

## Examination Conventions for the Joint School of Ancient and Modern History, in the Final Honour School of 2024

### 1 Introduction

These conventions have been approved by the Board of the Faculty of History and the Boards of the Faculties of the other parent schools in the case of joint schools with History, with respect to timed exam papers and submitted written work in History.

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

### 2. Rubrics for Individual Papers

#### A. History papers in the Joint School of Ancient and Modern History

All the following History papers will be examined by live, in-person timed three-hour live examination at Examination Schools :

	EUROPEAN AND WORLD HISTORY PAPERS	
A16408W1	European and World History 1: The World of Late Antiquity, 250-650	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16409W1	European and World History 2: The Early Medieval World, 600-1000	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16410W1	European and World History 3: The Central Middle Ages, 900-1300	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. You may answer with reference to any medieval society or part of the period.
A16411W1	European and World History 4: The Global Middle Ages, 500-1500	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16412W1	European and World History 5: The Late Medieval World, 1300-1525	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16413W1	European and World History 6: Early Modern Europe, 1500-1700	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16414W1	European and World History 7: Eurasian Empires, 1450-1800	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers, of which <b>AT LEAST ONE</b> question should be chosen from Section B
A16415W1	European and World History 8: Enlightenments and Revolutions: Europe 1680-1848	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16416W1	European and World History 9: From Independence to Empire: America 1763-1898	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers, of which <b>AT LEAST ONE</b> must be chosen from Section C.
A17313W1	European and World History 10: The European Century, 1820-1925	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16418W1	European and World History 11: Imperial and Global History, 1750-1930	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers, of which <b>AT LEAST ONE</b> must be chosen from Section A and <b>AT LEAST ONE</b> from Section B.
A16419W1	European and World History 12: The Making of Modern America	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. An asterisk (*) draws

	since 1863	attention to questions which may be answered with reference to any part of the period.
A16420W1	European and World History 13: Europe Divided, 1914-1989: Crises, Conflicts, Identities	Candidates should <b>COMPLETE ONE</b> answer from <b>EACH SECTION</b> .
A16421W1	European and World History 14: The Global Twentieth Century, 1930- 2003	Candidates should answer <b>THREE</b> questions from <b>AT LEAST TWO</b> sections, <b>ONE OF WHICH</b> must be from <b>section C</b> , and complete all their answers. Chronological divisions in Sections A and B are indicative, not restrictive; candidates may answer in either section with regard to the whole period covered by the paper where appropriate, if they wish.
A16422W1	European and World History Theme paper A: Masculinity and its Discontents, 200-2000	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16423W1	European and World History Theme Paper B: Technology and Culture in a Global Context, 1000-1700	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers.
A16424W1	European and World History Theme Paper C: Waging War in Eurasia, 1200-1945	Candidates must answer at least <b>ONE</b> question from Section A and <b>ONE</b> from Section B
	FURTHER SUBJECTS (in order of paper code)	
A10423W1	Further Subject: Britain at the Movies: Film and National Identity since 1914	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10703W1	Further Subject: The Near East in the Age of Justinian and Muhammad from 527 to c. 700.	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10704W1	Further Subject: The Carolingian Renaissance	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10706W1	Further Subject: The Crusades	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10707W1	Further Subject: Culture and Society in Early Renaissance Italy from 1290 to 1348	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate

		their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10708W1	Further Subject: Flanders and Italy in the Quattrocento from 1420 to 1480	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10709W1	Further Subject: The Wars of the Roses, 1450-1500	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10711W1	Further Subject: Literature and Politics in Early Modern England	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10715W1	Further Subject: The Metropolitan Crucible: London 1685-1815	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10717W1	Further Subject: Medicine, Empire and Improvement, 1720 to 1820	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10720W1	Further Subject: Nationalism in Western Europe, 1799-1890	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10721W1	Further Subject: Intellect and Culture in Victorian Britain	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10722W1	Further Subject: The Authority of Nature: Race, Heredity and Crime, 1800-1940	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.

A10723W1	Further Subject: The Middle East in the Age of Empire	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10729W1	Further Subject: Modern Japan from 1868 to 1972	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10731W1	Further Subject: Nationalism, Politics and Culture in Ireland c. 1870 to 1921	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10731X1	Further Subject: Nationalism, Politics and Culture in Ireland c. 1870 to 1921 (Old Regulations)	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10734W1	Further Subject: The Soviet Union, 1924 to 1941	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10735W1	Further Subject: Culture, Politics and Identity in Cold War Europe 1945-68	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10735X1	Further Subject: Culture, Politics and Identity in Cold War Europe 1945-68 (Old Regulations)	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10736W1	Further Subject: Scholastic and Humanist Political Thought	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10737W1	Further Subject: The Science of Society, 1650 to 1800	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT</b>

		<b>LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A10738W1	Further Subject: Political Theory and Social Science	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from Section A .
A13392W1	Further Subject: China since 1900	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A13763W1	Further Subject: Post-Colonial Historiography: Writing the (Indian) Nation	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from Section A .
A14402W1	Further Subject: Anglo-Saxon Archaeology c. 600-750: Society and Economy in the Early Christian Period.	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A15060W1	Further Subject: Writing in the Early Modern Period, 1550-1750	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A15982W1	Further Subject: War and Society in Britain and Europe c. 1650-1815	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16405W1	Further Subject: Modern Mexico, 1876-1994	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16406W1	Further Subject: The Iberian Global Century, 1550-1650	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16407W1	Further Subject: A Global War, 1914 to 1920	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT</b>

		<b>LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16886W1	Further Subject: Constructing the First New Nation: A Political History of the United States, 1781-1803	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16887W1	Further Subject: A History of Madness and Mental Healing in a Global Context	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A16888W1	Further Subject: Transformations and Transitions in African History since c. 1800	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A17314W1	Further Subject: The Jews in Poland in the Twentieth Century	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A17327W1	Further Subject: Political and Social Thought in the Age of Enlightenment	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18072W1	Further Subject: Gender and Protestant Cultures in England, 1558-1659	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18073W1	Further Subject: Women's Liberation: Feminism in Britain, c. 1969-1990	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18527W1	Further Subject: Black Women in British Society, 1750-c.1865	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18528W1	Further Subject: Imperial Pathologies: Race, Medicine and Identity in the British	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate

	Empire, c.1720-c.1850	their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18529W1	Further Subject: L'Année Terrible, 1870-71: War, Revolutions and the Rise and Fall of Empires	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.
A18602W1	Further Subject: America's Hidden Empire: Soft Power and US Influence During the Cold War	Candidates must answer <b>THREE</b> questions, and <b>COMPLETE</b> all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete <b>AT LEAST ONE</b> answer from <b>BOTH</b> Section A and Section B.

SPECIAL SUBJECT GOBBETS PAPERS (in order of paper code)

A10740W1	Special Subject: St Augustine and the last days of Rome, 370-430	Candidates should attempt <b>ALL</b> the questions.
A10742W1	Special Subject: Byzantium in the Age of Constantine Porphyrogenitus, 913-959	Candidates should attempt <b>ALL</b> the questions.
A10743W1	Special Subject: The Norman Conquest of England	Candidates should attempt <b>ALL</b> the questions.
A10746W1	Special Subject: Joan of Arc and her Age, 1419-1435	Candidates should attempt <b>ALL</b> the questions.
A10747W1	Special Subject: Painting and Culture in Ming China	Candidates should attempt <b>ALL</b> the questions.
A10748W1	Special Subject: Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c. 1475-1525	Candidates should attempt <b>ALL</b> the questions.
A10752W1	Special Subject: The Scientific Movement in the Seventeenth Century	Candidates should attempt <b>ALL</b> the questions.
A10754W1	Special Subject: English Architecture, 1660-1720	Candidates should attempt <b>ALL</b> the questions. Answers may be accompanied by sketches where appropriate.
A10759W1	Special Subject: Art and its Public in France, 1815-1867	Candidates should attempt <b>ALL</b> the questions.
A10763W1	Special Subject: Nazi Germany, a Racial Order, 1933-45	Candidates should attempt <b>ALL</b> the questions.
A10764W1	Special Subject: France from the Popular Front to the Liberation, 1936-44	Candidates should attempt <b>ALL</b> the questions.
A10765W1	Special Subject: War and Reconstruction, 1939-45	Candidates should attempt <b>ALL</b> the questions.
A10766W1	Special Subject: Britain from the Bomb to the Beatles: Gender, Class and Social Change, 1945-67	Candidates should attempt <b>ALL</b> the questions.
A10767W1	Special Subject: The Northern Ireland Troubles, 1965-85	Candidates should attempt <b>ALL</b> the questions.
A13773W1	Special Subject: Revolution and Republic,	Candidates should attempt <b>ALL</b> the questions.

	1647-1658	
A13774W1	Special Subject: Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights.	Candidates should attempt <b>ALL</b> the questions.
A13775W1	Special Subject: Britain in the Seventies	Candidates should attempt <b>ALL</b> the questions.
A14634W1	Special Subject: Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000	Candidates should attempt <b>ALL</b> the questions.
A14634X1	Special Subject: Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000 (Old Regulations)	Candidates should attempt <b>ALL</b> the questions.
A14635W1	Special Subject: Revolutions of 1989	Candidates should attempt <b>ALL</b> the questions.
A14970W1	Special Subject: Terror and Forced Labour in Stalin's Russia	Candidates should attempt <b>ALL</b> the questions.
A15059W1	Special Subject: From Gandhi to the Green Revolution: India, Independence and Modernity, 1939-69	Candidates should attempt <b>ALL</b> the questions.
A15059X1	Special Subject: From Gandhi to the Green Revolution: India, Independence and Modernity, 1939-69 (Old Regulations)	Candidates should attempt <b>ALL</b> the questions.
A15591W1	Special Subject: The Peasants' Revolt of 1381	Candidates should attempt <b>ALL</b> the questions.
A15592W1	Special Subject: Becoming a Citizen, c. 1860-1902	Candidates should attempt <b>ALL</b> the questions.
A15593W1	Special Subject: The Thirty Years' War	Candidates should attempt <b>ALL</b> the questions.
A15882W1	Special Subject: The Trial of the Tudor State: Politics, Religion and Society, 1540-1560	Candidates should attempt <b>ALL</b> the questions.
A15883W1	Special Subject: Imperial Crisis and Reform, 1774-84	Candidates should attempt <b>ALL</b> the questions.
A16331W1	Special Subject: The Peasants' War of 1525	Candidates should attempt <b>ALL</b> the questions.
A16889W1	Special Subject: Empire and Nation in Russia and the USSR, c. 1890-1924	Candidates should attempt <b>ALL</b> the questions.
A16890W1	Special Subject: Pop and the Art of the Sixties	Candidates should attempt <b>ALL</b> the questions.
A16891W1	Special Subject: Race, Sex and Medicine in the Early Atlantic World	Candidates should attempt <b>ALL</b> the questions.
A17312W1	Special Subject: The Crisis of the Reformation: political thought and religious ideas, 1560-1610	Candidates should attempt <b>ALL</b> the questions.
A17637W1	Special Subject: On the Road to Baghdad, 892-1055	Candidates should attempt <b>ALL</b> the questions.
A17638W1	Special Subject: Slavery, Emancipation and the Crisis of the Union, 1848-1865	Candidates should attempt <b>ALL</b> the questions.
A18074W1	Special Subject: Art and Politics: Class and Power in Chinese Art	Candidates should attempt <b>ALL</b> the questions.
A18075W1	Special Subject: Art and the Invention of Race	Candidates should attempt <b>ALL</b> the questions.
A18526W1	Special Subject: The End of Empire: the Collapse of Soviet Order in Eurasia	Candidates should attempt <b>ALL</b> the questions.



## DISCIPLINES OF HISTORY

A10770W1	Disciplines of History	Candidates should answer <b>TWO</b> questions, <b>ONE</b> from <b>EACH</b> section.
A10770X1	Disciplines of History (old regs)	Candidates should answer <b>TWO</b> questions, <b>ONE</b> from <b>EACH</b> section.

Special Subject Extended Essays (All): [Course work to be submitted in year 3] Candidates should answer **ONE** question in an essay of no more than 6,000 words (including references but excluding bibliography). A pdf of the completed essay must be submitted digitally via Inspira by 12 noon on Friday 12<sup>th</sup> January 2024. The essay should be illustrated by reference to the prescribed authorities.

Special Subject Gobbets Papers: Papers consist of four questions, each comprising six extracts from the prescribed texts, of which candidates must choose three passages/images for comment. Candidates must answer all four questions, i.e. comment on a total of twelve passages/images.

Compulsory Undergraduate Thesis:

[Course work to be submitted in year 3.] A thesis on a topic of the candidate's choosing of not more than 12,000 words (including footnotes, but excluding bibliography and appendices). The thesis should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. The thesis should conform to the standards of academic presentation prescribed in the course handbook. A pdf of the completed thesis must be submitted digitally via Inspira by 12 noon on Friday 8<sup>th</sup> March 2024.

Optional Additional Thesis:

[Course work to be submitted in year 3.] A thesis on a topic of the candidate's choosing of not more than 12,000 words (including footnotes, but excluding bibliography and appendices). The thesis should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. The thesis should conform to the standards of academic presentation prescribed in the course handbook. The completed thesis must be submitted electronically via Inspira by 12 noon on Monday 22<sup>nd</sup> April 2024 (Monday of week 1 of Trinity Term).

Disciplines of History:

The paper consists of two sections: Section A, Making Historical Comparisons, and Section B, Making Historical Arguments. Candidates must answer two questions, one from each Section. Section A rubric: Candidates must demonstrate knowledge of at least **TWO** societies or historical periods. Section B rubric: In answering questions from this section candidates should discuss specific examples of historical writing. They should consider the ways in which historians select and use sources, the methodologies they have employed, and the historiographical context within which they write.

### **B. Ancient History Paper in the Joint School of Ancient and Modern History**

The following Ancient History papers will be examined by timed three-hour live

examination. All questions in a paper will be equally weighted unless otherwise stated.

A17602W1	Greek History from 479 to 403 BC <b>452</b>	Candidates should answer three questions.
A10932W1	Greek History from 403 to 336 BC <b>453</b>	Candidates should answer three questions.
A10933W1	Roman History from 146 to 46 BC <b>455</b>	Candidates should answer three questions.
A10934W1	Roman History from 46 BC to AD 54 <b>456</b>	Candidates should answer three questions.
A12636W1	The Hellenistic World: Societies and Cultures, c. 300 to 100 BC <b>409</b>	Candidates should answer three questions. They should illustrate their answers, as far as possible, by reference to the prescribed sources and sites.
A12638W1	Politics, Society and Culture from Nero to Hadrian <b>411</b>	Candidates should answer three questions. Candidates should illustrate their answers, as far as possible, by reference to the prescribed sources.
A12639W1	Religions in the Greek and Roman World from c. 31 BC to AD 312 <b>412</b>	Candidates should answer three questions. Candidates should illustrate their answers, as far as possible, by reference to the prescribed sources.
A16803W1	The Achaemenid Empire, 550-330 BC <b>415</b>	Candidates should attempt Question 1 and three other questions
A10935W1	Further Subject: Athenian Democracy in the Classical Age <b>457</b>	Candidates should answer three questions, at least one of which must be from Section 1. They should illustrate their answers, as far as possible, by reference to the prescribed sources.
A12676W1	The Greeks and the Mediterranean World, c. 950 to 500 BC <b>601</b>	Candidates should answer Question 1 and two other questions. In Question 1, candidates are required to describe briefly and comment on four images. The remainder of the paper comprises essay questions. They are expected to show knowledge of specific sites as well as an understanding of general issues. All questions carry equal weight.
A13371W1	Hellenistic Art and Archaeology, 330-30 BC <b>603</b>	Candidates should answer Question 1 and two other questions. In Question 1, candidates are required to describe briefly and comment on four images. The remainder of the paper comprises essay questions. All questions carry equal weight.
A12678W1	Art under the Roman Empire, AD 14-337 <b>604</b>	Candidates should answer Question 1 and two other questions. In Question 1, candidates are required to describe briefly and comment on four images. The remainder of the paper comprises essay questions.

		All questions carry equal weight.
A10936W1	Special Subject: Alexander the Great and His Early Successors, 336 to 302: Paper I <b>458</b>	Candidates should answer all four questions. They should illustrate their answers, as far as possible, by reference to the prescribed sources. Candidates must show knowledge of both Alexander and the Successors, and failure to do so will be penalised.
A10936W2	Special Subject: Alexander the Great and his Early Successors, 336 to 302: Paper II <b>458</b>	Candidates should answer three questions. They should illustrate their answers, as far as possible, by reference to the prescribed sources. Candidates must show knowledge of both Alexander and the Successors, and failure to do so will be penalised.
A10937W1	Special Subject: Cicero: Politics and Thought in the Late Republic: Paper I <b>460</b>	Candidates should answer all four questions.
A10937W2	Special Subject: Cicero: Politics and Thought in the Late Republic: Paper II <b>460</b>	Candidates should answer three questions. They should illustrate their answers, as far as possible, by reference to the prescribed sources.
A15009W1	Special Subject: The Greek City in the Roman World, from Dio Chrysostom to John Chrysostom: Paper I <b>461</b>	Candidates should answer all four questions. In each of Questions 1-4, they are required to comment on three passages.
A10491W1	Intermediate Ancient Greek <b>571</b>	Candidates should attempt both parts. Part I comprises three compulsory questions on set texts. Part II comprises one passage of unprepared translation.
A10492W1	Intermediate Latin <b>572</b>	Candidates should attempt both parts. Part I comprises three compulsory questions on set texts. Part II comprises one passage of unprepared translation.
A14360W1	Advanced Ancient Greek <b>573</b>	Candidates should attempt all three questions. In Question 1, candidates must translate three passages from the set texts in D.A. Russell, An Anthology of Greek Prose. In Question 2, candidates must translate two passages from the other set texts. Question 3 comprises one passage of unprepared translation.
A14361W1	Advanced Latin <b>574</b>	Candidates should attempt all three questions. In Question 1, candidates must translate three passages from the set texts in D.A. Russell, An Anthology of Greek Prose. In Question 2, candidates must translate two passages from the other set texts. Question 3 comprises one passage of unprepared translation.

Copies of past papers may be viewed in OXAM at:

<https://weblearn.ox.ac.uk/portal/site/:oxam>

Where a paper is offered for the first time, a specimen paper may be found on the Classics Faculty's WebLearn site at: <https://canvas.ox.ac.uk/courses/42438/pages/specimen->

[papers](#)

### 3. Marking conventions

#### 3.1 University scale for standardized expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

70-100	First Class
60-69	Upper second
50-59	Lower second
40-49	Third
30-39	Pass
0-29	Fail

#### 3.2 Qualitative criteria for different types of assessment

The following criteria will be used in marking the three-hour question papers in Modern History:

**Exam questions** are assessed on the following criteria:

<p><b>Engagement:</b></p> <ul style="list-style-type: none"><li>• directness of engagement with the question</li><li>• range of issues addressed</li><li>• depth, complexity, and sophistication of comprehension of issues and implications of the question</li><li>• effective and appropriate use of historical imagination and intellectual curiosity</li></ul>
<p><b>Argument:</b></p> <ul style="list-style-type: none"><li>• coherence, control, and independence of argument</li><li>• conceptual and analytical precision</li><li>• flexibility: discussion of a variety of views</li></ul>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"><li>• depth, precision, detail, range and relevance of evidence cited</li><li>• accuracy of facts</li><li>• understanding of historical debate</li><li>• critical engagement with primary and/or secondary sources</li></ul>
<p><b>Organization &amp; Presentation</b></p> <ul style="list-style-type: none"><li>• clarity and coherence of structure</li><li>• clarity and fluency of prose</li><li>• correctness of grammar, spelling, and punctuation</li></ul>

These criteria inform the following mark-bands:

<b>FHS: I Prelim: Distinction</b>	<b>86-100</b>	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	<b>80-85</b>	Scripts will excel against each of the four criteria.
	<b>75-79</b>	Scripts will excel in more than one area, and be at least highly competent in other respects. They must be excellent for some combination of sophisticated engagement with the issues, analytical precision and independence of argument, going beyond paraphrasing the ideas of others; quality of awareness and analysis of both primary evidence and historical debate; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.
	<b>70-74</b>	Scripts will be at least very highly competent across the board, and excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
<b>FHS: II.1 Prelim:Pass</b>	<b>65-69</b>	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of issues; offering a coherent argument involving consideration of alternative interpretations; substantiated with accurate use of primary evidence and contextualization in historical debate; and clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of evidence) may compensate for other weaknesses.
	<b>60-64</b>	Scripts will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
<b>FHS: II.2 Prelim:Pass</b>	<b>50-59</b>	Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred by weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.
<b>FHS: III Prelim:Pass</b>	<b>40-49</b>	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be

		displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.
<b>FHS: Pass Prelim:Fail (Retake)</b>	<b>30-39</b>	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
<b>FHS: Fail</b>	<b>&lt;30</b>	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

The following criteria will be used in marking the three-hour question papers in Disciplines of History.

**Exam questions** are assessed on the following criteria:

<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• incisiveness of engagement with the question</li> <li>• range of issues addressed</li> <li>• depth and sophistication of comprehension of issues and implications of the question</li> <li>• historiographical awareness</li> <li>• directness of answer to the question</li> <li>• choice of appropriate societies or periods for comparison</li> <li>• choice of appropriate historical works, schools, or methods for analysis</li> </ul>
<p><b>Argument:</b></p> <ul style="list-style-type: none"> <li>• coherence, control, independence and relevance of argument</li> <li>• conceptual and analytical precision</li> <li>• clarity and sophistication of development of argument</li> <li>• flexibility: discussion of a variety of views</li> <li>• sustained and effective comparison of societies or periods to support wider conclusions</li> <li>• sustained analysis of historical works, schools, or methods that demonstrates an informed understanding of their context, rationale, and significance.</li> </ul>
<p><b>Information:</b></p> <ul style="list-style-type: none"> <li>• relevance of deployment of information</li> <li>• depth, precision and detail of evidence cited</li> <li>• range of material deployed</li> <li>• accuracy of facts.</li> </ul>
<p><b>Organization &amp; Presentation</b></p> <ul style="list-style-type: none"> <li>• clarity and coherence of structure;</li> <li>• clarity and fluency of prose;</li> <li>• correctness of grammar, spelling, and punctuation.</li> </ul>

These criteria inform the following mark-bands:

<b>I</b>	<b>86-100</b>	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication comparable to the best published work.
	<b>80-85</b>	Scripts will excel across the range of the criteria.
	<b>75-79</b>	Scripts will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of selection and sustained analysis of appropriate case studies, sophisticated engagement with the issues, and range and depth of information, as well as being argued and expressed clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.
	<b>70-74</b>	Scripts will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
<b>II.1</b>	<b>65-69</b>	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of material, and offering a coherent and sustained argument substantiated with well-chosen and well-defined case studies, the whole being clearly expressed. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of information) may compensate for other weaknesses.
	<b>60-64</b>	Scripts will manifest competently the essential features described above, in that they must offer relevant, substantiated and clear arguments with reference to appropriate case studies; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
<b>II.2</b>	<b>50-59</b>	Scripts must show evidence of some solid competence in selection and analysis of case studies. But they will be marred by a weakness on one or more criteria: failure to offer a properly sustained analysis of case studies suitable to answer the question, failure to define case studies precisely, failure to draw wider conclusions from case studies, factual error, or poor organization and expression, including incorrect prose.
<b>III</b>	<b>40-49</b>	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and expression. They may fail to choose suitable case studies, or may offer more narrative than analysis. In the Making Historical Comparisons section they may fail to draw any effective comparison and in the Making Historical Arguments section they may fail to refer to any specific historical works.
<b>Pass</b>	<b>30-39</b>	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They may be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.

<b>Fail</b>	<b>&lt;30</b>	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules to a degree beyond that taken into account in the marking-schemes may also be failed.
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These criteria will be used in marking the three-hour Special Subject gobbets questions.

**Exam questions** are assessed on the following criteria:

<p><b><i>Immediate context of the extract:</i></b></p> <ul style="list-style-type: none"> <li>• relation of the extract to the wider text from which it is drawn</li> <li>• representativeness/distinctiveness of the extract within the wider text</li> <li>• precise meaning or significance of terminology or points of detail</li> <li>• identification of key individuals, institutions or events</li> </ul>
<p><b><i>Clarification of the extract:</i></b></p> <ul style="list-style-type: none"> <li>• authorship, authority, and purpose</li> <li>• audience</li> <li>• contemporaneity or employment of hindsight</li> <li>• conditions of creation, transmission, reception, and preservation</li> <li>• genre</li> <li>• language or visual style</li> </ul>
<p><b><i>Wider context of the extract:</i></b></p> <ul style="list-style-type: none"> <li>• relationship between the extract and other set texts</li> <li>• relevance of the extract to wide historical developments</li> <li>• relevance of the extract to historiographical debates</li> </ul>
<p><b><i>Organization &amp; Presentation</i></b></p> <ul style="list-style-type: none"> <li>• clarity and coherence of structure;</li> <li>• clarity and fluency of prose;</li> <li>• correctness of grammar, spelling, and punctuation.</li> </ul>

These criteria inform the following mark-bands:

<b>I</b>	<b>86-100</b>	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication comparable to the best published work.
	<b>80-85</b>	Scripts will excel across the range of the criteria.
	<b>75-79</b>	Scripts will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for discussion of the meaning, contexts and significance of the extract and for clarity of structure and expression. Truly outstanding features may compensate for mere high-competence elsewhere.
	<b>70-74</b>	Scripts will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.



<b>II.1</b>	<b>65-69</b>	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, explaining the meaning of the extract and identifying its provenance and significance in a clearly expressed answer. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of understanding, or the range and depth of detail) may compensate for other weaknesses.
	<b>60-64</b>	Scripts will be competent and should manifest the essential features described above, in that they must place the extract in context and elucidate key points within it; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
<b>II.2</b>	<b>50-59</b>	Scripts must show evidence of some solid competence in expounding information and analysis. But they will be marred by a weakness on one criterion or another: failure to identify the extract or the issues it raises, failure to place it accurately in context, or poor explanation and expression, including incorrect prose.
<b>III</b>	<b>40-49</b>	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as some ability to contextualize the extract or discuss its meaning and significance Such qualities will not be displayed at a high level or consistently, and may be marred by irrelevance, incoherence, error and poor expression.
<b>Pass</b>	<b>30-39</b>	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They may be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
<b>Fail</b>	<b>&lt;30</b>	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules to a degree beyond that taken into account in the marking-schemes may also be failed.

The following criteria will be used in marking all three-hour Further Subject papers in public examinations:

<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• directness of engagement with the question</li> <li>• range of issues addressed</li> <li>• depth, complexity, and sophistication of comprehension of issues and implications of the question</li> <li>• effective and appropriate use of historical imagination and intellectual curiosity</li> </ul>
<p><b>Argument:</b></p> <ul style="list-style-type: none"> <li>• coherence, control, and independence of argument</li> <li>• conceptual and analytical precision</li> <li>• flexibility: discussion of a variety of views</li> </ul>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• depth, precision, detail, range and relevance of evidence cited</li> <li>• accuracy of facts</li> <li>• understanding of historical debate</li> <li>• critical engagement with primary and/or secondary sources</li> </ul>
<p><b>Organization &amp; Presentation</b></p>

- clarity and coherence of structure
- clarity and fluency of prose
- correctness of grammar, spelling, and punctuation

***Use of Set Texts:***

- **depth and breadth of engagement with the set texts**
- **appropriate deployment and understanding of the set texts**

The criteria will inform the following mark bands:

<b>FHS: I Prelim: Distinction</b>	<b>86-100</b>	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	<b>80-85</b>	Scripts will excel against each of the five criteria.
	<b>75-79</b>	Scripts will excel in more than one area, and be at least highly competent in other respects. They must be excellent for some combination of sophisticated engagement with the issues, analytical precision and independence of argument, going beyond paraphrasing the ideas of others; quality of awareness and analysis of both primary evidence and historical debate; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.
	<b>70-74</b>	Scripts will be at least very highly competent across the board, and excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
<b>FHS: II.1 Prelim:Pass</b>	<b>65-69</b>	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of issues; offering a coherent argument involving consideration of alternative interpretations; substantiated with accurate use of primary evidence and contextualization in historical debate; and clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of evidence) may compensate for other weaknesses.
	<b>60-64</b>	Scripts will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
<b>FHS: II.2 Prelim:Pass</b>	<b>50-59</b>	Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred by weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error,

		narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.
<b>FHS: III Prelim:Pass</b>	<b>40-49</b>	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.
<b>FHS: Pass Prelim:Fail (Retake)</b>	<b>30-39</b>	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
<b>FHS: Fail</b>	<b>&lt;30</b>	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

The following criteria will be used in marking all **theses and extended essays** in public examinations:

<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• identification and definition of a problem</li> <li>• location in historiographical context</li> <li>• range of issues addressed</li> <li>• depth, complexity and sophistication of comprehension of issues and implications</li> </ul>
<p><b>Argument:</b></p> <ul style="list-style-type: none"> <li>• coherence, control, independence and relevance of argument to problem</li> <li>• conceptual and analytical precision</li> <li>• clarity and sophistication of development of argument</li> <li>• flexibility: discussion of a variety of views</li> </ul>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• use of primary material</li> <li>• sophistication of methods of research</li> <li>• range of material deployed</li> <li>• relevance of information deployed</li> <li>• understanding of historical debate</li> <li>• depth, precision, detail and accuracy of evidence cited</li> </ul>
<p><b>Organization &amp; Presentation</b></p>

- clarity and coherence of structure
- clarity and fluency of prose
- correctness of grammar, spelling, and punctuation
- correctness of apparatus and form of footnotes & bibliography

These criteria inform the following mark bands (in what follows, ‘theses’ encompasses both essays and theses):

<b>I</b>	<b>86-100</b>	Theses will be so outstanding for their originality and sophistication that they could be immediately published.
	<b>80-85</b>	Theses will excel across the range of the criteria.
	<b>75-79</b>	Theses will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of quality of problem-identification and research-design, coherence, clarity and relevance of argument, and quality of primary evidence adduced. Truly outstanding features may compensate for mere high-competence elsewhere.
	<b>70-74</b>	Theses will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
<b>II.1</b>	<b>65-69</b>	Theses will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, identifying a clear problem in historiographical context, and offering a coherent argument based on accurate primary evidence found in research, the whole being clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of research and information) may compensate for other weaknesses.
	<b>60-64</b>	Theses will be competent and should manifest the essential features described above, in that they must offer an argument in response to a clearly-identified problem based on evidence acquired in research; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
<b>II.2</b>	<b>50-59</b>	Theses must show evidence of some solid competence in research and analysis. But they will be marred by a failure on one criterion or another: inadequate definition of the problem or lack of historiographical context, failure to offer a clear argument, narrowness in the range of issues addressed, lack of research and primary evidence or irrelevance in its deployment, or poor organization and presentation, including incorrect prose and inadequate apparatus.
<b>III</b>	<b>40-49</b>	Theses will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to define a problem, to deploy evidence found in research, or to offer some coherent analysis towards an argument. But such qualities will not

		be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation. Very short theses which nevertheless have promise may fall into this band.
<b>Pass</b>	<b>30-39</b>	Theses will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria, and will not be based on any meaningful research. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation; and they may be very brief.
<b>Fail</b>	<b>&lt;30</b>	Theses will fail to exhibit any of the required qualities.

### Marking Descriptors for Ancient History Papers:

Numerical marks on a scale from 0-100 will be given.

#### (a) All papers in the Honour School of Ancient and Modern History other than those in Classical archaeology and Classical languages

Please refer to the Examination Conventions for the Honour School of History and associated joint schools above.

#### (b) Classical archaeology papers

**Above 85** (Very high first class): truly exceptional work of quite remarkable acuity, knowledge, originality and argumentative power, indicative of an extremely rare scholarly talent.

**80-85** (High first class): outstanding and memorable, displaying powers of analysis and argument to a very high degree, with excellent command of the facts and/or arguments relevant to the questions and evidence of very high ability to organise them with clarity, insight and efficiency.

**70-79** (First class): work displaying most of the following-very good range and command of material, analytical and argumentational power, command of the facts and ability to organise them-, but not so consistently or completely as to merit a mark in the previous category.

**60-69** (Upper Second class): work displaying analytical power and argumentation of the quality associated with a First, but with less comprehensive and thorough command of evidence; or work showing considerable thoroughness but less analytical skill or less clarity in organisation.

**50-59** (Lower Second class): competent work with no major defects, but giving an incomplete account of the question, or marred by inaccuracies; or work which demonstrates lapses in (but does not lack) analytical and argumentational skills.

**40-49** (Third class): work that is generally weak with muddled argumentation, but containing some evidence of knowledge of facts and analytical skill; or work that, while knowledgeable in itself, does not address the question asked by the examiners.

**30-39 (Pass):** very poor quality work, showing only slight evidence of effective study.

**Below 30 (Fail):** work which shows almost no knowledge of the topic or recognition of the passage and no ability at critical thinking or analysis, and is of such a low standard that it raises the question of whether the candidate should be awarded even a Pass degree.

### **(c) Ancient Greek and Latin language papers**

The Classics Faculty Board provides the following criteria for guidance to the examiners in marking the language papers. Individual passages of translation are assessed according to the following scheme; the mark for the paper will be the average of the marks for individual passages. Examiners will, of course, take into account whether the translation is prepared (as in the case of Intermediate Greek and Intermediate Latin) or unprepared.

Note: The questions about accident and syntax in the Beginning Greek and Elementary Latin papers are marked on the same eight-part scale, according to whether the knowledge and understanding of accident and syntax shown are (from the top down) virtually perfect, excellent, very good, good, satisfactory, poor, very poor, even worse.

**General.** Elegant and resourceful use of English will be rewarded, as will accuracy in detail and effectiveness in conveying the spirit of the original. While candidates should endeavour to show that they have understood the grammar and syntax of the original, they should avoid over-literal and unnatural English.

**Above 85 (Very high first class):** Reads like an excellent publishable version: truly exceptional work of quite remarkable quality, flawless in terms of accuracy and grasp of register and nuance, and idiomatic rendering.

*prepared passages:* full comprehension and flawless translation accident and syntax: virtually no errors.

**80-85 High first-class script:** outstanding and memorable, showing all first class qualities to a remarkable degree. Reads like a good publishable version: sense, register and nuance of the passages all admirably handled. The odd failing may be allowed.

*prepared passages:* almost wholly fluent translation without problems of comprehension.

*accidence and syntax:* very few errors.

**70-79 First-class script:** candidate has got the passages mostly right, with only minor errors or very few errors. Deals intelligently with difficulties. Handles the stylistic variations of the passages well, and achieves a natural English style.

*prepared passages:* few problems of comprehension; candidate shows resourcefulness in overcoming problems and producing a persuasive translation.

*accidence and syntax:* errors only in cases of difficult vocabulary and constructions.

**60-69 Upper second-class script:** candidate has grasped the general sense and drift of the passages well, though with quite a number of errors.

*prepared passages:* plausible attempts to overcome problems in translation and appropriate

general comprehension.

*accidence and syntax*: appropriate knowledge and comprehension of main items without gaps.

**50-59** Lower second-class script: candidate has essentially grasped the drift of the passages, but has made more, or more serious, errors than in a II.1 script.

*prepared passages*: general comprehension, but with significant gaps in the translation; failure to cope with the more difficult vocabulary (a decent attempt to work round basic gaps should earn a mark in the upper 50s).

*accidence and syntax*: reasonable knowledge and comprehension of most main items, but with significant gaps.

**40-49** Third-class script: candidate has not grasped much of what is happening in the passages, and has made numerous and grave mistakes, but has shown some knowledge and understanding.

*prepared passages*: insufficient comprehension owing to significant gaps in the translation, difficulties even with common words and structures.

*accidence and syntax*: insufficient knowledge and understanding of common declensions, conjugations and structures.

**30-39** Pass-Standard script: very poor quality work, showing little knowledge of the language.

*prepared passages*: largely or almost wholly misunderstood.

*accidence and syntax*: absence of knowledge of declensions, conjugations and basic structures.

**Below 30** Fail script: work of still lower standard.

### 3.3 Verification and reconciliation of marks

Each script/item of work is marked independently by two examiners or assessors (sometimes referred to as 'blind double-marking'). The two assessors then discuss each script/item of work and give it an agreed mark, which should be within the range of their initial marks. If the assessors are unable to agree on a mark, the script/item of work is then referred to a third assessor, who may be an external examiner or an internal examiner on the FHS Board of Examiners with appropriate period expertise.

### 3.4 Scaling

The Examiners may choose to scale marks where in their academic judgement:

- a) a paper was more difficult or easy than in previous years, and/or
- b) an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or
- c) a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that candidates' marks are not advantaged or disadvantaged by any of these situations. In each case, examiners will establish if they have sufficient evidence for scaling. Scaling will only be considered and undertaken after moderation of

a paper has been completed, and a complete run of marks for all papers is available.

If it is decided that it is appropriate to use scaling, the examiners will review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes an appropriate performance within in each class.

Detailed information about why scaling was necessary and how it was applied will be included in the Examiners' report and the algorithms used will be published for the information of all examiners and students.

### 3.5 Short-weight convention and departure from rubric

**A mark of zero** shall be awarded for any part or parts of questions that have not been answered by a candidate, but which should have been answered.

**Omission of an entire question** – the completed questions will be marked, and then the overall mark awarded as the average of those marks multiplied by the fraction of the paper completed (i.e.  $\frac{2}{3}$  in the case of one essay missing from a three-essay paper, or some fraction of 12 in the case of a twelve-gobbet Special Subject paper).

**Failure to complete an essay or question in full** – the assessor will mark the question on its merits (factoring in its brevity) and calculate an average mark as usual from all the questions attempted.

**All short-weight cases** will be reviewed by the Board and the comment sheets will be scrutinised to ensure that all cases are being treated consistently.

**Departure from rubric:** where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. The board of examiners will consider all such cases so that consistent penalties are applied.

### 3.6 Penalties for late or non-submission of theses, extended essays, or take-home/portfolio essays

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)

<b>Lateness</b>	<b>Cumulative mark penalty</b>
After the deadline but submitted on the same day	-5 marks  (- 5 percentage points)
Each additional calendar day	-1 mark  (- 1 percentage point)
Max. deducted marks up to 14 days late	-18 marks  (- 18 percentage points)
More than 14 calendar days after the notice of non-	Fail



submission	
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Failure to submit a required element of assessment will result in the failure of the whole Second Public Examination.

### 3.7 Penalties for over-length work and departure from approved titles or subject-matter

The Board has agreed the following tariff of marks to be deducted for over-length work:

Percentage by which the maximum word limit is exceeded	Penalty <i>(up to a maximum of -10)</i>
Up to 5%	-1 mark
Over 5% and up to 10%	-2 marks
Over 10% and up to 15%	-3 marks
Each further 5%	-1 further mark

### 3.8 Penalties for poor academic practice

The Examination Board shall deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of the poor academic practice, the Board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available; factual information or a technical description that could not be paraphrased easily; where passages draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passages are 'grey literature' i.e. a web source with no clear owner.

Where assessment includes open-book examinations, candidates are required to conform to the honour code. It **is not permissible** to submit work which has been submitted, either partially or in full, either for their current Honour School or qualification, or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this), or for a qualification at any other institution. While it is permissible in the course of an open-book exam to **consult** work that has been written during the course of their studies (such as notes, tutorial essays or Collections), students are advised that **copying text** straight from such material into their exam answers is **highly inadvisable**. Use of material such as notes, essays or Collections answers written by someone else or jointly composed with someone else **is not permissible** and will put students at risk of inadvertently committing academic misconduct such as collusion or plagiarism and render them liable to the maximum penalty for poor academic practice. Unacknowledged direct quotations from books or articles copied from notes will equally face penalties for plagiarism.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case must always be referred to the Proctors. Also, where the deduction of marks results in a failure of the assessment and of the programme, the case must be referred to the Proctors.

In addition, any more serious cases of poor academic practice than those described above should also always be referred to the Proctors.

If the material affected concerns more than 10% of the whole piece of work or more than poor academic practice, the Chair must refer the case to the Proctors, summarising the extent and seriousness of the plagiarism and including the relevant sources.

#### 4. Progression rules and classification conventions

##### 4.1 Qualitative descriptors of classes

[See descriptors and mark bands under item 3.2 above.]

##### 4.2 i) Classification rules

In the FHS of Ancient and Modern History, each item in the assessment is given equal weight, and counts as one paper (including the compulsory undergraduate thesis). For candidates in FHS History and joint schools who have taken the Optional Additional Thesis the mark will replace their lowest mark in a History paper, provided that no mark is below 50.

Classification in FHS 2022 will **normally\*** be on the basis of the following assessment elements:

- In Ancient and Modern History: 7 papers of 7 assessed, viz. (a) pre-submitted: History of the British Isles (if taken), Special Subject Extended Essay (if taken), a Thesis from Original Research; (b) Open Book exams: European and World History (if taken), Ancient History period paper, Further Subject, Ancient History Special Subject essay paper (if taken), Disciplines of History, History or Ancient History Special Subject gobbets paper; (c) Invigilated: Ancient Language paper (if Taken)

#### ***Classification in Ancient and Modern History***

The rules for classification are as follows:

<b>First:</b>	Average mark of 68.5 or greater. At least two marks of 70 or above. No mark below 50.
<b>Alternative route to a First (ARF):</b>	At least 50% of the papers must have a mark of 70 or above. The average mark must be 67.5 or greater. No mark below 50.
<b>Upper Second:</b>	Average mark of 59 or greater. At least two marks of 60 or above. No mark below 40.

<b>Lower Second:</b>	Average mark of 49.5 or greater. At least two marks of 50 or above. No mark below 30.
<b>Third:</b>	Average mark of 40 or greater. Not more than one mark below 30.
<b>Pass:</b>	Average mark of 30 or greater. Not more than two marks below 30.

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks are very close to a borderline, or in some way anomalous, and to satisfy themselves that the candidates concerned are correctly classified in accordance with the criteria specified in these Conventions.

#### 4.3 Progression rules

No candidate shall be admitted to the Final Honour School of History of the joint schools with History unless they have *either* passed or been exempted from the First Public Examination *or* has successfully completed the Foundation Course in History at the Department of Continuing Education *or* have Senior Student status.

#### 5. Resits

It is not permitted to resit any papers in the Final Honour School of History or its joint schools.

#### 6. Mitigating Circumstances Notices to Examiners

A candidate's final outcome will first be considered using the classification rules/ final outcome rules as described above in section 3 and 4. The exam board will then consider any further information they have on individual circumstances, as well as the whole cohort.

Detailed guidance has been published on how exam boards should assess any impact of the pandemic on the whole cohort sitting a particular paper. This includes a review by the board of paper level marks against those of the years 2017-2019. Where appropriate, paper level marks may be adjusted by scaling to bring average marks more in line with expected outcomes and the results from 2017-2019. The board will also review overall outcomes against those of the 2017-2019 cohorts and may use its discretion to progress or classify students in reference to these results. Further information on the procedures is provided in the *Examinations and assessment framework Annex E 'Assessment Support Package'*, and information for students is provided at <https://www.ox.ac.uk/students/academic/exams>

Candidates may make a submission under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen circumstances may have had an impact on their performance in an examination. A subset of the board (the 'Mitigating

Circumstances Panel') will meet to discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. The Panel will evaluate, on the basis of the information provided to it, the relevance of the circumstances to examinations and assessment, and the strength of the evidence provided in support. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to decide whether and how to adjust a candidate's results.

Your College will assist you in submitting your MCE and statement and any further necessary MCEs. You should include any evidence you have though it is understood that this may be difficult to obtain, and no evidence is required in order to be able to submit this.

Candidates who have indicated they wish to be considered for DDH will first be considered for a classified degree, taking in to account any individual MCE. If that is not possible and they meet the DDH eligibility criteria, they will be awarded DDH. For further information about the DDH see: [Declared awards | University of Oxford](#)

## **7. Details of examiners and rules on communicating with examiners**

FHS Board of Examiners in Ancient and Modern History 2024

James Belich

Natalia Nowakowska

John Watts

Andrew Meadows

Rosalind Thomas (Chair)

Lewis Webb

Hugh Doherty (External, University of East Anglia)

Federico Santangelo (External, University of Newcastle)

Candidates should not under any circumstances seek to make contact with individual internal or external examiners.