

THE OXFORD STUDY ABROAD PROGRAMME

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www.osapabroad.com

2 September 2015

Dear Registrar,

I enclose the termly tutorial reports for one of your students, **Christine Ohenewah**, who has been in Oxford for the Summer term as an associate (non-graduating) member of New College.

As you know, this student is a candidate for a degree in your college (she has not been a candidate for a degree in Oxford University) and it is entirely the prerogative of your college to decide how much (if any) credit you wish to award for the academic work accomplished during her time here.

Neither Oxford University nor New College is ever able to award credit for the degree of another university, nor can New College academically supervise an associate member.

This student has been taught by tutors who normally teach degree candidates in Oxford, in the same way and to the same standard.

This student's tutors have each provided tutorial reports which describe the academic work supervised by them and an analysis of the student's strengths and weaknesses, together with a grade assigned by the tutor.

For your information I enclose a chart giving the equivalent grades in numbers normally used in most US colleges.

This student has been asked to retain the tutorial papers written together with any reading lists which may assist you in properly evaluating the work of this student.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'MS Griffith', written in a cursive style.

Dr Mark S. Griffith
Tutor and Fellow in English
New College, University of Oxford

Academic Report

Academic year 2014-2015

This is to certify that **Christine Ohenewah**

D.o.B **15 October 1993**

Social Security # **N/A**

has completed those tutorial courses listed below, and achieved the grades indicated (please refer to the 'Recommended Conversion Scale' and 'Explanation of Transcript'). This student was also an Affiliated Member of the Junior Common Room of New College, Oxford.

| TUTORIAL SUBJECT | PERSONAL TUTOR | OXFORD GRADE | SEMESTER CREDITS |
|---------------------|-------------------|-----------------|---------------------|
|---------------------|-------------------|-----------------|---------------------|

Michaelmas Term 2014
(October - December)

| | | | |
|-------|-------|--|--|
| ***** | ***** | | |
|-------|-------|--|--|

Hilary Term 2015
(January – March)

| | | | |
|-------|-------|--|--|
| ***** | ***** | | |
|-------|-------|--|--|

Trinity Term 2015
(April - June)

| | | | |
|-------|-------|--|--|
| ***** | ***** | | |
|-------|-------|--|--|

Summer Term 2015
(09 June 2015 – 05 July 2015)

| | | | |
|--|-----------|----------|---|
| International Politics with special reference to Africa | M. Almond | α | 5 |
| ***** | ***** | | |
| ***** | ***** | | |

EXPLANATION OF TRANSCRIPT

This student has been taught (singly or in a pair) and given termly assessments in just the same way as degree candidates. Therefore, the course grades are normally given numerically or according to the traditional Alpha-Beta-Gamma (α - β - γ) scale.

However, the Conversion Scale below is provided for the interest of completed Associate Members, and for the registrars and faculty of interested academic bodies who may seek to award grades as well as credit.

The grades given on tutors' progress-reports at the end of each Oxford term do not affect the class of degree that a matriculated student will eventually earn. Nevertheless, being based on a student's written and oral performance in one-to-one tutorials they constitute regular (and usually highly accurate) assessments of that student's likely performance in Final Examinations.

Papers sat during Final Examinations are assessed on the numerical or Alpha-Beta-Gamma scale and the complete array of grades is viewed to determine the class of degree awarded (First, Second, Third, etc.). Several subtle variations are possible. Tutors and students alike at Oxford are entirely accustomed to this finely graded scale.

Associate Members, not being candidates for Oxford degrees, and not being academically supervised by an Oxford college, do not sit Oxford Finals, given at the end of three or four years. Nevertheless, they are still subject to termly reports and their tutors, in making grade assessments, resort to the scale described, with which they are familiar. No direct conversation into U.S./Canadian values is made by the tutors themselves for two principal reasons. A translation of grades into a broader banding on the actual record might deny the student the satisfaction of seeing evidence of hard-won progress, from say Beta+ to Beta++, from one term to the next. Moreover, it could be wrongly assumed that the student is not embraced by the normal teaching structure of Oxford. The work done for an Oxford tutorial is regarded by tutors who have taught in the U.S. as equivalent to the work done for one standard U.S. semester credit.

RECOMMENDED CONVERSION SCALE

| Oxford Numeric Grade | Traditional Oxford Greek Grade | Formal Oxford Degree Classification | American Grade | Point Values |
|----------------------|---|-------------------------------------|----------------|--------------|
| 80≤ | α , α^- | I (First) | A/A+ | 4.0 |
| 79-70 | α^- , α^{--} , $\alpha\beta$ | I (First) | A | 4.0 |
| 69-60 | $\beta\alpha$, $\beta+++$, $\beta++$, $\beta+$ | II:i (High Second) | A- | 3.7 |
| 59-55 | β , β^- | II:ii (Low Second) | B+ | 3.3 |
| 54-50 | β^{--} , β^{---} , $\beta\gamma$ | II:ii (Low Second) | B | 3.0 |
| 49-45 | $\gamma\beta$, $\gamma+++$ | III (Third) | B- | 2.7 |
| 44-40 | $\gamma++$, $\gamma+$ | III (Third) | C+ | 2.3 |
| 39-35 | γ , γ^- | Pass | C | 2.0 |
| 34-30 | γ^{--} , γ^{---} | Pass | D | 1.0 |
| 29≥ | δ | Fail | F | 0 |

I (First): Outstanding: demonstrates ability to interrelate concepts with a high level of independent thought and critical analysis of the materials.

II:i (High Second): Very competent: distinctive work making original use of appropriate arguments and alternative views with a good level of independent thought and critical analysis of the materials.

II:ii (Low Second): Competent: Work contains some independent thinking and may begin to formulate an independent position, but limited critical analysis of the materials.

III (Third): Some attempt to construct an original argument, but expresses views in broad terms containing limited or no critical analysis of the materials.

Pass: Rarely goes beyond paraphrasing the work of others. Minimal personal views expressed, or those which are expressed go no further than bare assertion with no critical analysis of the materials.

Fail: Minimal ability to synthesize information, with severe factual errors or omissions in the information presented. No or inaccurate critical analysis of the materials.

22 St. Margaret's Road, Oxford, OX2 6RX

(Tel. 0787-674-5438)

Student: Christine Ohenewah

Subject: International Politics with special reference to Africa

Term: Trinity, 2015

Christine Ohenewah took a course of four tutorials considering Contemporary Africa in the context of international developments since the Cold War, especially international institutions like the International Criminal Court (ICC), but also comparing and contrasting the responses of key African states and societies to the challenges facing them.

Christine was clearly highly-motivated and showed an intelligent approach to these complex issues. She read as widely as was feasible in the short time available between tutorials but also thought seriously about each topic. Then she came to tutorials with good questions and points to make. This made for stimulating and fruitful discussions. Christine knows her own mind but is open to alternative arguments and takes into account new information as she formulates her understanding.

Christine has a very good basis for further work in this field as well as skills to engage in further comparative analysis. It was a pleasure to discuss these subjects with her.

Grade: A

A handwritten signature in black ink, appearing to read 'Mark Almond', with a stylized, flowing script.

Mark Almond

5th July, 2015