.

Sheep are not separated from goats only by this. There are basic issues of precision, depth of understanding, and clarity of expression that arise from differences in work-rate and innate ability, but candidates should note that it is much harder to do well on this paper (and by analogy similar comparative papers elsewhere in the Honour School) without developing a broad interest in the subject that includes, for example, following the politics of several countries in some detail.

207 Politics in Russia and the Former Soviet Union (in previous reports, 237)
The examination was taken by 5 PPE students and 3 HPol students. Marks ranged from 70 to 59, with an overall average of 65. One candidate achieved a First Class mark and there were no failed scripts.

Frequency of responses: low (up to 3), high (more than 3).

1) **Was Mikhail Gorbachev the first post-Communist leader? (Low)**

   The better answers had a 'post-communist' benchmark against which to assess Gorbachev's record. They also provided details on individual reforms.

2) **'The rise of political nationalism in the late 1980s was caused by the crisis and collapse of the Communist state.' Discuss. (Low)**

   The stronger answers discussed competing explanations for the rise of nationalism and its various forms.

3) **In what ways have hybrid classifications of post-Soviet political systems advanced focused and structured comparisons of political phenomena in the region? (Low)**

   The better answers engaged with concepts like 'competitive authoritarianism' and its empirical and theoretical strengths and weaknesses.

4) **How do constitutional differences in executive format affect regime dynamics in post-Soviet states? (Low)**

   Candidates discussed the effects of different regime types on democracy, party development and policy-making. However, little reference was made to the 'patronal' politics literature and its emphasis on the importance of informal rules.

5) **Why are non-Baltic post-Soviet economies trapped in 'partial reform equilibriums' (Low)**

Good answers. Discussed the important differences between the 1990s and 2000s and the limitations of arguments focused on state capacity.

6) **Account for the weakness of political parties in post-Soviet societies. (Low)**

The stronger answers explained how the informal rules of politics weaken the influence of parties in both authoritarian and democratic systems. However, candidates might have given greater attention to other factors: institutional, social etc.

7) **'Given high levels of electoral fraud, we cannot attach any significance to the results of elections in the former Soviet Union.' Discuss. (None)**

8) **Assess the view that clan and/or national identities are a unifying force in post-Soviet societies. (Low)**

Strong answers. Candidates provided good examples from across the region and assessed the conditions under which ethnic diversity has been a source of conflict.

9) **Do post-Soviet societies have abnormally high levels of corruption because they are not wealthy enough? (Low)**

The stronger answers focused on the limitations of explanations based on wealth and engaged with the materialist/post-materialist debate.

10) **Are oil profits from the global economy a source of stability for post-Soviet states (Low)**

Good answers. Candidates discussed the relative importance of rentier effects across different post-Soviet states (resource-rich and poor).

11) **How effective are externally funded political assistance programmes in the former Soviet Union?(Low)**
Answers tended to focus on coloured revolutions and gave limited consideration to the effectiveness of programmes aimed at democracy building and good governance (e.g. the European Neighbourhood Policy).

12) **What are the main drivers of protest in post-Soviet societies? (Low)**
Answers tended to list different factors – diffusion, structural etc. – without critically assessing their significance. Stronger scripts distinguished between different types of protest (electoral, economic etc.).

208 Politics in Sub-Saharan Africa

In general, students answered the examinations well and demonstrated very solid knowledge and the ability to coherently structure arguments. Of the thirty-three students (twenty-eight PPE students and five History and Politics students) who took the exam, ten had 1st class performances, and the remaining twenty-three were at 2.1. level. This is overall a very positive performance, and the number of outstanding performances is noteworthy. As is always the case with the 208 exam, students struggled to maintain consistency across all three essays: candidates toward the lower end of the 2:1 bracket typically had a mark at or below the 2:2/2:1 borderline, while candidates who performed very well overall nonetheless typically had one mark below the 2:1/1st borderline. It is likely that the somewhat uneven performance of most candidates across the three essays is down to the complex and varied nature of the course, and the broad range of empirical material that students must grasp.

A very positive aspect of this year's exam is that all questions in the paper were tackled by students. However, as usual, there was a high level of bunching around certain essay topics. The question on economic reform attracted the attention of about a third of the students, and the question on conflict proved popular, if less so than in the previous year. In contrast to recent years, the question on ethnicity and politics also proved popular. Only a few students attempted the questions on Africa states and ideology and on decolonization. Candidates would be well advised to avoid offering middle of the road answers to 'safe' questions: it can result in bland essays and rarely results in the award of high marks.

Despite the clear guidance offered to students, some candidates lost marks for failing to define key terms or to answer all parts of a question. Those candidates that did engage with key concepts and major comparative debates in the literature developed much more thorough and insightful contributions and were rewarded accordingly. One of the most positive aspects of this year's paper is that students answered questions with reference to twenty-eight different Sub-Saharan African states (a number that has steadily increased in recent years) and showed a serious commitment to sustained comparison. However, Kenya, Zambia, Nigeria, and Sierra Leone were still more frequently engaged with than other cases. The Horn of Africa and the Francophone states remained underrepresented but there was a clear increase in references to them, and knowledge of the relevant literature.

There are two major points raised in previous years where candidates could still do a better job. One area of possible improvement is for candidates to provide a more nuanced scoping of their answer: how representative are the cases they draw on? How are the examples provided situated in time and space? How generalizable are the suggested conclusions? A more careful approach to these answers and greater awareness of the limitations of certain theories and hypotheses is important. Second, candidates should make a conscious effort to tackle essays (such as those on SAPs or conflict) in a more deliberately original manner, both theoretically- e.g., simply regurgitating the thesis on greed and grievance as an explanation for conflict is not going to be enough- and in terms of engaging with a broader range of casestudies. Yet the overall level of empirical and theoretical sophistication was excellent and this is one of the best set of exam scripts in years.

209 Politics in Latin America
This paper was taken by nine PPE candidates and two HPol candidates. The overall quality of the scripts was good this year, although not as strong as the previous two years. There was only one first-class honours from the PPE cohort, together with six upper seconds and two lower

seconds. All the scripts had a reasonably good grasp of the comparative literature. The weaker scripts struggled to adequately summarize some of the extant literature, let alone engage with the central theoretical ideas. The weaker scripts, also struggled to demonstrate detailed empirical knowledge of the region. All the scripts suffered from this problem to some extent, although for the stronger papers, the issue was their matching empirical knowledge, which in some case was very good, to the arguments they advanced. Below is the distribution of answers, by question:

Question	1	2	3	4	5	6	7	8	9	10	11	12
N	0	5	0	3	1	4	0	6	9	3	2	0

There was distinct clustering this year in the spread of answers. Four questions, 1, 3, 7 and 12, remained completely unaddressed. The most popular questions proved to be 9 and 8, with over 80 per cent of the cohort answering Question 9 on the left in Latin America. The left across Latin America also proved to be the most popular topic in 2015. Unsurprisingly, this was also the question with one of the largest spreads, with a mean mark in the low sixties. The major weakness with the majority of questions here, proved to be a reliance on overly descriptive essays. For the first year since 2014, a question on electoral behaviour, Question 8, received solid attention, while again Question 2, a question on executive-legislative relations, as usual proved popular.

210 Politics in South Asia
10 students sat this paper (3 MHP, 7 PPE), of whom two scored marks in the 70s. MHP students performed better than the PPE ones. Terms and concepts were well-defined in the stronger scripts and the answers presented critical analysis. The question on caste was most popular, but not all students did justice to the topic and some offered superficial or partial answers. All twelve questions were attempted by students, except one on Pakistan. Most answers were on India, although Pakistan, Bangladesh and Sri Lanka featured in a small number of scripts. While all scripts showed competence, only a few stood out for analytical sophistication or insight.

211 Politics in the Middle East
A total of 44 candidates sat the Middle East paper in TT16.

Of this total, nine candidates were drawn from History & Politics. The remaining 35 came from PPE.

Quest	1	2	3	4	5	6	7	8	9	10	11	12
Takers	15	0	3	19	11	20	6	9	12	16	18	1

The questions most frequently chosen to be answered were drawn from the subject of Islamic ideology (20), the question on resource curse (19), the debate concerning the durability of monarchies (18), and the question on representative government, or lack thereof (16).

By contrast, there were no takers for the question on Constitutionalism in the 1940s/1950s, one answer alone on political succession through means of the 'Palace coup', while surprisingly few questions were attempted (3) on national identity building, usually perceived to be an attractive topic during classroom discussion.

Topics of mainstream popularity included: Colonialism (further sub-divided into an either/or question on Iraq (12) and Jordan (3); Arab Nationalism (11), and Gender (12). There was really only one themed question unabashedly contemporary in orientation. That was a question on the so-called Islamic State, which was attempted by six candidates.

The number of students taking the Middle East option paper in 2015/16 indicates that there has been no diminution in interest in the subject overall. Of the specifically PPE finalists over the last three years, 32 sat for the paper in 2013/14, 38 took the paper a year later, and 35 came from the current academic year.

Overall, the quality of the essays written was good. As a result, there were no 2.2's. Many of the answers fell in the high 60s/low70s band. In spite of the complexity of the paper's topics, candidates displayed confidence and focus in answering questions. They proved to be especially adept in bringing in references from the secondary literature, on occasion extensively so.

212 International Relations in the Era of Two World Wars
5 candidates (3 PPE; 2 HP)

The number of candidates taking the paper was lower than in recent years, and the quality of scripts, while generally satisfactory, was seldom excellent. The most popular questions were on Soviet and US foreign policy, with a scattering of answers across other topics. The Soviet question was fairly well handled, with most answers providing a decent blend of historical material and more analytical themes. Answers to other questions were too few to warrant further comment.

213 International Relations in the Era of the Cold War
34 candidates (25 PPE; 9 HP)

Mostly a good standard of answers. Some were rather thin on evidence or showed limited range in addressing the question. There were only a few 2:ii marks and a few outstanding scripts with marks close to 80.

Candidates should be aware that the length of an essay is not necessarily a sign of quality. Answers should be succinct and to the point – extraneous material or unnecessary detail does not generate higher marks.

All questions were attempted by some candidates, the most popular being 1, 4, 7 and 11; brief comments follow.

1.   'Understanding the origins of the Cold War is the key to understanding its ending.' Discuss.

Linking the origins and the ending of the Cold War was one of the most popular questions. The best answers not only explored factors contributing to its origins that also helped to account for its ending, but also took issue with the question posed exploring aspects like the agency of Gorbachev in the ending the Cold War.

2.   Why is there so much focus on the superpowers and so little focus on 'small states' in understanding the trajectory of the Cold War?

Only a few answers to this question which suggests that students need to think outside the box in terms of which states beyond the superpowers had agency in the evolution of the Cold War. Some were confused as to what the term 'small state' might mean.

3.   In what ways did Brandt's *Ostpolitik* facilitate the process of superpower détente after 1969?
Only a few answers.

4.   Can the international relations of the Middle East in this period be mostly understood without reference to the Cold War?

A popular question but not always well done. Many answers focused only on the Arab-Israel question and whether or not it was influenced by Cold War events. Few looked at the Iranian or Turkish question which was important in the origins of the Cold War; the Iranian Revolution had a Cold War component, as did the Iran-Iraq War.   Those studying the Middle East in the Cold War should look beyond the Arab-Israel question at wider regional dynamics.

5. How different was Stalin's Cold War from **EITHER** Khruschev's **OR** Brezhnev's?

A few good answers comparing the Cold War across different Soviet leaderships.

6. Did any US president make a real difference to the origins and development of the Cold War?

As above; the question about US presidents yielded answers looking at Truman, Eisenhower and Nixon in particular. Few explored the theoretical point regarding individual agency in IR.

7. What part did the Korean and Vietnam Wars play in the development of the Cold War?

Some good answers on Korea and Vietnam Wars, though some didn't capture the importance of Vietnam as part of the détente (as well as the Cold War) story.

8. Which IR theory best explains the arms race in the Cold War?

Only a few answers. A pity that arms control agreements as opposed to the arms race did not get more attention from a theoretical perspective.

9. To what extent was the process of decolonisation affected by the Cold War?

Some interesting answers, generally of good quality.

10. What light does the Polish crisis of 1980-81 throw on the Soviet management of relations with the Eastern bloc?

Rather narrow answers on Poland which did not take the question beyond the Polish crisis into a wider study of bloc management in the Cold War.

11. 'Sino-Soviet relations broke down because China refused to follow the Soviet lead.' Discuss.

The most popular question. Some good answers, though most agreed with the question that leadership was an issue. Answers would have benefitted from more reference to the constructivist argument that Chinese history and China's view of itself in the world was always an issue in Sino-Soviet relations.

12. Did European integration 'solve' the German problem? Only a couple of answers.

214 International Relations
150 candidates (115 PPE; 35 HP)

1. "Since only material power is measurable, there is little point discussing non-material forms of power in international relations". Would you agree?

Among the most popular questions, and answers were generally of good quality; most answers challenged both the notion that only material power could be measured, and that non-material forms of power were unimportant; the best answers drew on non-realist theoretical sources as well as a wide range of post-1990 examples.

2. Is there anything more to globalization that the spread of Western practices and values?

There were not many takers for this question. The less impressive answers struggled to come up with additional features to globalization, or simply discussed whether globalization and westernization were one and the same. The better answers were both conceptually and empirically sophisticated.

3. "The liberalization of international trade has created more losers than winners". Discuss.

A fairly popular question, and the general standard of the answers was impressive, with good discussions both of the positive consequences of increased global trade, and the growth of inequality within and across the international system.

4. "When it comes to international security since the end of the Cold War, the United Nations has been little more than a talking shop". Would you agree?

Among the most popular questions. The least impressive answers only discussed the Security Council and the limits of intervention; the best answers also looked at peacekeeping and the development of the different norms of human security, and the ways in which the UN has helped changed the terms of international discourse.

5. Which of the main approaches to international relations provides the most analytically useful account of the role of State?

Not many takers for this question, but the general standard of the answers were high, with comparisons among different strands of realism and liberalism, constructivism, and (occasionally) Marxism. The best answers combined theoretical sophistication with a wide range of specific post-1990 examples.

6. "NATO's survival since the end of the Cold War merely confirms that we live in a unipolar world". Discuss.

Relatively few takers for this question. The weaker answers merely used the question as a peg to discuss whether the world was still unipolar. The better answers explored the different possible explanations for the survival of NATO, and in particular discussed the ways in which the institution's functions have been adapted to the post-Cold War order. There was surprisingly little discussion of the re-emergence of the "Russian threat".

7. Do theories of international relations rely too much on the concept of rationality?

Relatively few takers here too, but some of the answers were exceptionally powerful, focusing notably on the perverse influence of economic theorizing on IR theory, and the range of issues and questions which get sidelined in too narrow a construal of "rational" state behaviour: notably, the role of emotions and ideas, and the significance of cultural factors.

8. What light, if any, has the theory of democratic peace shed on the causes of war?

Among the most popular questions. At the lower end, the answers simply replicated the standard discussion of the strengths and (mainly) the limits of DPT. The better answers focused on the question, and looked at DPT in the context of alternative frameworks seeking to explain why states go to war.

9. Which theoretical perspective or approach best explains the resurgence of nationalism in the post-Cold War world?

Relatively few answers to the question, and the responses were generally weak on both the empirical and the conceptual fronts: the empirical premise of the question was rarely challenged, and there was little discussion of the different conceptualisations of nationalism.

10.   Can we make any meaningful generalizations about the relationship between the West and the Islamic world since 1990?

Among the most popular questions. The general standard was good, although there was a tendency to focus too much on a critique of Huntington: the better answers went beyond this and attempted to establish whether alternative types of generalization were possible.

11.   Why has there been such inconsistency in the practice of humanitarian intervention since the end of the Cold War?

A fairly popular question. The better answers looked beyond the vagaries of power politics and the interests of P5 states to the wider debate about humanitarian intervention, and in particular the Responsibility to Protect doctrine, examining the tension between the traditional ideal of state sovereignty and the wider definition adopted by R2P.

12. "Much promise, little delivery". Is this a fair assessment of the co-operation promoted by international institutions since the end of the Cold War?
A relatively small number of takers for this question, but the general standard was good, focusing both on the theoretical debate between neo-realism and neo-liberalism, and the ways in which international co-operation has been enhanced since the end of the Cold war; there was some good evidence drawn from the case of the European Union.

215 Political Thought: Plato to Rousseau
24 candidates (19 PPE; 5 HP)

This year's answers for Plato to Rousseau were generally good and sometimes excellent. The level of knowledge of the primary texts was impressive: all candidates displayed at least a fair degree of familiarity with the author's arguments, and some were able to go considerably further, drawing on multiple works by particular primary authors and engaging with an impressive range of secondary literature. The questions in this year's exam followed what has become a familiar pattern for this paper, with one question on each of the named authors for the paper and three further questions. The consequences of this are predictable: the questions on Plato (12 answers), Machiavelli (5), Hobbes (7), Locke (10), and Rousseau (14) were far and away the most popular, and most candidates answered on three of these five authors. Aristotle, Aquinas, Montesquieu, and Hume attracted only four takers in total: a non-familiar question on Aristotle and political order may have put some candidates off here, though the Hume question on justice as an artificial virtue, the Aquinas question on the best form of government, and the Montesquieu question on republican versus monarchical systems were reasonably straightforward. Of the popular questions, answers on Plato were predictable but generally well done. The answers on Machiavelli and on Rousseau were a little variable. With reference to the former, some candidates struggled to think of how one could give a republican reading of The Prince and escaped with unseemly haste into the safer waters of the Discourses. While some Rousseau answers were thoughtful and insightful, with good knowledge of some of the lesser discussed parts of the Social Contract of with secondary literature such as Joshua Cohen's recent book, a few struggled to say much more than "it wouldn't work in practice" and did not seem to have developed a great deal since Prelims. The Hobbes and Locke questions were generally well done, displaying good, detailed knowledge of the content of relevant parts of Leviathan and the second Treatise. The last question, which asked whether women play a significant role in the political theory of any of the specified authors for this paper, drew a couple of thoughtful and knowledgeable answers, though candidates would do well to pay attention to the "specified authors" part of this sort of question. There were no takers for this year's "theme" questions on the public / private divide in the eighteenth century and on citizen virtue. Overall, then, candidates are doing a good job of responding to the challenge which the established format of this paper poses. There is a question, however, as to whether a different approach would allow, or indeed require, candidates to show knowledge of a wider range of authors and arguments across the paper as a whole.

216 Political Thought: Bentham to Weber
18 candidates (16 PPE; 2 HP)

The standard of scripts for this paper was pleasingly high; candidates were very well prepared, and showed both good understanding of the philosophical and theoretical issues, and had a good knowledge of the primary texts, and a good range of reference of rival readings of the texts. We were pleased that even with a relatively small number of candidates all the questions on the paper attracted some answers. There were a good number of first class scripts – with candidates showing excellent command of the material, capacity for independent analysis, and writing full and well-judged relevant answers to the questions put. We did note, however, that scripts which showed the extra independent philosophical and critical analysis, putting these texts into historical context and drawing out the implications for philosophical analysis in general – and attracted the very highest first class marks – were lacking this year. It may be that tutors need to speak to students about the kind of critical evaluation of texts that is needed to achieve this standard.

217 Marx and Marxism
12 candidates (9 PPE; 3 HP)

1. What elements, if any, in Marx's work can be said to be authentically 'Hegelian' in either character or origin?

The reference in the question to 'Hegelian' elements covers the potential influence of both G.W.F. Hegel and that of subsequent Hegelians (such as Ludwig Feuerbach, Max Stirner, and so on). Some candidates restricted their remarks to Hegel alone without justifying that limitation.

2. Does Marx understand alienation as a problematic and regrettable characteristic of classdivided societies?

Few candidates considered whether 'problematic and regrettable' might be treated separately. Yet it seems possible that, whilst admitting its negative character, one might be reluctant to regret alienation since it involves liberation from 'engulfment'.

3. EITHER: Does Marx give clear and persuasive reasons for identifying the proletariat as the agent that will bring about communism?

[Too few answers for comment.]

OR: Does Marx give us any reasons to think that only class-divided societies require states?

There were some good answers here; including a few which addressed Marx's distinction between 'necessary' and 'unnecessary' state functions. Weaker answers tended to rehearse secondary accounts of Marx's view of the state in capitalist society (especially that of Jon Elster), and have little to say about the merits, or otherwise, of the reasoning here.

4. Does Marx characterise and criticise religion as a form of ideology?

[Too few answers for comment.]

5. 'Since unpaid transfers will continue under communism it is hard to see how Marx can, coherently and consistently, criticise capitalism as involving exploitation.' Discuss.

[Too few answers for comment. However, since some candidates may have been puzzled by the claim that unpaid transfers will continue under communism, it might be helpful to note that Marx suggests that, for example, those able to work will effectively subsidise those unable to work in communist society, and so on.]

6. EITHER: 'The late Marx's reflections on the political possibilities in Russia embody a significant break with the theory of history sketched in the "1859 Preface".' Discuss.

[Too few answers for comment. The Examiners hope that this was not because candidates were unfamiliar with those later reflections.]

OR: Assess the claim that the role of class struggle in Marx's theory of history is 'secondary but not epiphenomenal'?

There were some rather general accounts of Marx's theory of history, and not all candidates focused sufficiently on the precise question here. Even fewer were confident about engaging with the meaning of 'epiphenomenal'.

7. 'Far from being just another moral critic, Marx is best seen as a critic of morality.' Discuss.

This was a popular question, but some candidates simply rehearsed standard accounts of Marx and morality (or worse, Marx and the justice or injustice of capitalism) without thinking hard enough about this specific question. Not all candidates developed a very clear account of what being a 'morality critic' might involve.

8. Assess Marx's critique of utopian socialism.

There were some good answers to this question, with some candidates demonstrating independent familiarity with the writings and views of different utopian socialists.

9. 'Bernstein's critique of the Hegelian and Blanquist inheritance in Marxism was both cogent and plausible.' Discuss.

Candidates appeared more comfortable in answering the 'Hegelian' rather than the 'Blanquist' part of this question. Close familiarity with Bernstein's writings was not always apparent in the written answers.

10. 'The differences between Lenin and Luxemburg on the relation between party and class reflect, not any differences of principle, but rather the very different political circumstances in which they both operated.' Discuss.

There were some good answers to this question, including some willing to challenge caricatural accounts of the views of both named authors. However, some candidates appeared to think Luxemburg's political context was limited to Germany and the SPD, seemingly unaware of her political activism in Congress Poland (as one of the leaders of the SDKPiL).

11. Assess Trotsky's critique of Stalinism.

[Too few answers for comment.]

12. Does Gramsci's account of 'hegemony' add anything to Marx's own analysis of how societies function?

Gramsci remains a popular topic, and students are clearly interested in his work. Given that interest, it is perhaps disappointing that more candidates do not demonstrate more first-hand familiarity with his writings.

218 Sociological Theory

There were 21 PPE and two History & Politics candidates for this paper. Quality ranged from good (upper second class, n=18) to outstanding (first class, n=3). The best scripts demonstrated impressive breadth of reading, depth of analysis and a degree of originality. Some questions were more popular than others (Q4 and Q6 were overwhelming popular with respectively 15 and 14 answers). I attribute it to the fact that College tutors focus on a narrow set of topics, while the lectures span across 12 topics, although the spread of chosen answers has improved compared to last year.

Last year, it was noted there was some overlap with topics covered by the 'Sociology of postIndustrial Societies' paper. The 2015-16 syllabus has been improved to ensure that such overlap does not occur.

Distribution of Answers for 218 paper, 2015-2016
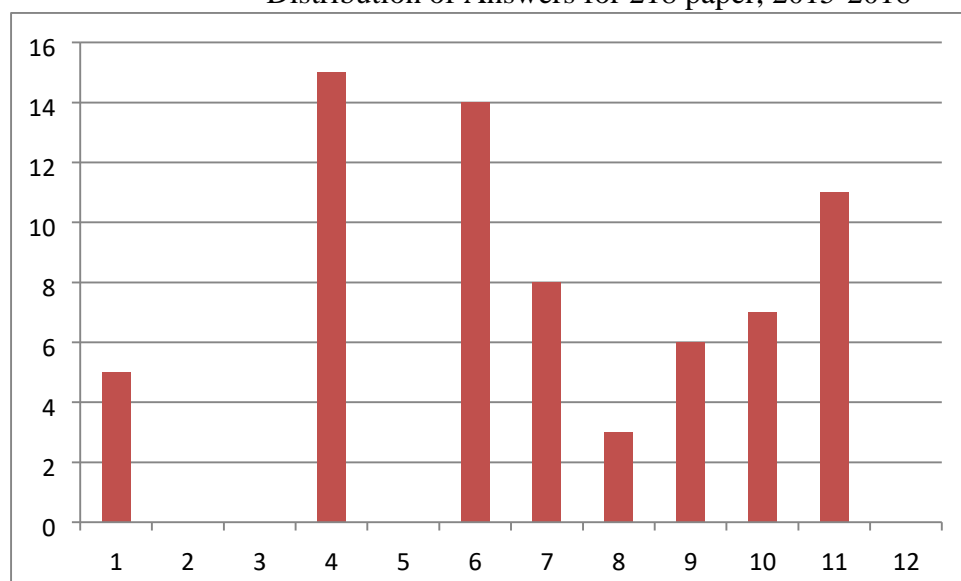
The graph reports the question number (on the x-axis), and the number of takers (on the y-axis).

219 The Sociology of Post-Industrial Societies (in previous reports, 239)

There were seventeen PPE and one History & Politics candidate for this paper. There was one first, fifteen upper-seconds and two lower seconds. The best scripts demonstrated breadth of reading and depth of analysis. The weaker scripts were fluent, but occasionally glib. In a couple of cases the answers didn't actually appear to have much content related to the course reading list. It was also the case that not enough attention was paid to answering the question that was asked rather than writing an essay about the thoughts inspired by some of the words in the questions. A couple of the questions on the paper were quite challenging and it was disappointing to see that the abler candidates played safe and didn't tackle them.

Distribution of Answers for paper 219, 2015-2016
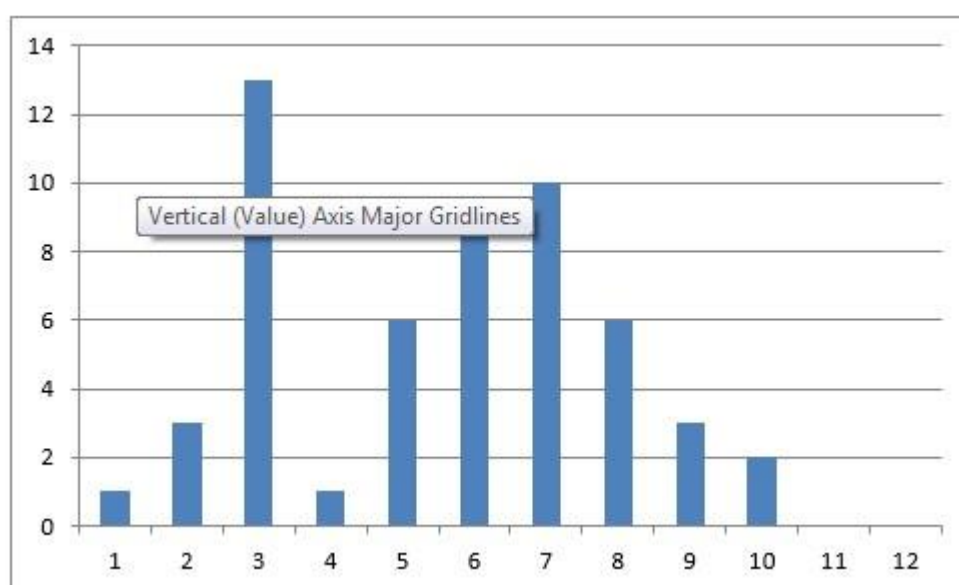
The graph reports the question number (on the x-axis), and the number of takers (on the yaxis).

220 Political Sociology

92 candidates (76 PPE; 16 HP)

This year's candidates did better at focusing on the question set and tailoring their answers and discussion of the literature accordingly. They also appeared to have picked up on some of the comments in last year's report, which was nice to see.

As has long been the norm for this paper, candidates showed that they had learnt and understood a lot from the set readings for the course. Almost all were in good habits of describing and citing relevant research. However, what was most striking this year was the extent to which candidates missed out on first class marks not because of lack of sophisticated critique or analysis but because of a lack of breadth of knowledge of the literature. Essays which were otherwise well informed and insightful were too often let down by lack of awareness of several relevant readings from the faculty reading list. Mostly this was idiosyncratic but our comments on specific questions below illustrate some examples of where this was more systematic.

That said, it was still the case that there were many candidates who let themselves down by seeming to write everything they knew about a topic without reflecting adequately on the question.

There were relatively few systematic problems that were specific to particular questions, but the main ones were outlined below.

2. "Class voting declines when party platforms converge, but this does not explain the longterm cross-national decline in class voting because party platforms have not systematically converged." Discuss.

Candidates typically were let down by a lack of knowledge or even any discussion of whether there has been a systematic convergence of party platforms. Sometimes they simply agreed with premise of the question without any indication of why. 3. Why are younger women more left wing than older women?

There was insufficient attention paid to whether ageing/generational effects applied to men as well as women. This is important for understanding whether the (causes of) patterns of change among women are somehow peculiar to women.

5. 'Most of the time, religious voting is caused by ethnic divisions which coincide with religion.' Discuss.

A lot of answers were very narrowly focused on Britain and America which meant they found it difficult to properly answer the question. Even with broad discussions of a wide range cases the best answers did not simply contradict the statement but also made thoughtful remarks about the circumstances under which religious voting is caused by ethnic divisions.

6. Are rich countries becoming more environmentalist?

Many candidates tried to frame this as solely a question about post-materialism and ignored readings from the faculty list on attitudes towards the environment and climate change, or gave them only cursory treatment.

8. Why do poorer people participate in politics less often?

Answers tended to show an impressive depth and breadth of knowledge but most commonly neglected the issue of whether poorer people are less likely to be contacted and mobilized by party activists.

10. Can the media influence election outcomes?

Most candidates interpreted this question as an invitation to review the various different kinds of media effects identified in the literature. The best answers considered effect magnitude, whether any election results had actually been swayed by media effects, and whether the media can, of their own choosing, try and actually succeed in influencing election outcomes.

223 The Government and Politics of Japan

Only one candidate (History and Politics) sat this paper.

224 Social Policy

33 candidates (28 PPE; 5 DMHP)

Note that the totals and comments below do not include analysis of answers by the 10 Human Sciences students taking the exam, as a separate exam report is submitted for Human Sciences.

The scripts this year were again generally of a high standard. The questions answered by more candidates this year comprised two from the first section of the course, that introduces students to key social policy/welfare state concepts and issues, concerning the welfare mix (18 answers) and welfare regimes (16 answers), and another from the section on more

specific policy areas (15 answers, about education). These were by a substantial margin the three most popular questions. A relatively high number of students also answered questions on efforts by recent governments to tackle child poverty; the response of family policy to changing gender roles and relations; labour market issues; and the balance between different functions of the welfare state.

All questions were answered by at least one candidate, except one sub-question (on areabased initiatives – a topic that has been omitted from the course for this year onwards, and replaced by immigration). Two questions, on homelessness policies and on policy evaluation, had only one taker each. The first of these is based on a sub-topic which entails studying housing or homelessness and not knowing whether a question will come up on one or the other theme; the second is based on analysis of social policies, a topic which students traditionally find rather challenging. The other questions (on an ageing population, healthcare reforms, and social rights and residence, had more but relatively few answers. The most popular questions were:

* 11. 'Have recent changes in the welfare mix in the UK resulted from practical considerations or political convictions?'

* 8. '"It is incorrect to categorise the UK as a typical liberal welfare regime." Discuss.' (Note that this question is technically incorrect as it should talk of the UK as a typical liberal welfare regime country but that this did not seem to have affected the quality of the answers.)

* 1. 'Is the main challenge facing UK education policy today the divergent performance of individual schools?'

* 12. '"The response of family policy to changing gender roles and relations in the UK in recent years has been inadequate." Discuss.'

* 10. 'Which efforts by recent UK governments to tackle child poverty have been successful?'

* 9. 'Why have labour market issues become more important in recent UK social policy debates?'

This year many scripts provided coherent argumentation in a logical sequence, demonstrating generic skills which the tutorials are also intended to hone. Thoughtful answers were particularly appreciated by the assessors, as were those which included a critical reading of relevant literature and a combination of theoretical perspectives and empirical evidence where necessary.

There was some tendency to disregard important clues in terms of the wording of the question amongst some students, resulting in incomplete or less nuanced interpretations which then took the answer in a direction that did not directly address the issues at stake. At the lower end, answers did not really go much beyond the content of the lectures; but in the best, there was evidence of students incorporating recent policy developments. Some answers were better than others at substantiating the claims on which the response to the question was based.

The issue of devolution could still be given more attention, and the absence of the online Social Policy Digest (which has not been updated since autumn 2014) understandably makes it more difficult for students to incorporate more recent policy documents into their answers. But the best scripts were of high quality and combined sophisticated analysis and comprehensive knowledge of either social policy concepts or specific policy measures as required, together with background literature and relevant statistics.

The number of takers for each question was as follows:

Q	1	2	3	4	5	6	7	8	9	10	11	12
No.	15	1	7	4	1	6	5	16	9	10	18	10

Classification:

DMHP scripts:

Mark classification	Number of students attaining this
I	1
II.i	4

PPE scripts:

Mark classification	Number of students attaining this
I	6
II.i	15
II.ii	7

DMPH and PPE scripts combined:

Mark classification	Number of students attaining this
I	7
II.i	19
II.ii	7

226 Quantitative Methods in Politics and Sociology
5 candidates (all PPE)
There were too few candidates on this paper to comment in detail. As usual candidates tended to let themselves down due to small mistakes on part A. Answers for part B were generally good but they were usually lacking either in sufficient critique or in sufficient depth or breadth of knowledge to be first class.

227 Politics in China
20 candidates (18 PPE; 2 HP)
There was a very good spread of answers this year with takers for almost every one of the questions on the paper. Most popular were questions on the position of women in reform-era China, inequality in China, and China's levels of cooperation in international relations: unsurprisingly, these key issues in contemporary Chinese political development attracted strong and well thought-through answers, although candidates needed to be wary of not answering a "standard" answer on the wider topic without thinking about the precise question asked. There were also good answers on the Cultural Revolution, in the fiftieth anniversary of its outbreak, and more answers than in previous years on the growing subject of new media and its impact (which has become increasingly important in the scholarly literature). There was less engagement with questions of rule of law – admittedly a very fast-changing subject - although this subject will only increase in importance over the years. Overall, this was

another year of strong answers, the best of which showed careful reading and detailed answers to the major topics covered.

228 The Politics of the European Union
4 candidates (2 PPE; 2 HP)
This assessment of the examination is based on a rather small sample of 4, and as such should be interpreted with caution.

Overall, most of the finalists showed a good knowledge of the material taught, and have presented their ideas in a clear and convincing manner. Unlike the previous two years, the students have chosen a wider range of questions. The distribution of answered questions is as follows:
Q1- 1; Q2- 1; Q3- 2; Q4- 0; Q5- 3; Q6- 0; Q7- 3; Q8- 0; Q9- 1; Q10- 1; Q11- 0; Q12- 0.

Based on the four scripts, the markers have two main suggestions. First, as in previous years, there is an overall need for more examples. This was especially true of question 7, which was answered by three candidates, and which tackles an area of the EU that is not amply covered in the media (common foreign and security policy). The assigned readings however, provided many such examples that students should use in the future.

Second, some of the answers were too focused on showing a depth of knowledge of the subject, and focused too little on actually answering the question. A big part of the Oxford examinations is testing the capacity to develop cogent arguments within a limited amount of time, and as such, the answers should move well beyond the regurgitation of taught material.

297 Special Subject in Politics: Comparative Political Economy
20 candidates (19 PPE; 1 HP)
The 2015–2016 academic year was the second consecutive time that comparative political economy has been offered as an undergraduate paper which, since its inception, has been in the form of a Special Subject in Politics. The Assessors felt that the scripts were again mostly of high quality. The average mark on the examination was once again over 66 (66.5 to be exact), with 4 candidates receiving a 1st, 14 candidates receiving a 2:1 and 1 candidate receiving a 2:2. The results broadly mirrored those of last year's cohort of candidates. Question #1 received 15 responses and asked candidates to discuss whether Okun's trade-off was specific to English-speaking democracies. As last year the balance between economic efficiency and social inequality was an overarching theme of Paper 297 being woven across a number of topics on the course reading list. This year's question on the same topic was once again the most popular. The indication is that candidates were again engaged with the course's overall thematic focus. Responses to Question #1 were good on the whole but some essays did not touch upon a wide breadth of texts from the course reading list. Also as last year the second most popular question was on the welfare state, this year posed as Question #4, with candidates being asked about the relationship between business and social policy. This question received 8 responses. Some scripts were very good, although others did not comprehensively discuss the literature on business and the welfare state.
There were 6 responses each for Questions #8 and #10. Question #8 asked about how political institutions relate to economic growth and the quality of these scripts was mixed. The question on this topic was somewhat more popular than it had been last year when it

received 4 responses. Question #10 on the role of 'patient capital' in capital finance was slightly less popular this year than last. Last year the question on the topic of capital finance and corporate governance received 9 responses. The scripts this year were broadly of good quality.

Question #2 was on the role of path dependence in the institutional organisation of political economies and received 5 responses. The question combined two topics from the reading list, namely institutional change and core concepts in the study of comparative political economy, which contains a sub-section on the concept of path dependence. The latter topic on the intellectual foundations of comparative political economy (presently Topic #2 on the 20152016 reading list) will not be included in the course reading list for the 2016-2017 academic year. Question #6 combined the topic on Varieties of Capitalism (VoC) with that of redistribution and inequality and received 4 responses. Last year's question on the topic of VoC received 3 responses. Questions #3, #5 and #7 each received 3 responses. Question #3 was on Keynesian fiscal policy in contrast to last year's question on Smith's and Marx's portrayals of the State both derived from Topic #1 on the reading list. Question #5 was on post-industrialism. Question #7 was on the causes of financial crises and government responses – the same topic last year attracted 4 responses. Question #11, which focussed on rational choice and institutional constraints, only received 1 response. This question was drawn from Topic #2 on the reading list, which as stated above will not be in the 2016-2017 course reading list. Finally no scripts were written on Question #12 which asked about the relationship between developing nation cases and the study of comparative political economy. This question was not rooted in a single topic or combination of topics from the reading list but instead encouraged candidates to draw upon texts on developing country cases from across the reading list's thematic topics such as those on China, India and Latin America. However, a number of scripts did draw upon developing nation case studies in making comparative illustrations in response to other exam questions.

As was the case last year most candidates had a good understanding of the material and demonstrated a high level of critical analysis in the essays which they wrote. However, a number of candidates failed to draw broadly upon the literature from the course reading list and to provide examples of country cases or country comparisons where these could have been used to good effect. Those scripts which lacked in these respects were again much weaker as a result. The overall exam results and the relative popularity of different thematic topics from the course reading list closely mirrored patterns from last year.

c. Economics

300 Quantitative Economics

This report covers all candidates from all FHS's who sat the examination in TT2016. After allowing for withdrawals there were 228 candidates for this paper. The summary statistics for the distribution of agreed marks were as follows:

```
          -------------------------------------------------------------

          Percentiles       Smallest

   1%            35                30

   5%            45                33
```

```
10%              47              35        Obs                         228

25%              56              37        Sum of Wgt.                 228


50%              64                        Mean              62.75439

Largest          Std. Dev.       10.24679 75%               70

83

90%              75              83        Variance          104.9967

95%              77              84        Skewness          -.5362775

99%              83              85        Kurtosis          3.062327

    ------------------------------------------------------------
```

The distribution of agreed marks by Class is as follows:

```
class |       Freq.      Percent          Cum.  ------------+------

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      1 |          65       28.51          28.51

    2.1 |          90       39.47          67.98

    2.2 |          47       20.61          88.60

      3 |          22        9.65          98.25

pass |        4        1.75       100.00 -----------

-+--------------------------------

    Total |       228      100.00
```

The exam consisted of two parts. Part A contained three questions: Q1, Q2, Q3. Candidates had to answer all questions in part A. Part B contained six questions: Q4, Q5, Q6, Q7, Q8, Q9. Candidates were asked to answer two questions in part B.

As in previous years, many candidates answer questions in as minimal a way as possible without much explanation. Candidates will generally get more marks if they offer some explanation or interpretation on top of giving merely what is required.

The Assessors and Examiners provided the following specific comments:

Q1(a): Pretty straightforward application of the Law of Iterated Expectations. Many candidates failed to clearly state what mean independence is, that is, $E(e|X)=E(e)$, before jumping to the conclusion that $E(e|X)$.

Q1(b): Answers were very variable – some attempted a complete derivation of the attenuation bias, and few did this completely correctly. It was sufficient for a good answer to provide a clear specification of the regression framework, intuition for a bias, an indication of how an expression for the bias could be derived, and ideally to give the expression and show how the bias depends on the measurement error variance.

Q2: A significant minority said correctly that t-statistics were non-normal when beta=1, but nevertheless assumed normality for the test in part (b).

Q3: A straightforward question; some surprisingly poor answers. Very few showed a precise understanding of the F-statistic. Many omitted to mention that the coefficient on North had to be interpreted relative to the West Midlands.

Q4: Reasonably well-answered, although few candidates could calculate the covariance correctly in part (a), and most were not sufficiently precise and clear in their statements of LLN and CLT. Clear statements of the theorems would have helped candidates to see that they didn't apply to Y.

Q5: Most made a reasonable attempt to set up the potential outcomes framework in part (a) and explain selection bias, but there were quite a lot of errors in the use of notation and terminology. Part (b) was challenging, and very few candidates calculated the LATE entirely successfully. Credit was given to those who showed insight into what they were trying to do, and explained their method, even if mistakes were made in implementing it.

Q6: Generally rather poorly done. Few candidates could make a clear and explicit connection between the poverty measures and social welfare.

Q7: Very disappointing answers to a straightforward question. (a) elicited general discussion of t-tests, often without a clear statement that the reported t-values were for a test of the coefficient being equal to zero, and or that significance asterisks implicitly assumed a twosided test. Many answers to (b) were partial, and did not systematically discuss how each of the two explanatory variables entered into each of the two regressions, or clearly distinguish significant effects, or discuss the quantitative effects. In (c) not all candidates recognised a problem of simultaneous causality, and few gave a clear explanation of why it is problematic or the direction of the bias.

Q8: Very unpopular but done well by those who tried it.

Q9: Very unpopular. In general, candidates showed some knowledge of non-stationarity and cointegration, but were not able to specify correctly the cointegrating regression in this case.

301 Macroeconomics
This year saw a change to the exam format with candidates asked to answer all three short questions from part A of the paper (previously candidates were required to answer three out of five questions in this part of the paper). Candidates coped well and generally provided accurate answers to the part A questions. For the first question almost all candidates were able to explain Ricardian Equivalence, with stronger candidates able to provide relevant technical details and a full explanation of the assumptions needed for the result. For the second question candidates used the ISPCMR to evaluate the dynamic effects of a change to the inflation target. Some of the weaker answers offered rather vague statements linking the inflation rate immediately after the inflation target change to the key model parameters, but

on the whole this question was well answered. The third question on exchange rate dynamics under UIP proved to be the discriminator. Only a minority of candidates were able to formulate an expression for the exchange rate in terms of expected future interest rate differentials and therefore deduce the effects of the domestic and overseas monetary policy changes set out in the question.

In part B the most popular questions were questions 4 (growth) and 6 (rational expectations).

Question 8 (open economy effects of an oil price fall for an oil importer) was less popular).

Question 4 (growth effects of a change to immigration policy) was a good discriminator. Whilst most candidates knew the basic effects of population changes in the Solow model and how they compared with those in endogenous growth models such as the Romer model, few candidates could set out all of the different results for total and per capita income in the shortrun and the long-run.

Question 5 (critique of RBC models) elicited good discussions of the pros and cons of RBC models, but only the best answers directly addressed whether the recent downturn could be interpreted as the result of technological regress in the financial sector.
Question 6 (rational expectations) was a popular and well answered question. Candidates argued that whilst in general more rational expectations agents in the economy would lead to more efficient adjustment in the aftermath of shocks, this result gets turned on its head at the zero lower bound when rational expectations can contribute to deflationary spirals as part of the Krugman-Eggertsson 'curse of flexibility'.
Question 7 (effects of deflation) was less popular with candidates. The main idea behind the question was that deflation common to all sectors of the economy is the most pernicious kind of deflation, for it is likely to delay spending through raising the ex ante real interest rate. In contrast, sector specific deflation, e.g. from lower oil prices, need not elicit such effects and may well prove to be the 'good deflation' discussed in much media commentary, since lower energy prices can boost real incomes and therefore consumer spending.
Question 8 (oil price shock for an oil importer). This question was not well answered. Most candidates failed to see that the shock would shift to the right all three relationships in the Swan diagram (ERU due to a higher PS curve, BT due to lower oil imports and AD due to the boost to net trade). Output rises at the new medium-run equilibrium and whether the real exchange rate appreciates or depreciates depends on the relative sizes of the ERU and AD shifts. During the adjustment monetary policy should be loosened to support the adjustment to a higher medium-run output.
Question 9 (optimal debt policy) was quite straightforward and well answered. The best answers offered a sound explanation of the standard debt smoothing argument and then tried to challenge it, for instance via prudential motives for paying down debt over time.

302 Microeconomics Part
A
 This was first year of a new exam format in which all questions in Part A were compulsory. There were four questions of unequal length (different marks weightings). The questions themselves presented no particular difficulties, but many students did not complete the fourth question, either because they ran out of time, or because it was somewhat more difficult than the rest. (It should be noted that, since all questions have to be answered by all candidates,

there is no expectation that they should be of equal difficulty. Some harder questions, or parts of questions, may be included in section A to give good candidates on opportunity to shine.)

1. **Bertrand Competition.** Generally well answered. Most candidates correctly stated the model and gave the intuition of undercutting prices to reach MC but many did not prove that prices equal marginal cost was in fact an equilibrium. Part (b) was well answered with the most popular alternatives being different marginal cost and differentiated products.

2. **Risk Preferences.** Part (a) was just a definition that caused no problem. Part (b) was answered in an intuitive way, which was acceptable, but it was disappointing to see very few more sophisticated precise answers. Part (c), which was a typical textbook question, should have caused no problem but surprisingly many students struggled with it, with the usual mistake of taking the price out of the utility function.

3. **Adverse Selection.** The first and second part of the question were done well, although the second one with some variability, mainly due to sloppy exposition and difficulties determining the equilibrium price. Part (c) was badly answered. There was a degree of misunderstanding of the question. Some students thought that the types of the buyers and sellers in the previous period were common knowledge. A frequent argument was: if an X consumer puts its bike on sale, it can be deduced that it is a high quality bike (since the others were sold in the previous period) and hence a Y or Z type will bid for it.

4. **Public Good.** Many students did not complete the question. Part (a) was generally well answered. Part (b) was answered by only about 60% of candidates, but was was generally well done. The mistakes were accumulated in later parts, so it was difficult to achieve full marks. Some students who didn't solve early parts were able to obtain some marks by providing intuition or stating how to solve the problem.

Part B

The most popular questions were 6 and 7 – both of which allowed candidates to write rather standard answers, using little technical analysis, if they chose to do so. The examiners were disappointed that so few candidates took the opportunities provided by these questions for independent analysis and insight.

5. **Increasing Returns to scale** (11% of candidates)

This was the least popular Part B question, but the answers were generally good. Very few discussed the spill-over cause of increasing returns and their effect on the economy. The policy part of the question was not well explored in by many candidates.

6. **Externalities – greenhouse gases** (46% of candidates)

This was the second most popular question, attracting 2;1 level answers with very little variance. It was a safe/standard essay in which the last part gave an opportunity to provide some originality. Very few were able to excel. 7. **Competition Policy – Mergers** (49% of candidates)

Another straightforward question. Most students relied on very standard lecture or textbook material. A few good answers were able to provide a clear explanation and independent analysis of the material.

8. **Scope for Insurance** (18% of candidates)

This question provided the opportunity to discuss several concepts in risk management, such as risk pooling, insurance etc. There was no single obvious way to approach it. It was an unpopular question, and few managed to give a coherent answer of how insurance can arise among risk-averse agents.

9. **Moral Hazard Principal Agent contract** (39% of candidates)

Standard and guided question that was in general well answered, but there were few excellent answers.

10. **Cournot Competition** (38% of candidates)

The long problem was popular this year with more than a third of candidates choosing it. As usual there was high variance in the marks for this question. Part (a) and (b) were quite standard and done well. In part (c) many students failed to see the strategic effect that an increase in q_1 implied in q_2. There was more variability in the answers to part (d). Many candidates failed to describe the strategies properly, in particular by stating for both firms what to do if Firm 1 did not invest. Very few managed to answer part (e) correctly and provide a good explanation in part (f).

303 Microeconomic Theory

Sixteen candidates sat the paper: 12 PPE candidates and 4 E&M candidates. The paper was similar in style to recent years and maybe slightly harder than last year's; it seemed to be quite good at discriminating between very able candidates and those less able. The top seven candidates (5 PPE and 2 E&M) got almost everything right and were rewarded with welldeserved firsts; the bottom four candidates (2 PPE and 2 E&M) got almost everything wrong and got thirds; in between, the candidates generally got some answers spot on and others way off (none of these got uniformly middling marks), and all got either low 2.i's or 2.ii's. Note the huge gap between the lowest first (75%) and the highest 2.i (62%). Also, all bar two candidates had a least answer below 40%, and even two candidates with 2.ii's had one answer at 85–90%.

The most popular short questions were 1 & 3 (all candidates), and 5, 6 & 7 for the long questions (10 or 11 candidates each).

Distribution of marks:

Class	1	2.i	2.ii	3	Pass
Percentage	44%	13%	19%	25%	0%

Comments on Individual Questions
Part A

1] (16 attempts) (Risk & Uncertainty)
The marks were fairly evenly spread between 35% and 95%, the differences coming from part (c). Average marks for those that used an example to show a violation of the Continuity Axiom; somewhat higher marks for those that provided a general proof; much lower marks for those that failed to even come up with an example.

2] (10 attempts) (General Equilibrium)
This question was in general not well answered with the exception of two or three very good answers – no-one scored between 40% and 70%. Part (a) was a straightforward definition that all got correct. Part (b) required understanding of what an optimal demand function represents and just comparing the utility derived from the optimal demand with the utility of an alternative bundle within the same budget set; very few candidates made that argument.

Part (c) was a simple conclusion of uniqueness of demand under quasi-concavity; few candidates were able to complete the argument.

3] (16 attempts) (Adverse Selection)
About ⅓ of the candidates scored 20–25%, and about ½ scored 60–70%. Part (b) was a fairly standard adverse selection problem. Part (c) was superficially similar but it was in fact an *advantageous* selection problem – a fact that only a handful of candidates realised. More worryingly, most candidates still don't seem to understand that efficiency isn't about prices, or buying & selling, but that it is a property of an allocation.

4] (6 attempts) (Search & Matching)
There was a wide variety of grades for this question. Part (a) was well answered in general, showing a good understanding of the sequential search model and construction of Bellman equations. Many candidates struggled with the more mathematical part (b). Candidates were able to derive intuition for part (c) even without the answer to part (b).

Part B
5] (11 attempts) (Risk & Uncertainty)
A somewhat mixed performance on this question: six marks above 70%, and three marks below 25% (and two at 50%). About half the question was bookwork and about half problem-solving. Quite a few candidates could not explain the intuition behind the results; there was also further evidence of hand-waving and woolly thinking.

6] (10 attempts) (General Equilibrium)
Five answers scored 70%+ and four at most 40%. The question guided the candidates through an incomplete financial economy. Many candidates didn't derive the equilibrium allocations in part (b) and (c) and reported on Pareto efficiency following the theory rather than the explicit allocation. Very few candidates were able to explain the reason for the efficiency of the equilibrium in part (b). Part (d) was very poorly answered, with many ignoring it completely and there was only one good answer.

7] (10 attempts) (Principal-Agent)
The marks were fairly evenly spread between 30% and 90%, with some bunching at the top end. The payoffs & probabilities were presented in a slightly different form from usual (to facilitate the posing of part (c)) but the majority of candidates were not fazed by this; nor were they put off by only one of the two constraints binding in the optimal contract. Part (c) was the discriminator, but half of them did well and three scored around 90%.

8] (1 attempt) (Search & Matching)
Only one candidate attempted this question, scoring 80%. It was a mix of sequential and non-sequential search that required adapting sophisticated arguments seen in the lectures. Coincidentally, the one that did attempt this question came top overall.

304 Money and Banking
This paper was taken by 21 candidates in 2016. The distribution of answers across the questions in the paper is provided below. All 10 questions elicited at least some answers, though there was clustering around some very popular questions (questions 1 and 6 accounted for 44% of all answers).

Question 1: 16 answers
Question 2: 6 answers
Question 3: 5 answers
Question 4: 6 answers
Question 5: 5 answers
Question 6: 12 answers
Question 7: 6 answers
Question 8: 2 answers
Question 9: 3 answers
Question 10: 2 answers

Specific comments for the most frequently answered questions (5 or more answers) are provided below.

Question 1: This question asked for a discussion of weak lending growth since 2009 despite very low policy interest rates, with candidates asked to make particular reference to the theories of the narrow and broad lending channels. The lending channels were generally well explained although some candidates did not cover all of the stages in the transmission of monetary policy to lending. To account for weak lending candidates generally cited banks' willingness to raise reserve-deposit ratios (in relation to the narrow channel) and the postcrisis shock to asset prices (in relation to the broad channel). Only the best answers advanced a wide range of arguments taking in factors such as the capital constraint faced by some banks since 2009 and the decline in risk appetite.

Question 2: This question asked candidates to use the Cagan model to examine the hypothesis that hyperinflation is always and everywhere a fiscal phenomenon. The question was generally well answered in terms of the theory, with clear exposition and critique of the Cagan account of hyperinflation. The best answers offered justifications for the fiscal dominance assumed in the textbook account of hyperinflation using Cagan's model.

Question 3: Most candidates described the non-unique effects of short rates on long rates in the Ellingsen and Soderstrom framework and then argued that forward guidance is still beneficial provided the central bank is clear in articulating the reasons for policy changes. Only the best candidates broadened out the discussion to consider variations in the yield curve term premium and preferred habitat effects as other obstacles to control of the yield curve via forward guidance statements.

Question 4: This question was well answered. Most candidates emphasised the need for models to generate the persistence in prices, inflation and output that characterises the data, as well as the need to generate positive sacrifice ratios from episodes of disinflation. For desirable theoretical properties candidates highlighted the need for optimising behaviour at the micro level, e.g. rational expectations and utility/profit maximisation. Models such as the Lucas model and New Keynesian models such as Calvo/Taylor were argued to have good micro foundations but to be found wanting when compared to the data, whilst hybrid models such as that due to Gali and Gertler were argued to do better in terms of data coherence but did not always draw on optimising foundations.

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Question 5: For this question candidates produced good accounts of inflation bias and discussed the plausibility of the excess output target assumption on which it is based. However, some candidates were not able to provide an account of the stabilisation bias based on a cost-push shock when there is a New Keynesian Phillips Curve. The best answers described the case of the stabilisation bias and discussed the relevance of the Phillips Curve on which it is based.

Question 6: Most candidates took this question as an opportunity to discuss the possible role of quantitative easing policies in addressing distress in markets for US private securities and European sovereign bonds and the reasons as to why such policies may not have created as large a boost to aggregate demand via other channels such as portfolio rebalancing. Most candidates then argued that direct transfer of QE funds to the government may prove more expansionary but only the best candidates explicitly discussed the meaning of monetary financing or helicopter money and why it is generally believed that such a measure would be more expansionary than recent examples of quantitative easing.

Question 7: Most candidates contrasted the possible positive role of inflation targeting in anchoring expectations and supporting macroeconomic stability with the failure of monetary policy to address pre-crisis imbalances under strict inflation targeting. Only a minority of candidates linked the discussion to the limiting role of inflation targets at the zero lower bound and the case for alternative monetary policy frameworks.

The remaining questions elicited relatively few answers. Question 9 caught out some students who interpreted the reference to latent expectations as a link to the literature on empirical Taylor rules in which monetary policy is the dependent variable rather than an explanatory variable. The question was intended as one that could be addressed using literature that proposes some means of controlling for latent expectations, for instance the Kuttner work on holding constant monetary policy expectations in evaluating the behaviour of the yield curve.

305 Public Economics
23 candidates took the paper. The answers were generally of satisfactory quality demonstrating a sound grasp of the relevant theory and awareness of empirical evidence. The average mark was 65.0 and 26% of candidates got a First.
Q1: 3 attempts.
Q2: 16 attempts. A straightforward tax questions. Good answers gave a clear account of the logic of the no-distortion at the top result. This required setting the optimal tax problem up à la Mirrlees with incentive compatibility constraints. Negative marginal tax rates for the poor can be optimal when there are participation effects.
Q3: 15 attempts. Good answers discussed the distributional consequences and also introduced the notion of deadweight loss from the taxes. The conclusions regarding the optimal commodity tax rest on the assumptions what kind of income taxation is possible or in place.
Q4: 2 attempts.
Q5: 13 attempts. The distinction between PAYGO and fully funded system should be discussed. The Diamond growth model could be mentioned. The papers/books by Diamond and Barr and the IFS lectures gave more policy-related input.
Q6: 6 attempts. Finkelstein et al. show that the reaction of self-reported happiness to income is higher for healthy subjects than subjects in ill-health. Good answers discussed how this evidence can be linked to statements about utility. Overall, one conclusion one could draw is

that marginal utility is higher when healthy. As formal model, the framework of Rothschild & Stiglitz could be used.

Q7: 3 attempts. Q8:
4 attempts.

Q9: 7 attempts. For public goods, provision in a market will be too low and thus not Pareto efficient (MSC = MSB). Governments need to step in in some form. If they don't know MSB, they cannot know the Pareto efficient outcome and thus cannot implement it. But citizens know their own benefit. If parties suggest different levels of public good, the party picked by the majority will have suggested the "best" level of public good, in a modal kind of way.

306 Economics of Industry

37 candidates sat the paper (25 Economics and Management, 11 PPE, and 1 Modern History and Economics). A relatively high proportion of answers were of a first class quality this year. 27% of marks were 1st class, 59% were upper second, and 14% were of lower second. The best answers directly answered the question posed using detailed and precise explanations, without introducing irrelevant material. Comments on the most popular questions follow.

Q1 (n = 6) *Homogeneous products oligopoly and free entry*. Good answers compared Bertrand and Cournot, covered the effects of entry in Cournot, contestability, and gave relatively in-depth discussions of the empirical studies by Bresnahan and Reiss and Campbell and Hopenhayn.

Q2 (n = 21) *Strategic over- and under-investment*. An uncomplicated question that required candidates to cover a lot of material. The best candidates carefully distinguished strategic substitutes and complements, whether the incumbent wants to deter entry or to accommodate it, and whether investment makes the incumbent tough or weak, explained carefully using equations, diagrams and intuition, and gave appropriate examples.

Q3 (n = 24) *Collusion in Bertrand oligopoly*. In part (a) some candidates chose to focus on a Sutton-style equilibrium, where only one firm enters because there are fixed costs. This was not the intention of the question, as could be inferred from the remaining parts of the question and the given assumption of *n* firms. Such candidates were given credit if they discussed the basic collusion result in other parts of the question. In parts (b) and (c) candidates were given credit for explaining the Rotemberg and Saloner results using the framework given in the lectures, and for general discussion of Green and Porter.

Q4 (n = 15) *Price discrimination*. Candidates answered this well in general. They were required to discuss many models, and some in detail. Better answers covered the main model of competitive price discrimination as well as standard monopoly models, and spent less time on first-degree price discrimination (which is simple as well as unlikely).

Q5 (n = 12) *Circular city (Salop) model*. Answered well in general. Some weaker candidates did not actually prove the result in part (a), and several remembered results rather than deriving and explaining them. Some gave rather laboured explanations of the comparative statics results. But most coped well with the question.

Q6 (n = 10) *R&D and market failure.* Most were able to discuss the main market failures associated with R&D and to discuss and assess relevant policies. Some spent too long on positive models of R&D and market structure that were not relevant to the question.

Q7 (n = 1) *Advertising*.

Q8 (n = 0) *Estimation of price effects of mergers*.

Q9 (n = 4) *Market size and the number of firms.*
This was a straight question on the Sutton model, and there was good discussion of endogenous and exogenous sunk costs and better questions analysed how the models could be tested empirically.

Q10 (n = 9) *Mergers and the combined market share of the merging firms*
This referred to a well-known result by Farrell and Shapiro (1990), which has Cournot oligopoly and linear demand. Weaker candidates could not remember where the result came from. Stronger candidates were able to discuss the assumptions that the result depended on, and were able to derive it, as well as critically assessing the model.

Q11 (n = 9) *Exclusive contracts in vertical relationships*.
Well done in general, with good discussion of the main models (Aghion and Bolton, Rasmussen *et al* on competition amongst buyers, with some also discussing the secret deals model). Some spent too long, though, discussing the double marginalization problem without relating this to the question.

307 (222) Labour Economics and Industrial Relations
Only 12 candidates sat the paper (7 PPE & 5 E&M). The average mark was 66 (one mark higher than the previous year), with 4 First Class papers, 7 Upper Seconds and 1 Lower Second. The overall standard was good, though as in previous years there were no exceptional scripts suggesting that few students had read more broadly than the key papers in each topic. However there were some excellent answers to individual questions that showed deep understanding and wider reading. Overall we would continue to encourage candidates to investigate evidence outside of the standard material as this will be heavily rewarded in the exam.

As usual, there was a strong preference for some topics. The most popular questions were Q1, 2, 3, & 6, that covered wage inequality, minimum wages, immigration and CEO pay respectively. These topics tend to be popular every year. Q2 (minimum wages) was a good discriminator of candidates since, whilst all answers covered the standard material on the employment effects of the policy, few appreciated all the other potential channels of adjustment e.g. profits, prices etc. Q3 (immigration) again elicited answers that competently rehearsed the lecture material on the theory and evidence, but fewer examined whether the size (and potentially the composition) of the shock meant that previous evidence might not be very relevant – a question of external validity. Three questions attracted no response (Q 5, 8 and 12). It was somewhat surprising that Q12 was not answered by any candidates, since it would have been straightforward to answer this question in the context of immigration, which is generally a popular topic amongst candidates. Candidates struggled more with Q10 that focused on the male-female wage gap. Few candidates realized that selection into occupation

may itself be a function of discrimination, and so it is unclear whether one should control for it in a wage regression to estimate the wage gap.

308 International Economics

Eight candidates took this paper with three achieving marks of 70 or more. Two candidates obtained marks in the 50s and one in the 40s; the other two marks were in the 60s. The top mark was 76.

The questions on the theory of international trade and those on international macroeconomics received similar numbers of answers. By and large the answers on questions relating to trade were much less well answered than those relating to macroeconomics.

Candidates who did well produced answers in which they deployed a clear model in order to answer the question which had been set. In the best scripts, the candidate showed an ability to use a well specified model to give a clear answer to the question asked, rather than simply producing a piece of well-remembered theory. The best candidates showed that they could relate their theory to actual policy problems in the world economy.

The two alternative versions of Question 1 enabled candidates to show a knowledge of the Heckscher Ohlin model; surprisingly this question was only answered by two candidates, and both answers were very bad. Question 2 was not answered by any student. Question 3a on protectionism was answered three candidates; one answer was clearly first class; the other two answers were dull and muddled. The one candidate who answered Question 3b on the common agricultural policy (CAP) knew very little, either about the CAP or about how to analyse it. The two answers to Question 4 were written by students who did not understand the relevant model. The answers to Question 5 were bad in a different way: nobody answered the (complex) question about regional trading arrangements and the five discussions of the WTO were largely descriptive and without analytic content.

Question 6 – a difficult question on the intertemporal approach to the current account – was answered by two candidates, both of whom produced first-class analysis. Question 7 – a demanding question on the Swan diagram and the Mundell Fleming model - was designed to elucidate the idea that if there is a need to ensure current account balance then fiscal policy is necessary as well as monetary policy. One candidate produced a very good first-class answer discussing the relevant issues. Questions 8a and 8b were both about exchange rate behaviour. The first of these required a discussion of exchange rate movements in a two-country model and no candidate rose to this challenge; the second, a wide-ranging question, provoked a good answer which was nevertheless not quite precise enough. Candidates generally like answering questions on currency crises by trotting out a description of the three generations of models; Question 9, on the other hand, asked a tightly focussed question about secondgeneration models. Only one candidate out of three rose properly to this challenge. Surprisingly only one candidate answered the question about the Eurozone, perhaps because it was rather precise: an answer required both a clear definition of an optimal currency area, and a clear set of policy proposals held together by a well-worked out analytical framework, such as that provided by Carlin and Soskice. The student who did answer this question produced a first-class response. Three students answered the question about international policy coordination; all produced first-class answers. The essential trick required to do this

involved comparing the number of targets with the number of instruments in whichever model was chosen for discussion.

310 Economics of Developing Countries

Economics of Developing Countries was a popular paper this year; 59 candidates took the (compared with 39 last year). Fourteen students achieved a mark of 70% or more. Seven candidates received marks in the 50s. All other marks were in the 60s. The highest mark on the paper was 77%.

In general, the answers were of high quality with most candidates attempting to answer the question that was asked. But some students, even good ones, failed to understand the task in hand. This was to explain an argument clearly, in a way which would be clear to a potential reader who was a good economist - but who did not know the argument in question - in a way which that person would find convincing. That is to say, the task is not to convince such a person that you – the writer - know what he or she knows, rather it is to convince such a reader that you know how to explain the point at issue in sufficient detail as to be convincing.

A general point: many students invoked empirical studies to support their arguments without commenting on the internal validity or applicability of the results they referred to. Not all published studies are equally persuasive or relevant and commenting appropriately on these issues would strengthen an argument.

Statistics

Responses	1	2E	2O	3E	3O	4	5	6	7E	7O	8E	8O	9	10E	10O	Candidates
E&M	10	7	0	13	1	9	3	4	10	8	4	0	14	0	1	28
H&E	1	0	0	2	0	1	0	0	0	1	0	0	1	0	0	2
PPE	8	3	5	16	5	13	7	6	9	5	2	0	7	1	0	29
Total	19	10	5	31	6	23	10	10	19	14	6	0	22	1	1	59

Classification	Overall	E&M	H&E	PPE
I	14	9	0	5
II:1	38	15	1	22
II:2	7	4	1	2
III	0	0	0	0
Fail	0	0	0	0
Total	59	28	2	29

Here are some comments on the answers.

Q1 – Popular (19 Responses)

Some very clear, insightful essays engaged critically with Sen's arguments. But overall there was a disappointing lack of clarity in the discussion of the key concepts – for example in discussing the difference between capabilities and functionings; some candidates gave correct definitions but their use of examples and discussion demonstrated lack of understanding.

Q2E – Fairly popular (10 responses)

A wide variation of answers. Some excellent essays directly and analytically addressed the question. Others contained material that was largely not relevant to the question.

Q2O – (5 responses)

This question required clear answers to very specific questions. There were some very good, accurate and insightful responses. But others were much weaker.

Q3E – Very popular (31 responses)

A wide variation. Almost all students demonstrated a basic understanding of information asymmetry sources of credit market failure and the institutional innovations that allow microfinance institutions to offer credit in such a context. Better essays explored these issues analytically making use of formal models or clear, analytic prose, and used relevant empirical evidence to support their arguments. While there were good discussions of sustainability few explicitly recognised the efficiency implications either of the underlying market failure or in relation to allocation of subsidies.

Q3O – (6 responses)

In most cases this was well-answered, with candidates demonstrating technical competence and a good understanding of the implications of uninsured risk for production choices. In part a) no student explicitly recognised that optimal contract choices in the presence of risk will depend on the degree of risk aversion and the degree of riskiness. Diagrams were generally broadly correct but were often drawn without care over the finer detail. (For example, the marginal rate of substitution at the 45-degree line should reflect probability ratio).

Q4 – Popular (23 responses)

There were some excellent responses. But other students wrote everything they knew about education without applying it to the question: less is often more!

Q5 – Fairly popular (10 responses)

Most responses gave a coherent discussion of potential problems with inference in empirical studies, making good use of examples. But few students addressed the issue of *why* it is so important to seek causal identification and validity in the appropriate context to inform policy decisions.
Q6 – Fairly popular (10 responses)

Generally very well answered. Most candidates both showed a good understanding of relevant dual economy models and used the models to answer the question posed. But some candidates simply trotted out what they know about such models.

Q7E – Popular (19 responses)

Most students covered appropriate material for a good response to this question.

The best answers were clear and analytical, directly addressing the question and demonstrating critical engagement with the literature. Weaker responses did not demonstrate sufficient understanding of the need to recognise the links between different elements of this material (for example, how the Solow-Swan model may be modified to incorporate poverty traps, or how deep determinants relate to TFP).

In some cases, there was very weak understanding of the core models. For example, one student set up a Solow-Swan model with exogenous TFP growth and failed to recognise that its steady state per-capita income grows over time.

Q7O – Fairly popular (14 responses)

This question attracted some very good answers demonstrating excellent understanding of relevant models with the ability to apply and interpret. The best of these achieved a coherent synthesis of micro-level mechanisms and macro-level phenomena. However, there were some weaker responses that demonstrated poor understanding of the core models.

Q8E – (6 responses)

Generally answered well, applying trade theory and empirics appropriately to the question.

Q8O – (NO responses)

Q9 – Popular (22 responses)

A wide range of responses. The best engaged analytically with the concepts and discussed the empirical literature critically and with insight. *The worst answers contained a random set of observations about the desirability of foreign aid.*

Q10E – (1 response)

One excellent response, in which the students showed an ability to apply ideas obtained from the core macroeconomics paper to the study of developing countries.

Q10O – (1 response)

One very good response, showing both analytical knowledge and an ability to apply this to developing countries.

311 British Economic History since 1870

Q1. This question was moderately popular. There was a clear separation between students who knew the relevant readings and those who tried to repackage an "explain the relative performance of Britain" answer by saying "X was more important."

Q2. Many students answered this question. Most students seemed aware of major issues. Better answers were distinguished by thoroughness and construction of an argument rather than reiteration of material.

Q3. Many students answered this question. This was generally disappointing. Students knew Irwin's argument in varying detail, but few described his evidence in anything more than superficial terms.

Q4. This was the most popular question. This was too similar to the essay question for the tutorial. It was clear that students repurposed their answers for the "explain the high unemployment" essay.

Q5. Many students answered this question. This question was poorly answered. Many students struggled with this question, attempting to infer what had happened in Germany from their knowledge of what had happened in the United States.

Q6. No candidates answered this.

Q7. Most students answered this question. Answers here had a wide range.

Q8. No candidates answered this.

Q9. Few candidates answered this. Those that did knew the material well.

Q10. Only one answer was received.

314 Econometrics

A total of 29 students took the exam. Mean 60.2, median 64, std deviation 9.6. Questions 1,5,6 were the most popular (followed by questions 2 and 4).

1. 22 students answered this question. Parts (a), (b), (c) were, in general, satisfactorily answered. Most students got the idea of part (d) but answers were, in most cases, not fully developed. Most of the students discussed the properties of $\hat{}_1$ but very few commented on $\hat{}_0$.

2. 18 students answered this question. Almost all candidates wrote down the join density and the log-likelihood function correctly. Only a few gave a description of them. Most students could de.ne and derive the maximum likelihood estimator correctly but not many tackled part (c) accurately. There were some good part (d) answers relating the maximum likelihood and the ordinary least squares estimators.

3. Only 2 students chose this question. There was only one serious attempt to answer it.

4. 16 students answered this question. Parts (a), (b), and (c) where well executed. Not many students seemed to have a good idea of what the likelihood ratio test is.

5. 26 students answered this question. Most of the students answered parts (a) and (d) correctly. Answers to part (b) and (c) were less well developed, in general. The variation in quality of answers to part (e) was high. Very few students proposed an appropriate estimation procedure in part (f).

6. 27 students answered this question. Most students answered parts (a) and (b) correctly. Answers to part (c) were a bit more variable in quality. Very few students spotted that the two random walks are independent in part (d).

7. Only 5 students answered this question. It was well answered in general.

8. Nobody chose this question.

315 Comparative Demographic Systems

Eight candidates sat the paper, six from PPE and two from E&M. There were two firsts in PPE, and one in E&M; the remaining students were all of upper second class level, all but one in the 65-68 range. Mean PPE marks were strong on both the methodological (68) and substantive (68.7) sections of the paper. E&M marks were very divergent, one a solid first throughout, the other a very marginal upper second. Although there were only eight candidates overall, answers were widely distributed across the questions – only two not attempted – suggesting that a good range of interests were addressed in the course. Seven of the ten questions answered had at least one first class response. Given that the methods, models and empirical detail were substantially new territory for all the students, they appear to have coped very well. Although the timing of lectures across the terms had to be rescheduled, owing to the serious illness of a lecturer, there do not appear to have been any serious consequences for the students.

319 Game Theory

20 students sat the examination. Marks ranged from 40% to 82%; the average mark was 64%, the standard deviation 10.4%. There were 5 first-class scripts, 9 upper second-class scripts, 5 lower second-class scripts, and 1 third-class script. Compared to previous years there were fewer weak scripts this year.

Question 1: 12 students attempted it for an average mark of 67%. There was no problem with finding all three Nash equilibria in part (a), but some did not explain the intuition behind the determination of the weights in the mixed equilibrium correctly. Part (d) appeared to be the most difficult one. One candidate supplied an essentially perfect solution.

Question 2: 13 students attempted it, most solving it very well (the average mark was 78%). Common challenges: proving (not simply assuming, e.g., by symmetry) equilibrium uniqueness in part (a) and fully solving part (d).

Question 3: 14 students attempted it for mediocre results (average mark: 60%). Many candidates solved parts (a)-(c) correctly, but the last two parts, (e) and (f) proved to be more elusive. Only two candidates realised that by finding the same level-k best responses (for all k > 1) in part (e) they have identified the Bayesian Nash equilibrium in part (f).

Question 4: All 20 candidates attempted this question, but only two answered it essentially correctly, and the average ended up relatively low (61%). Almost everyone drew the game tree correctly in part (a). Many forgot to include beliefs in the description of PBE in part (b). The derivation of the semi-separating (hybrid mixed) equilibrium in (c) was hard. Candidates were often sloppy in their description of the Intuitive Criterion.

Questions 5-6: No attempts.

Question 7: All 20 candidates attempted this question, but unfortunately the average of marks was quite low, about 54%. Parts (a)-(b) went well, but many candidates have found it difficult to compute the discounted present value of forever-alternating future payoffs.

Question 8: One attempt at 66%. The first three parts of this question corresponded to the Crawford-Sobel cheap talk game covered in the lectures; the final parts introduced "money burning" into the game.

320 Mathematical Methods

65 candidates sat the paper: 32 PPE students, 2 H&E student and 31 E&M students. The paper was of a similar style to those in recent years. The paper was relatively straightforward but weaker candidates found it demanding. There were a number of outstanding performances (14% scoring 80+) but as ever there was a bottom tail of very weak performances. The latter was larger than in some years and some candidates seem to have been unwise to choose the paper. There were no clear differences between PPE and E&M students this year.

All candidates bar one attempted question 7 and all bar two question 8. The rest of the questions attracted a fairly even spread of answers, though questions 2 and 3 were relatively unpopular.

Distribution of marks:

Class	I	II:1	II:2	III	Pass	Fail
Percentage	32%	29%	20%	6%	8%	5%

Comments on Individual Questions

1. (41 attempts) (Probability)
   This was a straightforward question with much bookwork and was on the whole answered well.

2. (25 attempts) (Probability)
   Most candidates coped reasonably well with parts (a) to (c) but many struggled with (d) and (e) even though these topics should have been familiar to them. The average performance was weak.

3. (12 attempts) (Calculus)
   This was a fairly straightforward question which was mainly bookwork, but nevertheless was not very popular. Part (a) was answered either very well or quite poorly. Some answers to part (b) showed an alarming unfamiliarity with basic mathematical tools and an inability to perform basic differentiation. The average mark on this question was on the low side.

4. (44 attempts) (Differential Equations)
   Parts (a) & (b) were tackled well, though some candidates spent far too long on part (a). In part (c), many candidates showed their lack of mathematical sophistication by repeating all the calculations from part (b), instead of simply reversing the +/– signs on the RHS of their answer to part (b). (The question *does* say "Write down …".)

5. (35 attempts) (Difference Equations)
   Part (a) was in general answered well. In parts (b.i) and especially (b.ii), many candidates did not read the question and thus lost marks: when it says "express β and γ in terms of λ_1 and λ_2" it does **not** mean "express λ_1 and λ_2 in terms of β and γ". The average mark on this question was a bit low.

6. (41 attempts) (Calculus)
   Part I was very straightforward – except for part (e) which no-one got – and was answered well. Part II on comparative statics was, however, answered extremely poorly. A worrying number of candidates were unable to write down the first-order conditions for a monopolist correctly. As a consequence, the average performance on this question as a whole was weak.

7. (64 attempts) (Optimization)
   This was on the whole fairly straightforward and answered well. In (a.ii) many candidates confidently asserted that an increasing transform of a concave function was always concave and failed to notice that (a.iii) provided a counter-example.

8. (63 attempts) (Linear Algebra)
   This was fairly straightforward and was on the whole answered well. The average performance on this question was quite strong.

321 Philosophy and Economics of the Environment

There were 9 candidates. The mean mark was 68.33 and the standard deviation 3.71. Five scripts were first class and the remaining four were at upper second level. All questions apart from Q6 were answered. The most popular question was Q5 on the Ramsey formula for discounting. As in the previous year, candidates in general showed good knowledge of standard arguments and how to evaluate them, though on particular applications, for example to climate change, candidates were less forthcoming. On the more economics-related questions they were able to demonstrate good analytical skills.

The numbers answering each question were:

Question	1	2 Either	2 Or 3	4 Either	4 Or 5	6	7	8	9	10
	1	1	3	5	1	1	7	0	3	3	1	1

Comments on specific questions (when $n > 1$). (A detailed document covering what was expected by the examiners for each question will be made available to students subsequently.)

Q1 (Coase theorem, Pigouvian taxation and compensation).

Q2 Either (Combining permits with subsidies for particular technology).

Q2 Or (Structured question on Weitzman's model on permits and taxes, and extensions). This was well-answered, though candidates had relatively little to say on part (e), which asked for other factors that should be considered when choosing between taxes and permits.

Q3 (Non-identity problem and climate change). A popular question that was well-answered but without any outstanding answers. Candidates were good at describing and assessing the non-identity problem but in some cases less good at considering how it applies in the context of climate change.

Q4 Either (Moral status). Q4 Or (Biocentrism and a utilitarian concern for animal welfare)

Q5. (Ramsey formula for the discount rate, extensions and rationale) The most popular question and in general well-answered. The weaker candidates had only a vague idea about how uncertainty or prioritariansim would affect the Ramsey discount formula. Better answers gave precise details.

Q6. (Sustainability) This question was a structured one on sustainability. It was not answered. The framework was covered in the lectures and classes.

Q7. (Cost-benefit analysis and the distribution of benefits and costs) Generally well-answered, with some sophisticated analyses of the foundations of cost-benefit analysis.

Q8. (Contingent valuation and alternatives) Well-answered, with some good discussion of the assumptions behind contingent valuation and of its application and problems.

Q9. (population ethics)

Q10. (value of life)