

**FHS 2020**

**History  
Examiners' Report**

# REPORT OF THE EXAMINERS IN THE FINAL HONOUR SCHOOL OF HISTORY 2020

## A. EXAMINERS' REPORT

FHS 2020 was run in the circumstances of the closure of University buildings and the remote administration of timed examinations during the Covid-19 pandemic.

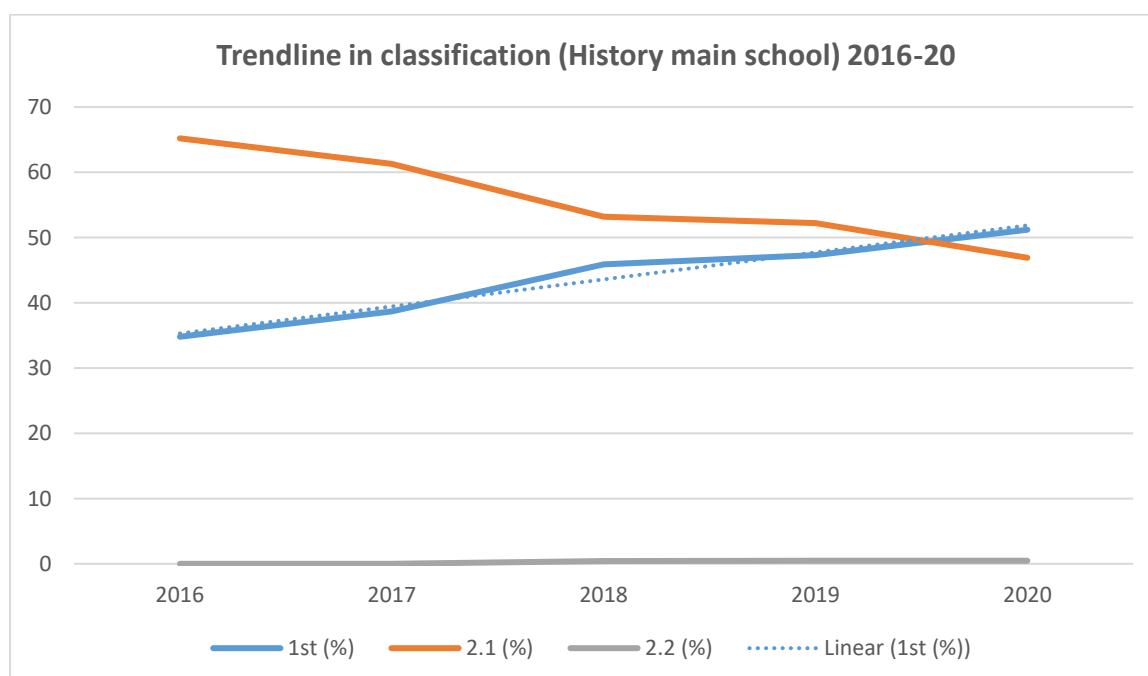
### Overall Performance

108 candidates, or 51.2% of the cohort (excluding one candidate who remains to be classified late, having been permitted an extension of time into Michaelmas term), were awarded Firsts. This compares with 48.7% in 2019, 45.96% in 2018, 38.7% in 2017, 34.8% in 2016, 29.61% in 2015, 31.44% in 2014, 24.22% in 2013, 22.22% in 2012, and 29.4% in 2011.

It should be noted that the absolute number of firsts was in fact the same as in 2019, but the 2020 cohort was smaller: 210 candidates were classified, 24 having withdrawn. In 2019, 224 candidates were classified, 18 having withdrawn.

98 candidates, 46.9%, were classified in the Upper Second Class, which compares with 50.9% in 2019, 53.2% in 2018, 61.3% in 2017, and 65.2% in 2016. One 2.2 was awarded, as in the past two years. (None were awarded in 2017 or 2016). One third was awarded (the first since 2008). One candidate opted to graduate DDH (deemed to have deserved Honours). In two other cases, the Board was able to classify candidates who applied to graduate DDH.

In the exceptional circumstances of Trinity Term 2020, the fact that the number of withdrawals was comparable to previous years (the same as in 2018), and that only one student opted for the DDH degree, should be seen as a very satisfactory outcome. Overall performance also indicates both the resilience of candidates and the effectiveness and robustness of the examining process in the circumstances of the pandemic: the established trend in performance continued in line with the pattern of the past several years, with no disproportionate change (neither a marked upward inflection nor any collapse) in the distribution of outcomes.



## **B. REPORTS ON INDIVIDUAL PAPERS**

### **BIF 1: The Early Medieval British Isles, 300-1100**

Thirteen candidates took this paper. There was a reasonable spread of answers, with seventeen out of twenty-five questions answered at least once. The most popular questions were on Offa (q.18) and the impact of Roman rule (q.13), followed by Alfred (q.19), the Picts (q.16) and whether the Anglo-Saxons considered themselves chosen by God (q.4). While the answers were still somewhat Anglocentric, therefore, there was an encouraging spread of interest beyond the purely political.

The overall standard was relatively good. Nearly half the scripts achieved agreed marks of 68 or over, and two achieved marks of 75. We do, however, have concerns about the effect of the new format at the bottom end of the range: candidates with inadequate knowledge, who would be exposed by a timed exam, can too easily piece together passable essays.

### **BIF 2: The British Isles in the Central Middle Ages, 1000-1330 – to follow**

### **BIF 3: The late Medieval British Isles, 1330-1550**

26 candidates took this paper, of whom 8 received a first-class mark. All the others received 2:1s, with one mark of 59. The highest mark was 81. This spread of marks reflects an impressively high quality across almost every script. Most impressive was the students' use of a wide range of evidence: almost every essay contained detailed analysis of particular examples, which were marshalled to sustain interesting and insightful arguments.

Candidates selected from a wide range of questions, with only a little clustering around questions on late medieval spirituality, gender, kingship, revolts and epidemic disease. It was very pleasing to see engagement with such a range of themes, and equally to see students tackling questions right across the British Isles.

The best answers were characterized by truly thoughtful engagement with the question in hand, and challenging of easy assumptions. Many candidates were particularly impressive in their ability to analyse the political discourse of kingship or of the commonalty for example. Essays on Wales, Ireland and Scotland were particularly insightful and well-informed.

The less successful answers were marred by muddled prose and somewhat repetitive arguments. Some candidates allowed themselves to slip into uncritical use of terms like 'secular', without thinking carefully about the assumptions underpinning these ideas. Less successful answers tended to take certain ideas at face value, without offering a clear analysis of what they consisted – eg. Reformation theology. Some answers were also heavily reliant on much older scholarship- this is not a problem in itself, but it would be good to see more engagement with recent approaches, particularly on the subject of kingship and political community.

### **BIF 4: Reformations and Revolutions, 1500-1700**

Of the 61 candidates sitting the paper, 21 achieved marks of 70 or above, 37 fell in the range 60-69, two in the range 50-59, and one below 50. The most popular questions were 19 (on rebellions, 19 responses), 13 (royal marriages, 17), 12 (witchcraft 15), 18 (Tudor government in Wales and Ireland compared, 13), 7 (information and the state, 12), 23 (constitution under Elizabeth and James I, 11), 6 (rumour/fake news, 10), 25 (civil war allegiances, 10). Questions 11 (engagement with the world beyond Europe), 28 (Restoration Scotland), and 30 (politics under William III) attracted no responses. The 'Britishing' of the paper makes steady progress: quite a few chose Tyrone over the Pilgrims on Q. 19; answers to Q. 25 were not confined to those who supported Charles I in England; there was plenty of awareness of Scottish and occasionally Irish witchcraft in responses to Q. 12. There were questions on non-white people (one answer), xenophobia (two), and the intellectual or economic implications of engagement with the wider world (zero). But these are topics not reflected in the current lecture programme, and tutorials in them are rare, so we can hardly expect

candidates to engage with them. Doubtless much attention will be given to this issue over the course of the next year. The questions with a gender angle were perhaps tough (the examiners had followed advice not to ask too 'obvious' questions which might prevent intellectually ambitious candidates from shining) and asked for candidates to look at sexual mores (six responses), or at the gendering of religious ideals and practices (just two), so candidates with interests in these areas tended to go for royal marriages and/or witchcraft, where there were some very sophisticated answers. Candidates seem to have taken on board the need to engage more with the world of ideas, so there was a pleasing awareness of constitutional issues in responses to Q. 23. But they are less confident in dealing with state formation. Almost all those answering Q.7 conflated 'information' with 'news', and failed to recognise that governments might have had more *data* about their people; it was with some reluctance that the examiners conceded the candidates' definition (perhaps the question was not well phrased), but it would have been good to have heard someone mention political arithmetic or the bills of mortality. Although questions on military capacity and central-local relations attracted little interest, answers on Wales and Ireland where the literature is quite well developed, did show an awareness of structural differences, and an ability to think comparatively about people's relationship to the state.

Overall, the examiners were impressed by the overall level, though were struck by how few candidates managed to push on beyond marks in the low 70s. There remains a sense that candidates are often a little conservative in their approach, preferring nuanced surveys to striking arguments. Future candidates might also think more about topping up their tutorial reading to include very recent material perhaps not on their original reading lists, or model/theories/ideas drawn from other papers. Candidates should try to do more to adopt a distinctive approach – for instance, it isn't necessary to wait for the word 'gender' to appear in a question to include material relating to gender: the same could be said of almost anything that's capable of being treated thematically.

#### **BIF 5: Liberty, Commerce, and Power, 1685-1830**

Twenty candidates submitted essays for this paper, and overall student performance was strong. Five candidates scored 70 or over, and the rest all achieved 2.1 marks, with very few recording below 60 on any individual question. One of the most pleasing features of the scripts was the sheer range of topics covered, with only six of the 30 questions failing to attract an answer. More encouragingly still, candidates ranged widely within their choice of questions, often moving between social, cultural and political topics. Certain themes retained their customary appeal (gender, the arts, empire, middling sorts), and the influence of the French Revolution was the most popular political topic. The readiness of candidates to engage with socio-economic themes was pleasing to see, and the general range of the answers reflects well on the liveliness of the current scholarly field. Many candidates were also thoughtful in their handling of older historiographies, and could deploy primary materials to very good effect.

The best of the submitted work impressed with its engagement with the question and its ability to cover the subject-field with clarity and authority. The higher 2.1 scripts also suggested a firm grasp of the topic at hand, but they were unable to sustain their arguments as convincingly, often because of a failure to supply effective illustration, or simply due to imprecision of analysis. The weaker candidates were still able to supply good insights, but were unable to build on these foundations to provide a more robust overall case. Most candidates were minded to consider Scottish and Irish perspectives (where appropriate), and there was also an encouraging willingness to venture into the early nineteenth century when assessing longer-term change. Standards of presentation were also good, with no candidate receiving penalties on this score. This confirms a general impression that students have quickly become accustomed to the challenges and opportunities of the takeaway format, and the examiners hope that they will continue to engage both the questions and their reading with similar productivity next year.

#### **BIF 6: Power, Politics, & People, 1815-1924**

There were 42 candidates for this paper. A wide spread of questions was answered, and the standard of essays was reasonably competent. There were only a few outstanding submissions. Those candidates who

answered questions focused on party politics were on the whole the least effective. They tended to rely on a limited bibliography and not to think critically about the analytical categories they were using. Essays were rarely broken down by variables of region, class, gender, religion, ethnicity. On the whole, the more enterprising and imaginative candidates opted for the asterisked questions which they clearly felt gave them more scope for developing independent approaches. The best essays were those which deployed material which went beyond the obvious, and especially those which engaged with primary evidence. Some joint school candidates were particularly successful in building on their interdisciplinary expertise. The main advice is that candidates should take the opportunity offered to develop their own enthusiasms, and to take some trouble to construct distinctive arguments. Too many candidates remained at a limited level of ambition.

### **BIF 7: Changing Identities, 1900 to the present**

Forty-three candidates sat this paper, of whom 25 percent achieved Firsts and the rest Upper Seconds. Questions on race relations and feminism were particularly popular but there was a very wide range of questions selected by candidates, and this is to be welcomed.

A serious weakness across many papers was a shaky grasp of historical significance, with no real justification for the examples chosen. Another serious weakness was in candidates' inability to identify who held power in the past, why, and how this changed. Many weaker candidates ascribed change to 'forces' or 'developments' or 'discourse', without probing who was responsible. Only a few candidates offered a cogent understanding of the relationship between government and the people, or between different social classes. Similarly, inequality was often ascribed to patriarchy or to racism or imperialism, with no justification or explanation of who was responsible for this and why. Many candidates were reluctant to critically engage with the historiography and the competing claims made by historians, but those who did made a very good job of doing so.

Many of the strongest papers demonstrated an impressive breadth as well as depth of knowledge and ranged across political, social, economic and cultural topics. The strongest candidates also scrutinised the connections between political, social, economic and cultural change and were able to identify who had caused change, why, and with what consequences. These candidates were able to identify the relative importance of political, economic and social factors in explaining both change and continuity. Overall, the standard of writing and historical understanding was high.

### **BIT (a) Bodies of Feelings: gender and sexual identity since c.1500**

There were twenty-eight candidates. Given that this is a new paper, it is encouraging that twenty-two out of thirty questions were attempted. All candidates showed some breadth in their coverage of the paper. The most popular questions were on sex workers (answered by 43 per cent of candidates), love within marriage (by 36 per cent), sex education (by 32 per cent), and the religious policing of sexual behaviour (by 32 per cent). In this new thematic paper, chronologies are a central challenge. All answers needed to show the ability to think precisely and independently about patterns of continuity and change. Essays were strongest when candidates engaged seriously with evidence from across five centuries. A lack of knowledge post-1960 and especially pre-1750 often undermined otherwise promising answers. Candidates need to demonstrate sustained engagement with the early modern period in its own right rather than view it as a prelude to the modern part of the paper. Irrespective of decade, the strongest answers succeeded in contextualising case studies through a broader understanding of precise political actors and legislative structures, as well as of the social, intellectual, and cultural environment in which people lived. Too many answers asserted uncomplicated continuity (for instance in the marginalization of sex workers) or deployed catch-all concepts such as the Enlightenment uncritically (for example, to explain shifts in understandings of sexual difference) or ignored the impact of particular forms of parliamentary legislation (for example, on cultures of male homosexuality).

Students should also be encouraged to think more about place, race, and power. In many answers, place was ignored, and answers inaccurately applied their argument to the whole of the British Isles. The questions

on nationwide enforcement, on personal relationships and race, and on the experiences of people of colour were not attempted.

The essays were – without fail – lively and engaged. Encouragingly, most candidates focused effectively on answering the question set, though some essays failed to interrogate concepts such as ‘authoritative’ or ‘political’. The best answers were also original and creative. For instance, in essays on the meaning of any one part of the body and on the gendered impact of bodily impairment candidates made imaginative connections between their secondary readings or thought afresh about a topic through primary sources. This stimulating work revealed how new interpretations can emerge from focusing on embodied experience.

### **BIT (b): The Making and Unmaking of the UK, 1603-present**

This was a new paper this year, and sat by only three candidates. Two of the three achieved a first class mark overall, and the other candidate a 2:1. Only two questions were answered by more than one candidate, which was itself a promising sign given the wide choice of questions available – A1 on whether ‘Britishness’ was underpinned by a common culture, and A12 on the impact of empire on attitudes towards the union state. The best answers were impressively lucid, powerfully argued with close attention to salient evidence, and managed to negotiate well the considerable challenge of compression posed by the tight word limit on answers. These answers also demonstrated a critical, but not overly combative attitude towards the relevant historiography. Weaker answers tended too much towards (sometimes doubtful) general assertion rather than carefully developed argument, took a narrow approach to the questions, and failed to take the opportunities presented by the work done during the term involving select primary sources to deepen and enrich their analysis. One curious omission from the answers to A1 was consideration of popular culture in all its diverse forms. At the same time, there was a tendency to move away from examining culture *per se* and instead to make various broad assertions about national identities. One might well argue that British identities were primarily political rather than cultural, insofar as these can be fully distinguished. But even if this were the approach adopted, the argument would need to be made in relation to some consideration of patterns of cultural development and transmission or, perhaps, Billig’s notion of ‘banal nationalism’.

### **EFW 1: The World of Late Antiquity, 250-650**

Ten candidates sat the paper (four HPOL; three HIST; two AMH; one HENG); three achieved marks of 70 or above, one of 63 and one below 60. 12 of the 27 questions were attempted, with a marked preference (six takers) for question 9, ‘How effectively did EITHER the later Roman Empire OR western successor kingdoms OR the Sasanian Empire OR Sui China accommodate cultural diversity?’ Answers were well-informed, and the Sasanians and Sui each found a taker; it was notable, however, that only a couple of the answers explored the specific ingredients of cultural diversity (such as Vandal costume); apposite specificity was duly rewarded.

The next most popular question, with four takers, was q6: ‘How important was military experience as a qualification for a successful ruler?’ A failure to take a broad view led most of these questions into trouble: in particular, there was a failure throughout to compare military experience to other qualities, not least dynastic legitimacy (child emperors were neglected); and prowess and experience were conflated. Most candidates who answered this question were reluctant or unwilling to think beyond specific examples to engage with the generalisation implicit in its wording.

Three more questions attracted three candidates each: 2 (‘What was the point of religious persecution?’); 8 (‘To what extent was ‘barbarism’ a reflection of ‘civilized’ prejudices?’) and 10 (‘What determined the relative effectiveness of governments?’). Some answers to the last of these were flawed by neglect of the rubric—instead of comparing two regimes, essays compared the third- and fourth- century Roman empires. With all three questions, well-informed and potentially effective answers were brought down by a failure to define their terms with sufficient clarity, and to demonstrate their relevance with sufficient force.

Five questions thus accounted for almost two-thirds of the total answers (19 or 30). Overall, there was also a marked reluctance to explore beyond the boundaries of Europe and the Mediterranean, or the end of the fifth century: very few scripts looked markedly different from those produced under the previous GH1

format. Those that did make an effort to reflect the chronological and geographical scope of the paper did well, as did candidates who were alert to the challenges posed by the source base for their answers.

## **EFW 2: The Early Medieval World, 600-1000 – to follow**

### **EFW 3: The Central Middle Ages, 500-1500**

Eleven candidates, ten from the Main School, and one Joint School candidate, tackled the exam in the four-hour open book format necessitated by COVID-19 conditions. The examiners awarded 3 Firsts and the remainder 2.1s, including a pleasingly high proportion of strong 2.1 work. Seventeen out of the thirty questions attracted takers, with the most popular questions proving 2 (how did rulers justify their power), 13 (motives of warfare), 14 (status/gender), 23 (historical writing) and 25 (whether Europe/the Islamic caliphate was a meaningful entity). Questions on religious and social themes attracted competent to excellent responses, but economic topics were barely addressed: the questions on towns, peasants and demographic growth had no takers at all. The questions on the exam had deliberately been set broadly, so candidates could refer to any medieval society. Some candidates took the opportunity to range widely, with answers discussing the Song dynasty, Heian Japan, Mali and the Mongols, while there was much good work on familiar Western topics, too, including the papacy, the Ottonian dynasty's use of ritual, and Islamic Spain. Applying case studies to respond to the questions generally worked well, though candidates must remember to frame their material to the question set: at times, exposition of detailed developments or processes or historiography moved the focus of essays away from answering the precise question set. All candidates demonstrated a good understanding of events, processes and often also of the primary sources. The best scripts engaged with the evidential issues and were historiographically aware, though it was notable that reference to the historiography mainly popped up in responses addressing the frontier, Europeanisation and intolerance. The very best essays thought hard about terms such as ritual, made connections across the chronological and geographical range offered, and demonstrated imaginative engagement with the topics and the issues. Despite the challenges of the term and the unexpected change to the examination format, candidates did themselves justice and at the top end, produced some outstanding individual essays.

The open book format was adopted through force majeure on this occasion. In case it is adopted again through choice or necessity, some thoughts follow. In the current situation, examiners naturally received a variety of submissions, from handwritten essays to typed essays of very varied lengths, from the length we were expecting on the basis of typed submissions in normal years (about 2 sides single spaced) to much more substantial submissions. It would be good to introduce more standardisation, for example through deciding on an upper word limit (perhaps a maximum of 7000 words over all three essays). There was no perfect correlation, but broadly those handwriting their responses tended to be more successful in maintaining their focus on the question set, whereas those typing could get lost in the quantity of detail they were tempted to add in from their notes. Candidates typing essays in this format in the future should note that the examiners are looking for evidence of the ability to select and deploy the best information to answer the exam question, not for a tutorial essay. In particular, they need to make sure an argumentative thread is in place and running clearly through all their material. If marking is to move more fully online, some standardisation of format would help examiners, including mandating 12pt font size, minimum 1.15/1.5 line spacing and normal or wider margins, to assist the on-screen reading process. One of the examiners found that extended periods of reading online on a laptop caused eye strain and would have needed more suitable computer equipment to make it more comfortable.

### **EFW 4: The Global Middle Ages, 500-1500**

This was the first year in which this entirely new paper was examined. Although the cohort examined this year was small (6 students), the results were very pleasing in that two students obtained firsts and four a 2:1s. There was one outstanding script. Given the small number of students, it was particularly encouraging to see that nearly half of the 30 questions on the paper received at least one answer. This suggests that takers of this paper are taking advantage of the paper's very broad chronological and geographical

parameters to follow their own interests. That said, questions on cultural encounter, travel, and a wide variety of social and political formations tended to be more popular than those concerned with the environment and disease. One of the most impressive achievements of this year's cohort was that each student showed a distinct ability to draw on examples from across many different world regions, and to do so in a way which was intellectually coherent. In other words, essays did not take the form of chains of decontextualized cherry-picked examples but coherent well-argued cases which drew creatively on specialist regional historiography and contemporary source materials, including a great deal of material evidence. Those source materials came from all world regions, with the Americas particularly well represented. The best scripts demonstrated how modern scholarship and medieval sources from one world region can illuminate others in transformative ways. The evidence from this year would suggest that this paper has been a success in extending and deepening the ways in which ambitious undergraduates can study the medieval world in Oxford.

#### **EWF 5: The Late Medieval World, 1300-1525**

This year saw an extremely impressive array of answers. six candidates took the paper, of whom three received first class marks (the highest was 76), and three received 2:1s (the lowest mark was 67). The essays were all marked by clarity of expression, acuity of analysis and a good grasp of the period as a whole.

11 different questions were attempted, with only a little clustering of answers around revolts and heresy. It was pleasing to see candidates thinking about the period from a wide range of angles. All answers cited a wide array of evidence, and used examples to good effect to sustain convincing arguments. Geographically, the answers were wide-ranging – attention was given, for instance, to the Mongol, Byzantine and Ottoman empires across various answers.

Some candidates were too ready to use certain terms uncritically, like 'nationalism', 'ordinary' or 'success' – their arguments would have been sharpened by unpicking the assumptions underpinning these words. Some essays were also marred by a seeming lack of awareness of more recent historiography – this is not to criticize the material they were citing, but to encourage students to engage with new developments in the field.

The very best responses challenged assumptions, and were characterized by a sophisticated sense of changing relationships over the course of the whole period. Notably, several answers rested their arguments on very sophisticated analysis of political language, whether by rebels in late medieval revolts, or by humanists for example.

#### **EWF 6: Early Modern Europe, 1500-1700**

This paper was taken by 16 candidates. 4 candidates (25%) gained First Class marks, 10 were awarded 2:1s, and 2 were assessed at 2:2 level or below.

Candidates answered an eclectic range of questions: 24 out of 33 were attempted, with a relatively even spread in terms of popularity: perhaps surprisingly Poland-Lithuania was the most popular with 6 answers, followed by questions on witchcraft, religious art, gender, the Ottomans, Thirty Years' War, and Reformation theology (3 answers). This variety is most welcome, and doubtless speaks both to the diversity of students' interests and the array of teaching expertise that is available for this new paper, which pools together the tutors for the old GH8 and GH9 papers. Topics with an accompanying lecture seem to have been relatively popular and were often very competently handled, and in the future we may wish to think about expanding lecture provision to reflect the breadth of the new paper.

Although the examiners felt that the overall level was good, they were struck by how few candidates were able to push for marks much above 70. There appeared to be some uncertainty about how to handle the breadth of time and space which this paper now encompasses, and candidates did not always react to this in a constructive way. Some candidates responded in a rather arbitrary manner, by picking an angle without any explicit rationale and then answering very narrowly. Others wrote unambitious surveys of factors, avoiding interesting comparisons or challenging counter-arguments. Some also became rather lost, simply talking about too many things, selected according to no very clear rationale, and ending up not saying much about any of them.



Candidates were also strikingly reluctant to venture change over time arguments – it is possible that this is a legacy of the previous division of this paper into two. Although it is certainly not expected that all candidates will be taught the full span of the period, this should not prevent them from carefully focussing the question in a way that allows them to compare a span of years within the period – and the same goes for comparisons between countries, which often constituted little more than brief asides. The strongest answers tended to be both more rigorous and ambitious in how they sought to inject analytical tension into their arguments. One thing that several candidates did very effectively was use historiography to establish a meaningful debate and useful parameters within which that debate could be had. Future candidates in this paper would do well to note the need to practice finding ways of controlling an appropriate quantity of material, and to develop strategies for framing broad questions in a helpfully focussed way.

### **EWF 7: Eurasian Empires. 1450-1800**

Twenty nine students sat the paper this year (with a further four taking it under the old regulations, General History XVIII: see below). Eleven candidates achieved overall marks of 69 or above. The marks this year were broadly in line with previous years, which indicates that the new format could be accommodated well enough within our normal marking procedures. We did see more scripts containing reams of detailed information than we would in a normal year; on the other hand, we also saw more essays in which this information was not properly tailored to the question. As in every year, scripts were penalised when they sacrificed clarity and relevance of argument at the altar of sheer mass. Candidates attempted a good range of questions between them, with only questions 7 (Safivids), 13 (mainland Southeast Asia), 22 (taxation), 26 (trade), 29 (geography/chronology), finding no answers this year. Particularly popular questions this year included the Portuguese, the Chingissid and Timurid heritage (which attracted some notably good answers), China, Religious Expansion, and Race and Ethnicity. Successful candidates managed to steer between the two dangers of an overly narrow application on the one hand, and breadth without depth on the other. Section B questions succeeded where they proceeded from some pertinent analytical interventions (for example, being clear about how race or ethnicity were to be understood for the purposes of the essay). As in some previous years, students should be prompted to think more deeply about conceptualizing early modernity, and to do so through their own assessment of the various cases. It was pleasing to see some students able to convey a sense of the big picture, and there were some truly exceptional scripts this year, which managed to show postgraduate qualities within the confines of a timed exam.

### **EWF 8: Enlightenments and Revolutions: Europe 1680-1848**

The paper has gained in popularity over the last few years. In summer 2020, the number of students taking the exam for EWF8 was virtually double that of GH10 takers last year (23 compared with 12, with a further 3 taking the old reg GH10 exam). A larger proportion were joint schools candidates; the paper is particularly popular among HPOL students.

Overall, candidates were well informed and did impressive preliminary reading across topics, geographical areas, and themes. While there was no high-flying script that deserved a mark in the higher reaches of the first-class category, none proved less than fully satisfactory. The examiners agreed on a first-class mark for 7 of the 23 scripts.

Some topics retained their traditional attraction (the French Revolution, the Enlightenment, and to a lesser degree Russia and Prussia); there were no attempts to tackle non-European questions. Indeed, we should seriously consider culling such questions from the EWF8 exam. They originated at a time when there were no FHS papers dedicated to early modern Asia; now that EWF7 has proved a successful and popular paper, there is no reason to include Asian topics almost as an appendix to an exam script of a thoroughly European paper.

### **EWF 9: From Independence to Empire: America 1763-1898**

26 candidates sat the EWF9 paper (with three HML candidates sitting the GH15 and GH16 papers in accordance with the previous regulations). Candidates answered questions that spanned the temporal range of the paper, though particular clusters of questions proved extremely popular. In particular,

candidates preferred to answer the questions on the revolutionary period, the creation of the 1787 federal constitution, the expansion of American territory in the 1840s, the experience of enslaved people, and the imperialism of American foreign policy, the class consciousness of urban workers, and the ability of native peoples to project power in this period, though no part of the period was entirely neglected. Candidates showed a preference for questions that could be answered with reference to the whole temporal range of the paper. Though around a third of scripts achieved first class marks, many of these were borderline, and there were few truly outstanding answers. As a cohort, candidates were notably weak when it came to engaging closely with major historiographical debates, and many scripts struggled to focus on the precise nature of the particular question set. Candidates clearly preferred to answer questions that were very close to essays they had been set as tutorial topics — which can often be a double-edged sword. There were no extremely weak scripts. However, two scripts showed obvious signs of plagiarism, and these were flagged to the examination board.

#### **EWF 10: A Liberal Epoch: Europe 1830-1914**

This was the first year, and in fact the only year in which this paper will run in this format. From academic year 2020-21 the period covered will expand to 1820-1925, and the title will change to 'The European Century'. Eight students sat the examination in HT20, and they attempted a wide variety of the questions of which the most popular concerned national unification, peasant emancipation, anti-Semitism, the Catholic Church, women's work and colonial expansion. Thus, there was a good mix of social, cultural and political questions attempted, and some very strong answers. The faults in some answers seem to be less to do with any difficulties posed by the paper than with generic errors in responding to exam questions. Firstly, we must advise students to answer the question that is actually asked: however good your tutorial essay on a related topic might have been, it cannot be repurposed to answering a different question. Some answers exhibited a tendency to assert that something happened rather than explain why it happened. Obviously, history students need to know what happened and when, but a university exam is not just a test of that kind of knowledge: narrative will never be enough and an answer that resembles a Wikipedia account will not be satisfactory. One way to integrate causality is to refer to the historiography — what explanations have other historians advanced for particular outcomes and how plausible are they? It was striking that several scripts made no reference to any historians at all. Indeed, some answers made no reference to any actual human actors, either contemporary or in the past. It is difficult to construct a good history answer that deals only in abstract concepts (states without ministers, war without soldiers, nationalism without nationalists, imperialism without imperialists, religion without celebrants or devotees...). This problem was compounded in some cases by the use of the passive voice: things happened but without any identified cause or agent. Stronger scripts incorporated more historiography and, critically, more detailed historical examples. The examples serve not just to illustrate assertions, but to explore in more depth the whys and hows of historical change.

#### **EWF 11: Imperial & Global History 1750-1930**

Demand for this paper is steady, with 21 candidates in 2020, 8 of them in Joint Schools. (A further 2 candidates sat the paper as GH19 under old regulations.) 11 candidates gained marks of 70 or above. 9 gained marks between 65 and 69. There were no final marks (and only two raw marks) below 65. 1 candidate did not submit answers. This distribution is quite far out of line of the overall pattern for EWF papers in which the >69/<69 split is 32%/63%, but the assessors agreed on the overall quality of the scripts examined. Answers mostly avoided excessive clustering, especially in Section A. 5 of the 15 questions in Sect. A (settler genocide, 'tools of empire', metropolitan opinion, gold, and—more surprisingly—environmental history) attracted no answers. Five questions were answered twice, two (global economy, migration) four times, another two (race, gender) five times, and the most popular answer (Islamic history) nine times. There was less variation in answers to Section B, with questions 17 ('wars of national liberation?', almost exclusively answered with reference to 1857) and 24 (Japan) attracting seven answers each, Q22 (Qing) four answers, questions 18 and 25 (slavery and Ottomans) two answers, and questions 19, 20 and 21 (African partition, Raj, Indian nationalism) one answer each. No candidates attempted any of

questions 26-30 (N Africa, Latin America, SE Asia, settler societies, 1919). There was a marked focus in answers on the mid-19<sup>th</sup> century and the high Victorian period, with relatively little engagement with the latter part of the expanded chronology between 1914 and 1930. Candidates do tend to zoom in on case studies; better answers succeeded in framing these within a coherent and comparative view of the longer period, and the stronger answers in section A did this very well. The distributions of questions answered across the paper (37 answers in Section A, 26 in Section B) show a marked preference for the thematic over the regional questions, but relaxation of the rubric in 2020 did not result in candidates answering exclusively in only one of the two sections.

### **EWF 12: The Making of Modern America since 1863**

Thirty seven students sat EWF in 2020, of whom 11 secured a first-class mark and 25 an upper-second. There was a refreshing absence of ‘bunching’ in these 37 scripts—each question was attempted by at least one candidate. In general, first-class scripts were distinguished not just by the candidate’s secure knowledge of material but by their ability to think for themselves—to reflect on the meaning of the evidence and counter-evidence, rather than merely synopsising the arguments of others. As in previous years, it was also evident that students who attempted at least one asterisked (thematic) question tended to do better than those who stuck to the more conventional topics. Such questions give candidates a particular opportunity to construct an intellectually interesting and non-obvious thesis, and to impress the examiner by making astute comparisons—or drawing arresting contrasts—across time or space. Conversely, scripts towards the lower end of the upper second category tended to be marked by a lack of intellectual ambition: whereas stronger scripts evinced intellectual energy and freshness, these weaker candidates seemed content to demonstrate mere knowledge of the terrain.

### **EWF 13: Europe Divided, 1914-1989**

Twenty six students sat the exam. Due to the exceptional circumstances, students were not required to answer a question from each of the three parts of the paper. Two thirds of the students answered questions from only two parts of the paper. Only one student answered questions from only one section of the paper. This did not negatively impact their mark.

The most popular questions were 21 (Was the demise of communist regimes in 1989 caused by successful oppositional movements?), 8 (Which factors do historians need to consider when explaining genocide?), 13 (What were the challenges encountered by post-war societies when trying to construct a ‘usable past’? You may, if you wish, restrict your answer to ANY ONE country) and 23 (What factors most effectively explain changes in gender relations?). Sections A and B attracted equal numbers of essays while section C only drew 14% of the answers. Four of the questions in section C (24, 27, 28, 30) were not answered by any student. Indeed, the only question from section C which was popular with students, was the question on gender (23). Questions regarding economic and social developments were rarely chosen, and questions concerned with social movements or the development of consumer culture and mass media were usually avoided. On the whole, students taking this paper seem to be more interested in political events than in structural conditions and long-term changes. The Europe presented in the essays appears as strangely independent or even isolated from global historical developments. Imperialism, the global reach of the Second World War, processes of decolonization, of globalisation and Americanization barely feature.

On average, the quality of the scripts appears to have been lower than in former years. The fact that students were allowed to type their essays, that they could draw on notes and that they were given an extra hour to finish their exams probably enticed students to write long and wordy essay which often included too much detail. Some students appear to have prepared detailed answers which they found difficult to adapt to the exact question. Hence, a considerable number of essays addressed the theme of the question but without sufficiently engaging with the actual questions and the terms and concept used. Question 1 (Did the First World War fundamentally change the social position of men and cultural ideas about masculinity?), to give an example, asked specifically about men and masculinity, not about gender relations in general. It invited students to think about differences between men e.g. due to class, generation, nationality or religion and about co-existing and possibly conflicting notions of masculinity.

Marks for individual essays ranged from the II.2 band to very good first class marks. No student failed to produce three essays. None of the more popular questions seems to have produced an unusually high or low average or an unusual distribution of marks which would indicate that it was too easy or too difficult. Good essays not only provided an answer to the question but showed awareness of changing and possibly also controversial historical interpretations and their respective merits and limitations. Good essays also succeeded in connecting general observations with specific, well-chosen examples.

#### **EFW 14: The Global 20<sup>th</sup> Century, 1930-2003**

35 candidates sat this paper, 12 of them in joint schools. Of these, 10 achieved a first-class mark, 23 a mark in the 2.i range (of whom 14 achieved a mark of 65 – 69, 9 a mark of 60 – 64), and 2 a mark <60. There was some very marked clustering of answers, although this occurred across all three sections of the paper, across which answers were distributed fairly evenly. In section A, Q6 (decolonisation, 11 answers), in section B, Q12 (end of the Cold War, 11 answers) and Q18 (religion and secularisation, 10 answers), and especially in section C, Q23 (genocide, 18 answers) were by far the most popular. Other questions mostly attracted between one and five answers. Of 30 questions, nine attracted no answers (in sect. A, Q4: UN, Q5: 'outbreak' of the Cold War, Q10: Apartheid; in sect. B, only Q13: nuclear weapons; in sect. C, Q19: wealth and poverty, Q22: refugees, Q24: public health (!), Q28: (ab)use of history, Q29: racism). It is perhaps disappointing that in summer 2020 candidates did not feel able or ready to comment on the longer recent history of public health or racism; more generally, despite the general spread of answers, if Q23 is discounted, sect. C looks largely untouched (only 16 answers), with sect. B questions (37 answers) clearly more attractive to candidates. Relaxation of the rubric did not, however, lead to candidates clustering their answers in only one part of the paper, and overall the thematic and geographical as well as chronological breadth intended in the design of the paper was well reflected in candidates' answers. It seems likely, despite students previously expressing anxiety at having to cover the whole paper under the original rubric, that the rest of section C suffers neglect by reason of candidates' electing to focus revision on genocide for sect. C and also preparing answers for both of the other sections. The emergency relaxation of rubric this year displaced the intended new rubric (THREE questions from AT LEAST TWO sections), which should be instated in FHS21. Competent but less accomplished scripts covered a range of case studies, but without much discussion of the historiography, and when referring to the literature, some less discerning candidates tended to adduce it 'as evidence' rather than as scholarship. Stronger responses, on the other hand, both integrated detail from a variety of closely-studied cases into the larger global context and showed real critical engagement with debates in the field. While we awarded few marks in the high 70s, a few of the very best essays achieved really impressive empirical range and depth along with conceptually sophisticated framing and development of the question.

#### **EWT (A) Masculinity & its Discontents, 200-2000**

This paper was taken for the first time in 2020, by eight candidates.

It is a challenging paper, requiring candidates to answer questions about masculinity and its relationship to themes such as family and kinship, religion, education, work and sport, war and violence, revolutions and nationhood, race, colonialism, and different forms of sexuality, as well as general questions about concepts and approaches. Candidates must answer on any TWO periods from medieval, early modern and modern, and select case studies from European and World History societies and cultures.

The main challenge is to provide a framework for an argument and a close analysis of examples, which allow the candidate to compare and contrast manifestations across time and place. The best scripts combined a thoughtful engagement with the question, setting out parameters for the argument and explaining why certain case studies had been selected, with an imaginative and nuanced examination of those cases. Less impressive scripts tended to be 'example-driven' and lacking in a wider argument, summarised a small number of articles, or argued that (say) military violence 'confirmed' masculinity rather than exploring how. The quality of the scripts was good, even very good, with five of the eight candidates being awarded first class marks and the others II (i)s.

There was some bunching of answers, the most popular being Q 3. military organisations (5), Q 4. education (4), Q 9. colonial rule (4) and Q 12. 'Why do some societies persecute homosexuality'. There were two answers to 6. revolutions and 10. notions of race and one each on 8. bachelors, 13. masculinity as a category of analysis and 14. masculinity in crisis. There were no answers Q 1. paternalism, Q, 2 facial hair, Q 5. religion or Q. 11, the figure of the boy.

Comment on Teaching of Paper:

Those who taught this theme paper were very happy with the engagement and enthusiasm of the students and with their ability to range across periods and cultures in the construction of argument and analysis. Students have worked hard, read widely, and developed their own themes and interests. There has been some debate about whether this paper should receive a chronological 'badge'. To date, this has been denied by the USC, which may continue to restrict the number of students taking this paper, since they have to fulfil their chronological requirements on other papers.

### **EWT (B) Technology & Culture in a Global Context, 1000-1700**

Three students took the paper, and this year was the first time it was examined (and indeed the last, since the title has been altered slightly to 'Global Networks of Innovation, 1000-1700'). The course examined the use, innovation and transfer of technologies and skills in Eurasia from c. 1000-1700, and it dealt with individual objects as well as the social, intellectual and religious contexts in which they were created and adopted. The breadth of regions and periods covered in the course makes it somewhat challenging but two students achieved a First Class mark (one just qualifying for the mark and the other a clear First), while the other was awarded a 2:2. The students as a whole did not merely focus on one or two questions, and indeed gave answers on a variety of subjects. The best responses showed sensitivity to different historiographical genres, and drew from episodes in varied places and times. Outstanding essays were produced on the ways in which religious beliefs affected the development of certain technologies in China and the Islamic world; on Eurasian glassmaking in the medieval period; and the role of the Silk Road in facilitating the circulation of goods and people. One answer in particular, on the pitfalls of concentrating on 'innovation' in the history of technology at the expense of 'use', was genuinely impressive. Where students did fall short, it was because of offering insufficient detail or precision in their answers, or due to focussing too narrowly on one geographical area. Students had ample digital access to primary and secondary materials, and there was no loss of contact time with lecturers and tutors due to the COVID-19 crisis.

### **EWT(C) Waging War-in Eurasia**

Nine students sat the Final exam for EWT Waging War in Eurasia this year, the first when there has been a full cohort for the paper (last year it was sat by one Anthropology student as an option paper). One student had withdrawn from the FHS before the exams began. There are no precedents against which to assess performance, and of course this year was an unusual one. The spread of marks was quite limited, with none below 65 and only one at 70. One paper, which the first marker gave 72 and the second marker 60, is still subject to adjudication. The selection of questions was also quite limited: six students answered question A1 on the Mongols, and four question A16 on Operation Barbarossa. There were no essays answering questions A 2, 4, 6, 7, 13, 14, 15, and in section B only questions 5, 6 and 10 were attempted. This is not unexpected given the tutorial essays written by this cohort last year, and the fact that the rubric had been relaxed so that they were not obliged to attempt a thematic question from section B. The answers were uniformly competent, and two or three scripts showed real fluency and flair. Unfortunately it turned out that in one case this was because the candidate had copied and pasted portions of a previous collection and two tutorial essays into the answers. The chair of the examiners has been notified and an appropriate penalty will have to be applied, but I would note that the only reason I was able to spot this was because I taught all the students on this paper myself and had their past work on file. The other effect of the 'open book' format seemed to be that it tempted students to introduce large chunks of rather ill-digested detail from their notes at the expense of clarity, structure and argument. It will be interesting to compare this year's papers with next year's, when hopefully we will be back to examining normally again.

### **EWT (D) Catholicism in the Making of the Modern World, 1545-1970**

Only three students were examined this year, and the final assessment of the scripts ranged from mid upper-second to good First-class marks. It is obviously difficult to draw many general conclusions from such a small cohort. But the scripts all indicated that the students had engaged seriously with the subject. The questions on missions and on Catholic attitudes to violence and war were the most popular, and the best scripts were characterized by an impressive breadth of reading alongside an awareness of the complexity of the surviving evidence. Individual answers that received high marks routinely drew on examples from the whole period and from across the globe. Those marked less generously tended to display a less developed conceptual grasp of the material, or to focus on one or two shorter periods only, jumping for example from the sixteenth century to the twentieth with little consideration of the centuries in between.

### **Further Subject: The Iberian Global Century, 1550-1650 (new)**

Eight candidates took this new paper (all for Main School). The overall quality was good. The spread of final marks was as follows:

80 and above: 1

70-79: 2

60-69: 5

The range of set texts and the global scope of the paper have proved to be appropriate as candidates were generally able to answer questions about both the Spanish and Portuguese empires and colonial societies through the methodologies of comparative and connected histories. Moreover, despite the mitigation of the examining conventions due to the Covid-19 crisis, six candidates answered questions from Section A, which expected students to discuss set texts. Indigenous chronicles (q. 3) proved to be the most popular among the prescribed authorities with four candidates specifically commenting on them, while the question on travel narratives and trans-imperial mobility (q. 2) received two answers, and that on visual evidence and religious conversion (q. 4) only one. Nobody tried to compare accounts written by Iberian and other European authors (q. 1).

Candidates answered eight questions out of ten from Section B. The two questions systematically avoided were on the more limited presence of a counter-narrative of conquest in the Portuguese overseas possessions (q. 11) and on the different opportunities enjoyed by slaves in the two Iberian empires (q. 12). Conversely, 50% of the candidates answered the question about the possibility of speaking of a single Iberian empire during the time of the Iberian Union (q. 5), generally writing very good essays. The next most popular questions, which were about the cultural similarity of the Iberian world (q. 7), the condition of indigenous peoples in Iberian America and Asia (q. 10), and the place of the body in Iberian ethnographic classifications (q. 14), each received three answers. Each of the four remaining questions, concerning the spread of *conversos* (q. 5), differences among colonial cities (q. 8), illicit trade (q. 9), and art and patronage in colonial societies (q. 13), were attempted by one candidate only.

Overall, the candidates seem to have gained enough familiarity with the set texts and the most innovative historiographical approaches, but tutors could probably insist less on a cartographically-imposed understanding of the Spanish and Portuguese empires and focus more on the cultural and social interplay which shaped the Iberian world on the ground.

### **Further Subject: A Global War 1914-1920 (new)**

The new Further Subject A Global War 1914-20 was an evolution of its predecessor designed to incorporate new texts which expand the geographical range under consideration (less centred on Western Europe) and to reflect developments in historiography in the last 10 years that have taken a more global view of the war. The new Exam paper reflected the new content.

It was taken under unusual conditions as an online exam and without the requirement to answer a question from each of two sections due to concerns about text availability.

The performance level was good - in fact students did engage thoroughly with the set texts- both new and old- in part because many were accessible online. Most of the individual essays were at a high 2.1 standard with a handful clearly good first class and a few marked in the fifties. A fairly good range of questions were answered and most importantly the global perspectives sought in the questions were genuinely embraced by candidates. Generally, candidates seemed to adjust quite well to the online format - they possibly managed slightly more precision in reference to texts by virtue of the open book format, but I think it was also a fair test of candidates prior work.

### **Disciplines of History**

This paper is sat by all students in the main school and in AMH. Because this year's paper saw an expanded suite of questions, it might be useful to summarise which areas were most and least popular. In Comparisons, the most popular question by some distance was Q19 (empires) with 36 takers. This was distantly followed by Q6 (popular uprisings) which attracted 25 answers, and Q21 (national identity) with 24. The only other questions in this section to attract 10 or more responses were Q14 (slavery) with 14 answers, and Q23 (genocides) with 10. In the Arguments strand, the runaway winner was Q29 (oral history) with 39 responses, followed by 28 answers to Q34 (gender history), 18 takers for Q23 (global history), 15 for Q43 (political culture), and 12 for Q25 (intellectual history.) There were no takers for Qs 3 (markets), 12 (towns), 20 (globalisation), 22 (medicine), 26 (public history), 27 (autobiography), 45 (everyday life), 51 (biography), or – not very surprisingly – 53 (busy historians). Overall, 42 of the 53 questions were attempted, which suggests that candidates found things of interest right across the paper. It is perhaps surprising that there weren't more responses to some questions on – in other contexts – quite popular areas of study, such as race and the body (both 4 answers) and sexuality (3). On the other hand, this may have had something to do with students finding the phrasing of some questions more attractive than others rather than signalling a general aversion to particular topics – how else to explain the difference in popularity of gender in Arguments compared to Comparisons (28 v 8) and globalisations/global history (strikingly, 0 v 18)? Finally, it should be noted that the new topics generally stood up pretty well next to the more established ones: apart from those already mentioned, the history of emotions attracted 7 responses, memory 6, and Atlantic history and diasporas both 4. Technology, on the other hand, attracted only 1 response despite having questions on both sides of the paper.

The average mark was 67%, which is only a little below the average for other papers – it is nonetheless, once again, the lowest. Comparisons answers were certainly more likely to be messy and poorly controlled than Arguments ones. Candidates too often failed to establish a solid justification for their selection of case studies, tended to leave key terms hazily (or simply not) defined, and/or were unable to communicate a sense of the wider utility of undertaking the comparison – for instance, by relating the question back to a debate within scholarship or by showing how their analysis could have larger applications. Selection/deployment of case studies could also be a problem, especially where candidates failed to generate any analytical tension between them – it's very difficult to achieve the level of nuance required for a high mark if the case studies simply agree with each other throughout. The best answers tended to be actively thoughtful about the thematic relationships and discontinuities between their chosen case studies, and to make meaningful use of their temporal/geographical distance or proximity. In general, stronger candidate also tended to use fewer individual examples but to analyse them in greater depth, eschewing a scatter-gun approach to evidence.

Arguments answers were generally more solid, but often suffered from a lack of ambition. As with Comparisons, candidates need to give more thought to establishing an overarching rationale for what they're doing – too many answers were little more than competent surveys of scholarly opinion which spent too much time describing historical treatments and not enough time actively evaluating them with some argumentative purpose in mind. And as with Comparisons, candidates must pay more attention to justifying their selection of material – it's fine to focus on scholarship mostly from one time or place, or to create a comparison between how scholars in very different areas approach a common subject (though the latter is perhaps the more ambitious approach with greater top-end potential) – but it is important to say why a particular approach has been chosen and what benefits it yields. The best answers tended to utilise the

historiography to develop their own argument rather than simply reporting what others have said. They also made active use of the specific wording of the question, rather than taking it as a general prompt to recycle pre-prepared material about the topic in general. It was, though, the safety-first approach of candidates that was most striking in the Arguments strand – future candidates should remember that it's very difficult to get a high mark if all you do is faithfully record what other historians have written.



## APPENDIX A. REPORT ON FHS RESULTS AND GENDER (Main School only)

### GENDER STATS BY PAPER FHS 2020

97 M 113 W

Main School Only

Paper	F Avrg	M Avrg	DIFF	F High	M High	F Low	M Low	F 70 +	M 70 +	F < 60	M < 60
ALL	68.09	68.18	0.09					30 (26.5)	30 (30.9)	1 (0.8)	3 (3.0)
BH	67	68	1	9	11	30	21	26 (23.0)	38 (39.1)	6 (5.3)	2 (2.0)
EWH	66.52	68	1.48	13	18	35	18	31 (27.4)	35 (36.1)	6 (5.3)	5 (0.5)
FS	67.79	67.56	0.23	19	15	16	15	42 (37.2)	37 (38.1)	4 (3.5)	3 (3.0)
SSg											
SSEE	68.95	68.93	0.02	37	25	18	17	49 (43.3)	41 (42.2)	3 (2.6)	3 (3.0)
DH	67.58	66.73	0.85	23	14	24	30	35 (30.9)	33 (34)	3 (2.6)	4 (4.1)
TH*	69.4	68.14	1.26	33	28	13	16	53 (46.9)	44 (45.3)	2 (1.8)	6 (6.2)

### GENDER STATS BY PAPER FHS 2019

103  
M

121  
W

Paper	F Avrg	M Avrg	DIFF	F High	M High	F Low	M Low	F 70 +	M70 +	F< 60	M< 60
ALL	67.71	68.14	0.43					23 (19.0)	24 (23.3)	0 (0)	1 (1)
BH	66.74	68.09	1.35	6	18	31	21	32 (26.5)	40 (38.8)	9 (7.4)	4 (3.9)
GH	67.13	67.66	0.53	14	13	23	23	32 (26.5)	37 (35.9)	1 (0.8)	4 (3.9)
FS	67.97	68.25	0.28	18	17	14	18	45 (37.2)	37 (35.9)	3 (2.5)	3 (2.9)
SSg	67.01	67.79	0.78	9	13	21	15	28 (23.1)	33 (32)	5 (4.1)	1 (1)
SSEE	68.51	68.48	0.03	33	16	16	11	49 (40.5)	41 (39.8)	2 (1.7)	2 (1.9)
DH	67.08	68.8	0.28	19	11	27	24	36 (29.8)	23 (22.3)	6 (5)	3 (2.9)
TH*	69.6	70	0.4	41	29	17	10	60 (49.6)	55 (53.4)	4 (3.3)	4 (3.9)

### GENDER STATS BY PAPER FHS 2018

101  
M

134  
W

Paper	F Avrg	M Avrg	DIFF	F High	M High	F Low	M Low	F 70 +	M70 +	F< 60	M< 60
ALL	67.29	68.21	0.92					27 (20.2)	28 (27.7)	4 (2.9)	0
BH	66.14	67.61	1.82	15	11	37	20	32 (23.9)	34 (33.7)	9 (6.7)	2 (2)
GH	66.98	67.91	0.93	24	13	22	13	42 (31.3)	41 (40.6)	4 (2.9)	1 (1)
FS	67.84	68.14	0.3	32	19	11	17	49 (36.6)	44 (43.6)	2 (1.5)	4 (4)
SSg	68.02	68.44	0.42	27	15	12	15	50 (37.3)	46 (45.5)	4 (2.9)	4 (4)
SSEE	68.63	69.25	0.62	41	24	14	13	61 (45.5)	50 (49.5)	5 (3.7)	3 (3)
DH	66.63	67.45	0.82	15	13	27	29	39 (29.1)	39 (38.6)	11 (8.2)	4 (4)
TH*	66.77	68.59	1.82	29	28	40	21	41 (30.6)	41 (40.6)	11 (8.2)	1 (1)

<b>GENDER STATS BY PAPER FHS 2017</b>											
Paper	F Avg	M Avg	DIFF	F High	M High	F Low	M Low	F 70 +	M70 +	F< 60	M< 60
<b>ALL</b>	67.21	67.31	0.1					18	23	2	0
<b>BH</b>	66.26	66.99	0.73	12	17	23	14	27	35	5	5
<b>GH</b>	66.19	67.6	1.41	7	19	21	21	22	32	8	4
<b>FS</b>	67.55	67.63	0.08	18	21	19	13	36	45	2	1
<b>SSg</b>	67.67	67.36	0.31	19	17	11	15	41	35	3	4
<b>SSEE</b>	68.86	68.42	0.44	40	28	10	14	46	46	2	4
<b>DH</b>	65.87	66.26	0.39	12	17	30	33	21	25	6	3
<b>TH</b>	67.97	66.6	1.37	32	26	23	34	43	37	6	16

## APPENDIX B

### FHS RESULTS AND STATISTICS

Note: Tables (i) – (iii) relate to the Final Honour School of History only. Statistics for the joint schools are included in tables (iv) and (v).

#### (i) Numbers and percentages in each class

Class	Number			
	2020	2019	2018	2017
I	109	109	108	87
II.1	98	114	125	138
II.2	1	1	1	-
III	1	-	-	-
Pass	-	-	1	-
DDH	1	-	-	-
Incomplete	1	-	-	-
Fail	-	-	-	-
<b>Total</b>	<b>211</b>	<b>224</b>	<b>235</b>	<b>225</b>

Class	Percentage			
	2020	2019	2018	2017
I	51.7	48.7	46	38.7
II.1	46.4	50.9	53.2	61.3
II.2	0.47	0.45	0.40	-
III	0.47	-	-	-
Pass	-	-	0.40	-
DDH	0.47	-	-	-
Incomplete	0.47	-	-	-
Fail	-	-	-	-

(ii) Numbers and percentages of men and women in each class

(a) 2020

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	109	51.7	50	51.5	59	52.2	54.1
II.1	98	46.5	45	46.4	53	46.9	54.1
II.2	1	0.47	1	1.02	-	-	-
III	1	0.47	1	1.02	-	-	-
Pass	-	-	-	-	-	-	-
DDH	1	0.47	1	1.02	-	-	-
Incomplete	1	0.47	-	-	1	0.89	100.
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>211</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>113</b>	<b>100</b>	-

(b) 2019

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	109	48.7	58	55.8	51	42.5	46.8
II.1	114	50.1	45	43.3	69	57.5	60.5
II.2	1	0.45	1	0.96	-	-	-
III	-	-	-	-	-	-	-
Pass	-	-	-	-	-	-	-
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>224</b>	<b>100</b>	<b>104</b>	<b>100</b>	<b>120</b>	<b>100</b>	-

(c) 2018

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	108	45.96	52	50.98	56	42.10	51.85
II.1	125	53.20	50	49.02	75	56.40	60.0
II.2	1	0.42	-	-	1	0.75	100.
III	-	-	-	-	-	-	-
Pass	1	0.42	-	-	1	0.75	100.
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>235</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>133</b>	<b>100</b>	<b>-</b>

(d) 2017

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	87	38.67	42	35.90	45	41.67	51.72
II.1	138	61.33	75	64.10	63	58.33	45.66
II.2	-	-	-	-	-	-	-
III	-	-	-	-	-	-	-
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>225</b>	<b>100</b>	<b>117</b>	<b>100</b>	<b>108</b>	<b>100</b>	<b>-</b>

(iii) Performance of Prelims. Candidates in Schools (First and Thirds) and Vice Versa (HIST only)

Prelims Nos 2018	FHS Results in 2020					Finals not taken in 2020
	I	II.1	II.2	III	Pass	
Distinction: 64	43	19	-	-	-	2
Pass: 151	53	71	-	-	-	27

Finals Nos 2020	Prelims results in 2018		Prelims not taken in 2018
	Distinction	Pass	
Class I: 108	43	56	9
Class III/Pass: 1	-	-	1

(iv) Performance of candidates by paper

a) Thesis (Sex/Paper showing marks for that paper)

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	146	45,65	75	48.08	71	45.22	48.63
II.1	150	47.92	70	44.88	80	50.96	53.33
II.2	10	3,20	7	4.48	3	1.91	30.0
III	2	0.64	1	0.64	1	0.63	50.0
Pass	-	-	-	-	-	-	-
Fail	5	1.59	3	1.92	2	1,28	40.0
<b>Total</b>	<b>313</b>	<b>100</b>	<b>156</b>	<b>100</b>	<b>157</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

b) Special Subject Extended Essay (sex paper showing marks for that paper)

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	116	44.44	53	44.91	63	44.05	54.31
II.1	136	52.11	62	52.54	74	51.75	54.41
II.2	7	2.69	2	1,70	5	3.50	71.42
III	1	0.38	1	0.85	-	-	-
Pass	-	-	-	-	-	-	-
Fail	1	0.38	-	-	1	0.70	100.0
<b>Total</b>	<b>261</b>		<b>118</b>	<b>100</b>	<b>143</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

c) Disciplines of History (Sex/Paper showing marks for that paper)

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	80	34.33	40	36.36	40	32.52	50.0
II.1	142	60.94	64	58.20	78	63.41	54.92
II.2	7	3.01	3	2.72	4	3.25	57.14
III	-	-	-	-	-	-	-
Pass	-	-	-	-	-	-	-
Fail	4	1.72	3	2.72	1	0.82	25.0
<b>Total</b>	<b>233</b>	<b>100</b>	<b>110</b>	<b>100</b>	<b>123</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

d) BIF History of the British Isles *Essays* (Sex/Paper showing marks for that paper)  
(includes BIF Theme Papers)

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	73	29.4	44	38.6	29	21.6	39.7
II.1	165	66.5	67	58.8	98	73.1	59.3
II.2	7	2.8	2	1.8	5	3.7	71.4
III	2	-	1	-	1	-	50
Pass	-	-	-	-	-	-	-
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>248</b>	<b>100</b>	<b>114</b>	<b>100</b>	<b>134</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

\*\* Old Syllabus History of the British Isles papers were not included



e) **European and World History (Sex/Paper showing marks for that paper)**  
Includes EWT theme papers (a) (b) (c) & (d)

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	85	32.1	48	35.8	37	28.2	43.5
II.1	170	64.2	80	59.7	90	68.7	52.9
II.2	9	3.4	5	3.7	4	3.1	40.0
III	-	-	-	-	-	-	-
Pass	1	0.4	1	0.7	-	-	-
Fail	-	-	-	-	-	-	-
<b>Total</b>	<b>265</b>	<b>100</b>	<b>134</b>	<b>100</b>	<b>131</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

\*\* Old Syllabus General History papers were not included

f) **Further Subjects (Sex/Paper showing marks for that paper)**

Class	Nos (both sexes)	%	Men		Women		Women as % of total in each class
			Nos	%	Nos	%	
I	108	35.75	57	36.77	51	34.70	4.63
II.1	182	60.26	93	60.0	89	60.54	48.90
II.2	7	2.32	3	1.93	4	2.72	57.14
III	1	0.34	-	-	1	0.68	100.0
Pass	1	0.34	1	0.65	-	-	-
Fail	3	0.99	1	0.65	2	1.36	66.66
<b>Total</b>	<b>302</b>	<b>100</b>	<b>155</b>		<b>147</b>	<b>100</b>	-

\*Some candidates have their marks disregarded

**(v) History and Joint Schools' candidates taking each paper**

**(Figures include both Main and Joint Schools' candidates – bracketed figures indicate the number of joint schools' candidates) (withdrawn candidates have not been taken into account here)**

	2020	2019	2018	2017
<b>(BIF) History of the British Isles (Essay) from 2019</b>				
BIF 1. The Early Medieval British Isles, 300-1100	13 (2)	13 (1)	25 (1)	12 (2)
BIF 2. The British Isles in the Central Middle Ages, 1000-1330	20 (2)	20 (3)	31 (1)	27 (3)
BIF 3. The late Medieval British Isles 1330-1550	20 -	29 (1)	34 (4)	32 (3)
BIF 4. Reformations & Revolutions 1500-1700	58 (2)	71 (8)	67 (9)	69 (12)
BIF 5. Liberty, Commerce & Power 1685-1830	15 (6)	20 (2)	34 (6)	30 (1)
BIF 6. Power, Politics & People 1815-1924	34 (2)	32 (6)	32 (6)	25 (4)
BIF 7. Changing Identities, 1900 to the present	42 (8)	55 (11)	49 (10)	60 (6)
BIT (a) Theme paper: Bodies of Feeling since c.1500	27 (8)			
BIT (b) Theme paper: The Making & Unmaking of the UK, 1603-present	3 -			
<b>European and World History (EWF) from 2020 (previously General History)</b>				
EWF 1: The World of late Antiquity 250-650	11 (8)	10	6 (3)	8 (1)
EWF 2: The Early Medieval World 600-1000	5 (1)	1 -	6 (1)	4 (1)
EWF 3: The Central Middle Ages 900-1300	11 (1)	3 (1)	5 (1)	5 (1)
EWF 4: The Global Middle Ages 500-1500	6 -	5 -	4 (1)	11 (3)
EWF 5: The Late Medieval World, 1300-1525	6 (2)	5 -	8 (2)	8 (2)
EWF 6: Early Modern Europe 1500-1700	16 (4)	5 -	7 (1)	12 (4)
EWF 7: Eurasian Empires 1450-1800	28 (10)	10 (4)	4 (3)	3 -
EWF 8: Enlightenments & Revolutions: Europe 1680-1848	23 (7)	22 (1)	21 (1)	17 (2)
EWF 9: From Independence to Empire : America 1763-1989	26 (2)	16 (1)	16 (4)	13 (2)
EWF 10: A Liberal Epoch? Europe 1830-1914	8 (2)	12 (5)	21 (10)	13 (6)
EWF 11: Imperial & Global History 1750-1930	22 (8)	21 (9)	9 (4)	21 (6)
EWF 12: The Making of Modern America since 1863	37 (9)	4 -	6 -	7 (3)
EWF 13: Europe Divided 1914-1989	26 (8)	30 (9)	9 (3)	- -
EWF 14: The Global 20 <sup>th</sup> Century 1930-2003	34 (12)	39 (18)	29 (7)	- -
		10 (4)	13 (2)	9 (3)
		20 (5)	21 (9)	11 (3)

		35 (8)	34 (10)	30 (8)
		43 (13)	41 (12)	54 (20)
		25 (11)	32 (6)	15 (5)
EWF Theme (A): Masculinity & its Discontents, 200-2000	8 (2)			
EWF Theme (B): Technology & Culture in a Global Context, 1000-1700	3 -			
EWF Theme (C): Waging War in Eurasia, 1200-1945	9 (2)			
EWF Theme (D): Catholicism in the Making of the Modern World, 1545-1970	3 (1)			
	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
<b>Further Subjects</b>				
1. Anglo-Saxon Archaeology of the Early Christian period	1 -	3 -	2 -	4 -
2. The Near East in the Age of Justinian and Muhammad, c. 527–c.700	15 (5)	11 (1)	11 (11)	8 (5)
3. The Carolingian Renaissance	3 -	- -	6 -	4 (2)
4. The Crusades ( <i>new &amp; old regs</i> )	13 -	16 (2)	9 (1)	17 (2)
5. Culture and Society in Early Renaissance Italy, 1290-1348	4 -	3 -	8 (5)	3 -
6. Flanders and Italy in the Quattrocento, 1420–1480	2 -	2 -	3 -	1 -
7. The Wars of the Roses ( <i>new &amp; old regs</i> )	8 (1)	14 (3)	11 (3)	7 (1)
8. Women, Gender & Print Culture in Reformation England, c.1530-1640	- (1)	7 (2)	5 (2)	10 (2)
9. Literature and Politics in Early Modern England ( <i>old &amp; new regs</i> )	14 (2)	15 (2)	16 (2)	10 -
10. The Iberian Global Century 1550-1650 ( <i>new</i> )	8 -			
Representing the City, 1558-1640 (A13762S1) (Bridge essay only, no longer an FS) (HENG)	- -	-	-	9 (2)
11. Writing in the early Modern period, 1550-1750	2 -	- -	3 -	1 -
12. Court, Culture & Art in Early Modern Europe, 1580-1700	9 (5)	6 (1)	9 (2)	5 (1)
13. War & Society in Britain and Europe., c. 1650-1815 ( <i>new title</i> ) (A15982W1)	5 (2)	5 (2)		
The Military & Society in Britain & France, c. 1650-1815 ( <i>Old title</i> ) (A10714W1)	- -	- (2)	4 (1)	11 (2)
14. The Metropolitan Crucible, London 1685-1815	10 (4)	9 (1)	8 -	8 (4)

15. History of Madness & Mental Healing in Global Context <i>(new)</i>	-	(1)			
16. Medicine, Empire & Improvement, 1720 to 1820	4	-	7	(1)	- - - -
17. The Age of Jefferson 1774-1826	8	(2)	10	(3)	11 (5) 8 -
18. Nationalism in western Europe 1799-1890	10	(4)	9	(2)	10 (2) 11 (1)
19. Intellect and Culture in Victorian Britain	4	(1)	5	-	4 - 4 -
20. The Authority of Nature: Race, Heredity & Crime 1800-1940	8	(2)	13	(2)	16 (4) 12 (1)
21. The Middle East in the Age of Empire	15	(7)	24	(7)	14 (3) 24 (5)
22. Transformations & transitions in African History since c.1800 <i>(new)</i>	-	(1)			
23 Imperialism and Nationalism, Sub-Saharan Africa c.1870-1980	11	(3)	15	(6)	19 (3) 14 (3)
24. Modern Japan, 1868–1972	11	(2)	9	(5)	9 (2) 11 (3)
25. Development of the World Economy since 1900 <b>(PPE)</b> <i>(new)</i>	-	(16)		(12)	- - - -
26. Nationalism, Politics and Culture in Ireland, c. 1870–1921	15	(8)	12	(5)	9 (1) 4 (1)
27. A Global War 1914-1920 <i>(new)</i>	8	(2)			
Comparative History of the First World War 1914-1920 <i>(Old regs)</i>	-	(1)	12	(2)	8 - - -
28. China since 1900	22	(9)	22	(7)	23 (5) 24 (7)
29. The Soviet Union 1924–1941	11	(5)	7	(1)	8 (1) 10 (5)
30. Culture, politics & identity in Cold War Europe, 1945-68 (A10735W1)	19	(1)	17	(2)	- (2) - (1)
31. Britain at the Movies: Film and National Identity since 1914	8	(2)	12	(2)	12 (1) 10 (1)
32. Scholastic and Humanist Political thought	5	(2)	-	-	4 (4) 5 -
33. The Science of Society 1650-1800	4	-	6	(2)	10 (2) 8 (3)
34. Political Theory and Social Science c.1870-1920	7	(1)	8	(3)	7 (3) 13 (7)
35. Postcolonial Historiography: Writing the (Indian) Nation	9	-	-	(2)	12 (4) 5 -
36. Modern Mexico, 1876-1994	6	(2)	11	(2)	
<b>Special Subjects</b>					
<i>(For 2020 - SSEE only)</i>					
1. St Augustine & the last days of Rome, 370-430	-	(2)	-	-	8 (1) 8 (2)
2. Francia in the Age of Clovis and Gregory of Tours	3	(1)	-	-	8 (1) 3 -
3. Byzantium in the Age of Constantine Porphyrogenitus	7	(2)	9	(1)	6 (1) 6 (1)
4. The Norman Conquest of England	9	-	7	-	10 (2) 7 (1)

5. The Peasants' Revolt of 1381	4 (1)	5 -	2 (1)	5 (1)
6. Joan of Arc & her Age, 1419-1435	13 (1)	12 (2)	6 (1)	10 -
7. Painting & Culture in Ming China	6 (1)	5 -	5 -	5 (1)
8. Politics, Art & Culture in the Italian Renaissance, Venice & Florence c.1475-1525	10 (1)	9 -	13 (2)	5 (1)
9. The Peasants War of 1525 (new)	8 (1)			
10. The Trial of the Tudor State: Politics, Religion & Society, 1540-1560	5 (1)	10 -	7 (1)	
11. The Crisis of the Reformation: Britain, France & the Netherlands 1560-1610	5 (1)	6 -	- -	4 (1)
12. The Dutch Golden Age, 1600-1700 (not running in 2019-20)	- -	3 -		
13. The Thirty Years Wars	15 (4)	13 (1)	6 -	12 (1)
14. Scientific Movement in the Seventeenth Century	9 -	14 (2)	2 -	13 (2)
15. Revolution & Republic, 1647-16558	5 -	5 -	15 (2)	10 -
16. English Architecture, 1660–1720	8 (2)	12 -	10 (4)	6 -
17. Imperial Crisis & Reform, 1774-84	7 (1)	7 -	6 -	
18. Becoming a Citizen, c. 1860-1902	11 (4)	9 (2)	16 (3)	
19. Race, Sex & Medicine in the Early Atlantic World (new)	7 (2)			
20. Art and its Public in France, 1815-67 (suspended in 2019-20)	- -	- -	5 (1)	2 -
21. Race, Religion & Resistance in the United States, from Jim Crow to the Civil Rights (suspended in 2019-20)	- -	16 (1)	16 (2)	17 (2)
22. Empire & Nation in Russia & the USSR (new)				
Terror & Forced Labour in Stalin's Russia (not running in 2019-20)	- -	8 (4)	5 (1)	6 (1)
23. From Gandhi to the Green Revolution: India, Independence & Modernity 1939-69	21 (5)	25 (2)	13 -	18 (2)
24. Nazi Germany, a racial order , 1933-45	4 (2)	6 (2)	4 (2)	3 (2)
25. France from the Popular Front to the Liberation, 1936–44	6 (3)	8 (3)	1 -	6 (1)
26. War and Reconstruction, 1939-45	14 (3)	11 (1)	12 (3)	3 (1)
27. Britain from the Bomb to the Beatles, 1945-67	14 (1)	6 (1)	10 -	12 (3)
28. Pop and the Art of the sixties (new)	2 -			
29. The Northern Ireland Troubles 1965–1985	16 (4)	18 (4)	18 (4)	15 (4)
30. Britain in the Seventies	12 (2)	8 (3)	20 (3)	8 (2)
31. Neoliberalism & Postmodernism: Ideas, Politics & Culture in Europe & North America, 1970-2000	15 (1)	- (1)	15 (3)	16 -

32. Revolutions of 1989	16	(3)	16	(4)	11	(2)	13	(1)
Optional Additional Theses	3	-	-	(2)	-	-	5	(2)
Disciplines of History	233	(22)	245	(21)	254	(19)	244	(19)
Compulsory Thesis (A10771S1)	272	(62)	280	(56)	286	(51)	270	(45)
Thesis in PPE (A12746S1) (HPol)		(8)	-	(11)	-	(7)	-	(11)
Thesis (A11024S1) (Heco)		(17)	-	(12)	-	(14)	-	(15)
Inter Disc. Dissertation (HENG) (A14401S1)	-	(13)	-	(12)	-	(6)	-	(9)
Representing the City (A11026S1)(HENG only)	-	(2)	-	(12)	-	(6)	-	(2)
Women's Life Writing (HENG only)	-	(9)						
Flame of Fire (HENG only)	-	(2)						

**(vi) Joint Schools - number of candidates taking each paper**

	AMH	HECO	HENG	HML	HPOL	Total
<b>(BIF) History of the British Isles (Essays)</b>						
BIF 1-The Early Medieval British Isles, 300-1100	-	-	2	-	-	2
BIF 2 – The British Isles in the Central Middle Ages, 1000-1330	-	-	1	-	1	2
BIF 3 – The late Medieval British Isles, 1330-1550	-	-	-	-	-	-
BIF 4 – Reformations & Revolutions, 1500-1700	1	-	1	-	-	2
BIF 5 – Liberty, Commerce, & Power, 1685-1830	-	-	2	-	4	6
BIF 6 – Power, Politics, & People, 1815-1924	-	-	1	-	1	2
BIF 7 – Changing Identities, 1900 to the present	-	1	3	2	2	8
EWT (a) Bodies of Feeling, since c.1500	2	-	3	-	3	8
EWT (b) Making & Unmaking of the UK, 1603-present	-	-	-	-	-	-
<b>European and World History (EWF)</b>						
EWF 1: The World of Antiquity	2	-	1	-	5	8
EWF 2: The Early Medieval World 600-1000	1	-	-	-	-	1
EWF 3: The Central Middle Ages 500-1500	-	-	1	-	-	1

EWF 4: The Global Middle Ages 500-1500	-	-	-	-	-	-
EWF 5: The Late Medieval World 1300-1525	1	-	-	-	1	2
EWF 6: Early Modern Europe 1500-1700	2	-	-	-	2	4
EWF 7: Eurasian Empires 1450-1800	3	2	-	-	5	10
EWF 8: Enlightenments & Revolutions : Europe 1680-1848	-	1	-	-	6	7
EWF 9: From Independence to Empire : America 1763-1898	1	1	-	-	-	2
EWF 10: A Libera Epoch ? Europe 1830-1914	-	1	-	-	1	2
EWF 11: Imperial & Global History 1750-1930	2	1	2	-	3	8
EWF 12: The Making of Modern America since 1863	1	4	1	-	3	9
EWF 13: Europe Divided 1914-1989	2	2	-	-	4	8
EWF 14: The Global 20thC, 1930-2003	1	-	4	-	7	12
EWF theme (A) Masculinity & its Discontents, 200-2000	1	-	-	-	1	2
EWF theme (B) Technology & Culture in a Global Context, 1000-1700	-	-	-	-	-	-
EWF theme (C) Waging War in Eurasia, 1200-1945	-	1	-	-	1	2
EWF theme (D) Catholicism in the Making of the Modern World, 1545-1970	1	-	-	-	-	1

	AMH	HECO	HENG	HML	HPOL	Total
<b>Further Subjects</b>						
1. Anglo-Saxon Archaeology of the Early Christian period	-	--	-	-	-	-
2. The Near East in the Age of Justinian and Muhammad	1	1	1	1	1	5
3. The Carolingian Renaissance	-	-	-	-	-	-
4. The Crusades, 1095-1291	-	-	-	-	-	-
5. Culture and Society in Early Renaissance Italy, 1290-1348	-	-	-	-	-	-
6. Flanders and Italy in the Quattrocento, 1420–1480	-	-	-	-	-	-
7. The Wars of the Roses	-	-	-	-	1	1

	AMH	HECO	HENG	HML	HPOL	Total
8. Women, Gender & Print Culture in Reformation England, c.1530-1640	-	-	1	-	-	1
9. Literature and Politics in Early Modern England (old & new regs)	1	-	1	-	-	2
10. The Iberian Global Century 1550-1650	-	-	-	-	-	-
11. Writing in the early Modern period, 1550-1750 (A15060W1)	-	-	-	-	-	-
12. Court, Culture & Art in Early Modern Europe, 1580-1700	-	1	1	3	-	5
13. War & Society in Britain and France, c.1650-1815	-	1	-	1	-	2
14. The Metropolitan Crucible, London 1685-1815	-	2	-	1	1	4
15. The History of Madness & Mental Healing in Global Context	-	-	1	-	-	1
16. Medicine, Empire & Improvement, 1720 to 1820	-	-	-	-	-	-
17. The Age of Jefferson 1774-1826	-	-	-	-	2	2
18. Nationalism in western Europe	-	2	-	1	1	4
19. Intellect and Culture in Victorian Britain	-	-	-	-	1	1
20. The Authority of Nature: Race, Heredity & Crime 1800-1940	-	-	2	-	-	2
21. The Middle East in the Age of Empire	1	1	1	1	3	7
22. Transformations & Transitions in African History since c.1800	-	1	-	-	-	1
23. Imperialism and Nationalism, Sub Saharan Africa 1870-1980	-	-	-	1	2	3
24. Modern Japan, 1868–1972	-	1	-	-	1	2
25. Development of the World Economy since 1800 1870 (new) (PPE)	-	16	-	-	-	16
26. Nationalism, Politics and Culture in Ireland, c. 1870–1921	-	2	-	4	2	6
27. A Global War 1914-1920	-	1	-	-	1	2
Comparative History of the First World War (old regs)	-	-	-	1	-	1
28. China since 1900	2	2	-	1	4	9
29. The Soviet Union 1924–1941	1	1	1	-	2	5
30. Culture, Politics & identity in Cold War Europe, 1945-68	-	-	-	1	-	1



	AMH	HECO	HENG	HML	HPOL	Total
31. Britain at the Movies: Film and National identity since 1914	-	-	1	-	1	2
32. Scholastic and Humanist Political thought	2	-	-	-	-	2
33. The Science of Society 1650-1800						
34. Political Theory and Social Science	-	-	-	-	-	-
35. Postcolonial Historiography: Writing the (Indian) Nation (A13763W1)	-	-	-	-	-	-
36. Modern Mexico,1876-1994	1	-	-	1	-	2

	AMH	HECO	HENG	HML	HPOL	Total
<b>Special Subjects (SSEE only for 2020)</b>						
1. St Augustine & the last days of Rome, 370-430	1	-	-	-	1	2
2. Francia in the Age of Clovis and Gregory of Tours	-	-	-	1	-	1
3. Byzantium in the Age of Constantine Prophyrogenitus	2	-	-	-	-	2
4. Norman Conquest of England	-	-	-	-	-	-
5. The Peasants' Revolt of 1381	1	-	-	-	-	1
6. Joan of Arc & her Age, 1419-1435	-	-	-	1	-	1
7. Painting & Culture in Ming China	-	-	-	-	1	1
8. Politics, Art & Culture in the Italian Renaissance, Venice and Florence c.1475-1525	-	-	-	-	1	1
9. The Peasants War of 1525	-	-	-	1	-	1
10. The Trial of the Tudor State: Politics, Religion & Society 1540-1560	-	-	-	-1	-	1
11. The Crisis of the Reformation: Britain, France & the Netherlands 1560-1610	-	-	-	-	1	1
12. The Dutch Golden Age (not running in 2019-20)	-	-	-	-	-	-
13. The Thirty Years' War						
14. Scientific Movement in the Seventeenth Century	-	-	-	-	-	-
15. Revolution & Republic, 1647-1658	-	-	-	-	-	-

	AMH	HECO	HENG	HML	HPOL	Total
16. English Architecture, 1660–1720	1	-	-	1	-	2
17. Imperial Crisis & Reform, 1774-84	-	-	-	-	1	1
18. Becoming a Citizen, c. 1860-1902	1	-	-	1	2	4
19. Race, Sex & Medicine in the Early Atlantic World	-	-	-	2	-	2
20. Art and its Public in France, 1815-67 (suspended in 2019-20)	-	-	-	-	-	-
21. Race, Religion & Resistance in the United States, from Jim Crow to Civil Rights (suspended in 2019-2020)	-	-	-	-	-	-
22. Empire & nation in Russia & the USSR	1	-	-	-	-	1
. Terror & Forced Labour in Stalin's Russia (not running in 2019-20)	-	-	-	-	-	-
23. From Gandhi to the Green Revolution: India, Independence & Modernity 1939-69	-	-	-	2	3	5
24. Nazi Germany, a racial order, 1933-45	-	-	-	1	1	2
25. France from the Popular Front to the Liberation, 1936–44	-	-	-	2	1	3
26. War and Reconstruction, 1939-45	1	-	-	1	1	3
27. Britain from the Bomb to the Beatles, 1945-67	-	-	-	-	1	1
28. Pop & the Art of the Sixties	-	-	-	-	-	-
29. The Northern Ireland Troubles 1965–1985	-	-	1	-	3	4
30. Britain in the Seventies	-	-	1	-	1	2
31. Neoliberalism & Postmodernism: Ideas, Politics & Culture in Europe & North America, 1970-2000	-	-	-	-	1	1
32. Revolutions of 1989	1	-	-	-	2	3
Bridge essays	-	-	-	22	-	22
Theses (A10771S1)	22	-	-	1	39	62
Optional Additional Thesis	-	-	-	-	-	-
Disciplines of History	22	-	-	-	-	22
Politics theses		-	-	-	8	8
HECO theses (A11024S1)		17	-	-	-	17
Interdisciplinary Dissertation (HENG only) (A14401S1)		-	13	-	-	13

	AMH	HECO	HENG	HML	HPOL	Total
Representing the City, 1558-1640 (Bridge essay only HENG)		-	2	-	-	2
Women's Life Writing (Bridge Essay--only HENG)		-	9	-	-	9
Flame of Fire (Bridge Essay only HENG)		-	2	-	-	2

Examiners:

Dr G. Davies  
 Dr L. Dixon (Secretary)  
 Dr H. Gittos  
 Dr S. Gunn  
 Prof. J. McDougall (Chair)  
 Dr S. Skinner  
 Prof. J. Smith  
 Prof S. Todd

External Examiners:

Prof M. Barcia Paz, University of Leeds  
 Prof. J. Fox, Institute of Historical research, School of Advanced Study, London  
 Prof N. Reinhardt, University of Durham  
 Dr C. Watkins, Cambridge University

N:\Faculty office\Faculty office\FHS\2020\Examiners' Report\FHS History Examiners' Report 2020  
 14/01/21