

Examination Conventions for History and Modern Languages in the Final Honour School of 2024 (papers examined in year 4)

Introduction

These conventions have been approved by the Board of the Faculty of History and the Board of the Faculty of Medieval and Modern Languages.

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.

Normally the Examination Regulations for a course form the definitive record of how you will be assessed. You should also refer to the Course Handbook and examination conventions (and any accompanying communications from the exam board) as the definitive record of how you will be assessed this year. The Examination Regulations will be updated for 2023-24 where needed. [For further information, please see the Examinations and assessment framework ([EAF](#))]

1. Rubrics for Individual Papers

A. History papers

The following papers will be examined by live in-person three hour timed written examinations sat at Examination Schools.

	EUROPEAN AND WORLD HISTORY PAPERS	
A16408W1	European and World History 1: The World of Late Antiquity, 250-650	Candidates must answer THREE questions, and COMPLETE all their answers.
A16409W1	European and World History 2: The Early Medieval World, 600-1000	Candidates must answer THREE questions, and COMPLETE all their answers.
A16410W1	European and World History 3: The Central Middle Ages, 900-1300	Candidates must answer THREE questions, and COMPLETE all their answers. Asterisked questions may be answered 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 THREE questions, and COMPLETE all their answers.
A16412W1	European and World History 5: The Late Medieval World, 1300-1525	Candidates must answer THREE questions, and COMPLETE all their answers.
A16413W1	European and World History 6: Early Modern Europe, 1500-1700	Candidates must answer THREE questions, and COMPLETE all their answers.
A16414W1	European and World History 7: Eurasian Empires, 1450-1800	Candidates must answer THREE questions, and COMPLETE all their answers, of which AT LEAST ONE question should be chosen from Section B
A16415W1	European and World History 8: Enlightenments and Revolutions: Europe 1680-1848	Candidates must answer THREE questions, and COMPLETE all their answers.
A16416W1	European and World History 9: From Independence to Empire: America 1763-1898	Candidates must answer THREE questions, and COMPLETE all their answers, of which AT LEAST ONE must be chosen from Section C.
A17313W1	European and World History 10: The	Candidates must answer THREE questions, and

	European Century, 1820-1925	COMPLETE all their answers.
A16418W1	European and World History 11: Imperial and Global History, 1750-1930	Candidates must answer THREE questions, and COMPLETE all their answers, of which AT LEAST ONE must be chosen from Section A and AT LEAST ONE from Section B.
A16419W1	European and World History 12: The Making of Modern America since 1863	Candidates must answer THREE questions, and COMPLETE all their answers. An asterisk (*) draws 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 COMPLETE ONE answer from EACH SECTION
A16421W1	European and World History 14: The Global Twentieth Century, 1930- 2003	Candidates should answer THREE questions from AT LEAST TWO sections, ONE OF WHICH must be from section C , 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 THREE questions, and COMPLETE all their answers.
A16423W1	European and World History Theme Paper B: Technology and Culture in a Global Context, 1000-1700	Candidates must answer THREE questions, and COMPLETE all their answers.
A16424W1	European and World History Theme Paper C: Waging War in Eurasia, 1200-1945	Candidates must answer THREE questions, and COMPLETE all their answers.
A16425W1	European and World History Theme Paper D: Catholicism in the Making of the Modern World, 1545-1970	Candidates must answer THREE questions, and COMPLETE all their answers.
	FURTHER SUBJECTS (in order of Paper Code)	
A10423W1	Further Subject: Britain at the Movies: Film and National Identity since 1914	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH 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 THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10704W1	Further Subject: The Carolingian Renaissance	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to

		the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10706W1	Further Subject: The Crusades	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10707W1	Further Subject: Culture and Society in Early Renaissance Italy from 1290 to 1348	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10708W1	Further Subject: Flanders and Italy in the Quattrocento from 1420 to 1480	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10709W1	Further Subject: The Wars of the Roses, 1450-1500	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10711W1	Further Subject: Literature and Politics in Early Modern England	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10715W1	Further Subject: The Metropolitan Crucible: London 1685-1815	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10717W1	Further Subject: Medicine, Empire and Improvement, 1720 to 1820	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10720W1	Further Subject: Nationalism in Western Europe, 1799-1890	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.

A10721W1	Further Subject: Intellect and Culture in Victorian Britain	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10722W1	Further Subject: The Authority of Nature: Race, Heredity and Crime, 1800-1940	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10723W1	Further Subject: The Middle East in the Age of Empire	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10729W1	Further Subject: Modern Japan from 1868 to 1972	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10731W1	Further Subject: Nationalism, Politics and Culture in Ireland c. 1870 to 1921	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10731X1	Further Subject: Nationalism, Politics and Culture in Ireland c. 1870 to 1921 (Old Regulations)	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10734W1	Further Subject: The Soviet Union, 1924 to 1941	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10735W1	Further Subject: Culture, Politics and Identity in Cold War Europe 1945-68	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10735X1	Further Subject: Culture, Politics and Identity in Cold War Europe 1945-68 (Old Regulations)	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to

		the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10736W1	Further Subject: Scholastic and Humanist Political Thought	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10737W1	Further Subject: The Science of Society, 1650 to 1800	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A10738W1	Further Subject: Political Theory and Social Science	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from Section A .
A13392W1	Further Subject: China since 1900	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A13392X1	Further Subject: China since 1900 (Old Regulations)	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A13763W1	Further Subject: Post-Colonial Historiography: Writing the (Indian) Nation	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from Section A .
A14402W1	Further Subject: Anglo-Saxon Archaeology c. 600-750: Society and Economy in the Early Christian Period.	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A15060W1	Further Subject: Writing in the Early Modern Period, 1550-1750	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A15982W1	Further Subject: War and Society in Britain and Europe c. 1650-1815	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate

		their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A16405W1	Further Subject: Modern Mexico, 1876-1994	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A16406W1	Further Subject: The Iberian Global Century, 1550-1650	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A16407W1	Further Subject: A Global War, 1914 to 1920	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH 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 THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A16887W1	Further Subject: A History of Madness and Mental Healing in a Global Context	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A16888W1	Further Subject: Transformations and Transitions in African History since c. 1800	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A17314W1	Further Subject: Jews in Poland in the Twentieth Century	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A17327W1	Further Subject: Political and Social Thought in the Age of Enlightenment	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and

		Section B.
A18072W1	Further Subject: Gender and Protestant Cultures in England, 1558-1659	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A18073W1	Further Subject: Women's Liberation: Feminism in Britain, c. 1969-1990	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A18528W1	Further Subject: Imperial Pathologies: race, medicine and Identity in the British Empire, c.1720-c.1850	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH 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 THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.
A18602W1	Further Subject: America's Hidden Empire: Soft Power and US Influence During the Cold War	Candidates must answer THREE questions, and COMPLETE all their answers. They should illustrate their answers, as far as possible, by reference to the prescribed authorities, and must complete AT LEAST ONE answer from BOTH Section A and Section B.

Special Subject Exams

	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 ALL the questions.
A10742W1	Special Subject: Byzantium in the Age of Constantine Porphyrogenitus, 913-959	Candidates should attempt ALL the questions.
A10743W1	Special Subject: The Norman Conquest of England	Candidates should attempt ALL the questions.
A10746W1	Special Subject: Joan of Arc and her Age, 1419-1435	Candidates should attempt ALL the questions.
A10747W1	Special Subject: Painting and Culture in Ming China	Candidates should attempt ALL the questions.
A10748W1	Special Subject: Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c. 1475-1525	Candidates should attempt ALL the questions.
A10752W1	Special Subject: The Scientific Movement	Candidates should attempt ALL the questions.

	in the Seventeenth Century	
A10754W1	Special Subject: English Architecture, 1660-1720	Candidates should attempt ALL the questions. Answers may be accompanied by sketches where appropriate.
A10759W1	Special Subject: Art and its Public in France, 1815-1867	Candidates should attempt ALL the questions.
A10763W1	Special Subject: Nazi Germany, a Racial Order, 1933-45	Candidates should attempt ALL the questions.
A10764W1	Special Subject: France from the Popular Front to the Liberation, 1936-44	Candidates should attempt ALL the questions.
A10765W1	Special Subject: War and Reconstruction, 1939-45	Candidates should attempt ALL the questions.
A10766W1	Special Subject: Britain from the Bomb to the Beatles: Gender, Class and Social Change, 1945-67	Candidates should attempt ALL the questions.
A10767W1	Special Subject: The Northern Ireland Troubles, 1965-85	Candidates should attempt ALL the questions.
A13773W1	Special Subject: Revolution and Republic, 1647-1658	Candidates should attempt ALL the questions.
A13774W1	Special Subject: Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights.	Candidates should attempt ALL the questions.
A13775W1	Special Subject: Britain in the Seventies	Candidates should attempt ALL the questions.
A14632W1	Special Subject: The Crisis of the Reformation: Britain, France and the Netherlands, 1560-1610 (Old Regulations)	Candidates should attempt ALL the questions.
A14634W1	Special Subject: Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000	Candidates should attempt ALL the questions.
A14634X1	Special Subject: Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000 (Old Regulations)	Candidates should attempt ALL the questions.
A14635W1	Special Subject: Revolutions of 1989	Candidates should attempt ALL the questions.
A14970W1	Special Subject: Terror and Forced Labour in Stalin's Russia	Candidates should attempt ALL the questions.
A15059W1	Special Subject: From Gandhi to the Green Revolution: India, Independence and Modernity, 1939-69	Candidates should attempt ALL the questions.
A15059X1	Special Subject: From Gandhi to the Green Revolution: India, Independence and Modernity, 1939-69 (Old Regulations)	Candidates should attempt ALL the questions.
A15591W1	Special Subject: The Peasants' Revolt of 1381	Candidates should attempt ALL the questions.
A15592W1	Special Subject: Becoming a Citizen, c. 1860-1902	Candidates should attempt ALL the questions.
A15593W1	Special Subject: The Thirty Years' War	Candidates should attempt ALL the questions.
A15882W1	Special Subject: The Trial of the Tudor State: Politics, Religion and Society, 1540-1560	Candidates should attempt ALL the questions.

A15883W1	Special Subject: Imperial Crisis and Reform, 1774-84	Candidates should attempt ALL the questions.
A16331W1	Special Subject: The Peasants' War of 1525	Candidates should attempt ALL the questions.
A16889W1	Special Subject: Empire and Nation in Russia and the USSR, c. 1890-1924	Candidates should attempt ALL the questions.
A16890W1	Special Subject: Pop and the Art of the Sixties	Candidates should attempt ALL the questions.
A16891W1	Special Subject: Race, Sex and Medicine in the Early Atlantic World	Candidates should attempt ALL the questions.
A17312W1	Special Subject: The Crisis of the Reformation: political thought and religious ideas, 1560-1610	Candidates should attempt ALL the questions.
A17637W1	Special Subject: On the Road to Baghdad, 892-1055	Candidates should attempt ALL the questions.
A17638W1	Special Subject: Slavery, Emancipation and the Crisis of the Union, 1848-1865	Candidates should attempt ALL the questions.
A18074W1	Special Subject: Art and Politics: Class and Power in Chinese Art	Candidates should attempt ALL the questions.
A18075W1	Special Subject: Art and the Invention of Race	Candidates should attempt ALL the questions.
A18526W1	Special Subject: The End of Empire: the Collapse of Soviet Order in Eurasia	Candidates should attempt ALL the questions.

B. Modern Languages Papers

Papers available for examination in 2023-24 [see ML FHS Conventions 2023-24 on [Canvas](#)]

FHS Orals:

Reinstated to pre-pandemic mode, subject to changes already agreed in 2019, i.e. no listening comprehension exercise in most languages, **but with Listening Comprehension for Russian and Czech.**

FHS Orals (15-minute discourse/conversation) will be held in person at Examination Schools in 0th week of Trinity Term 2024.

C. History Submissions

A. History and all joint schools with History

History of the British Isles [course work to be submitted in year 2 - Candidates will be examined by means of three essays of no more than 2,000 words each, under titles from a question paper published by the examiners on the Wednesday of eighth week of the Trinity Term in the year preceding the final examination. The essays were submitted via Inspira by noon on Friday of ninth week of that term.]

Rubric:

Candidates must submit essays in answer to THREE of the questions below. They are encouraged to follow their own interests in the history of this period whether thematically or chronologically. They may also note that the Regulations define the history of the British Isles as 'the history of England, Wales, Scotland and Ireland, and of other territories in so far as they are specifically connected with the History of Britain'.

Questions marked with an asterisk (*) may be answered with reference to any part of the period and any part of such territories. Candidates are also encouraged to display some breadth of knowledge overall,

whether thematically, geographically or chronologically.

No essay must exceed 2,000 words, excluding references and the bibliography; over-length work will be penalized according to the published tariff. References must be in the form published in the Handbook for the Final Honour School of History.

Essays were submitted via Inspira by 12 midday on Friday 24 June 2022.

History Special Subject papers:

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

History undergraduate thesis:

Compulsory Undergraduate Thesis:

[Course work to be submitted in the final year.] 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 digitally via Inspira by 12 noon on Friday 10th March 2023.

Optional Additional Thesis:

[Course work to be submitted in the final year.] 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 24th April 2023 (Monday of week 1 of Trinity Term).

History and Modern Languages Bridge Essay

History and Modern Languages Bridge Essay: A bridge essay of between 8,000 and 10,000 words on an interdisciplinary topic, designed to draw together interests and develop skills from both sides of the course. The limit of 10,000 words includes footnotes, but excludes bibliography, and, in cases for which specific permission has been obtained from the convener of the joint school, appendices. Candidates must follow the guidelines on word count, presentation, and referencing as outlined in the course handbook.

The candidate will submit a title and short statement of up to fifty words on the manner in which he/she proposes to treat the topic, together with a note from his/her tutor approving the topic, addressed to the convener of the Joint School of History and Modern Languages, c/o the History Faculty, no later than Monday of sixth week of Trinity Term of his/her second year. Titles will be approved by the convener and one other member of the Standing Committee of the Joint School of History and Modern Languages. Notification of whether or not approval is forthcoming will be given by eighth week of Trinity Term.

Changes to the title must be submitted to the convener of the joint school at the latest by the Friday of fourth week of the Hilary Term of the candidate's final year. Notification of whether or not approval is forthcoming will be given no later than sixth week of the Hilary Term of the candidate's final year. Bridge essays on approved titles should be submitted digitally via Inspira, by noon on the Tuesday of ninth week in the Hilary

Term preceding the examination. A declaration of authorship will be automatically downloaded with each submission. The certificate declares that (a) the bridge essay is the candidate's own work, (b) that it does not exceed 10,000 words in length (including footnotes but not including bibliography and translations from quotations), (c) that no more than the specified maximum amount of advice and assistance (no more than five hours of preparatory or advisory meetings and/or email consultations) from college or external advisers has been received. In the rare cases when a candidate is dispensed from the requirement to spend a year abroad after their second year, that candidate shall not be required to submit their Bridge Essay until noon on Friday of noughth week of the Trinity Term preceding the examination. Any changes in title for such candidates should be submitted to the convenor of the joint school by the fourth week of Hilary Term of the final year. Notification of whether approval is forthcoming will be given no later than sixth week of Hilary Term of the final year.

A first draft of the bridge essay may be read and commented on, but not corrected in matters of detail and presentation, by the bridge essay adviser.

2. Grading

2.1 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

2.2 Qualitative criteria for different types of assessment

Modern Languages:

The criteria by which the examiners determine a mark for each exercise are set out in detailed descriptors available to be consulted on [CANVAS](#).

Please note that descriptors are updated for this year.

History: The following criteria will be used in marking the remote exam question papers in **European and World History**:

Engagement:

- directness of engagement with the question
- range of issues addressed
- depth, complexity, and sophistication of comprehension of issues and implications of the question
- effective and appropriate use of historical imagination and intellectual curiosity

<p>Argument:</p> <ul style="list-style-type: none"> • coherence, control, and independence of argument • conceptual and analytical precision • flexibility: discussion of a variety of views
<p>Evidence:</p> <ul style="list-style-type: none"> • depth, precision, detail, range and relevance of evidence cited • accuracy of facts • understanding of historical debate • critical engagement with primary and/or secondary sources
<p>Organization & Presentation</p> <ul style="list-style-type: none"> • clarity and coherence of structure • clarity and fluency of prose • correctness of grammar, spelling, and punctuation

These criteria inform the following mark-bands:

FHS: I Prelim: Distinction	86-100	Answers will be so outstanding that they could not imaginably be better within the time constraints of the exercise. These marks will be used very rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	80-85	Answers receiving marks in this range will be of consistently excellent quality across all criteria, and will be both distinctive and thought-provoking in their argument and/or approach. Answers will be above and beyond the examiner's expectations of an Oxford finalist.
	75-79	Answers will be of the highest quality that an examiner might reasonably expect from a candidate within the time constraints inherent in the exercise. Although there may be some limitations in terms of scope and originality relative to responses which receive 80+, answers will be excellent overall, and be characterised by sophisticated engagement with the issues, real analytical depth, factual precision and detail, and independence of argument, as well as strong, incisive engagement with evidence and historical debate, and clarity and coherence of presentation.
	70-74	First Class marks should be awarded to answers that are consistently impressive across all criteria, and that show strong knowledge, analytical skills, and judgement indicating a highly able undergraduate historian. Answers in this range will make a clear, detailed, and fully-supported argument, demonstrate nuance, and be thoughtfully constructed. Compared to responses awarded marks of 75+, they may be less imaginative in their handling of the question, less wide-ranging in scope and/or achieve less depth of detail, and be structured in a way which is effective and efficient rather than impressive and incisive.
FHS: II.1 Prelim:Pass	65-69	Answers in the upper-II:1 range will be of above average quality across all criteria, and very clearly so where marks just below 70 are awarded. They must exhibit some essential features: addressing the question directly and relevantly across a good range of issues; offering a clear

		argument involving consideration of alternative interpretations; and substantiating their argument with accurate use of relevant evidence and contextualization in historical debate, within a structure which has been well thought through. They will, though, fall short of First Class quality because their handling of some of the material is uneven, because the writing loses focus or momentum at times, or because the analysis is good rather than genuinely impressive. Essays which are very competent but which lack distinctive qualities in terms of argument and analysis may be placed at the lower end of this band.
	60-64	Answers which the examiners consider to be of average quality across most criteria should be placed in this band. The candidate must show consistent competence by answering the question, demonstrating sound analytical skills based upon a good level of knowledge, and a discernible level of argument, prioritisation and problematisation. Answers will show many similar characteristics to those of above average quality, but will tend to exhibit less ambition, range, depth, precision, knowledge and perhaps clarity.
FHS: II.2 Prelim:Pass	50-59	Answers toward the top of the II:2 band will be of reasonable quality, showing some specific knowledge and attention to the question that has been asked, and will otherwise be competent across at least some of the criteria. Lower II:2 answers will cover fewer of the criteria, and/or do so less competently. They may talk around the question rather than answering it, or they may seem to be answering a different question than the one set. They will nonetheless exhibit some positive qualities in their presentation of evidence and analysis. Answers will be put in this band if there is limited focus on the specifics of the question, and if there is minimal, undeveloped argument or very limited or inaccurate use of evidence. Answers may have a 'by numbers' quality, fail to identify specific evidence – or misunderstand the evidence in a way that is manifest – be either too narrow or too general, or be characterised by unsubstantiated assertion rather than argument based on evidence. Answers which are too short or written in a very unclear way are also likely to fall into this band.
FHS: III Prelim:Pass	40-49	Answers will cover only some of the criteria, and/or will do so only very partially, 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 elements of 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.
FHS: Pass Prelim:Fail (Retake)	30-39	These marks will be used very rarely, for scripts that display almost no knowledge or understanding of the salient issues and which fail to cover any of the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
FHS: Fail	<30	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 remote exam question papers in **Further Subjects**:

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

FHS: I Prelim: Distinction	86-100	Answers will be so outstanding that they could not imaginably be better within the time constraints of the exercise. These marks will be used very rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	80-85	Answers receiving marks in this range will be of consistently excellent quality across all criteria, and will be both distinctive and thought-provoking in their argument and/or approach. Answers will be above and beyond the examiner's expectations of an Oxford finalist.
	75-79	Answers will be of the highest quality that an examiner might reasonably expect from a candidate within the time constraints inherent in the exercise. Although there may be some limitations in terms of scope and originality relative to responses which receive 80+, answers will be excellent overall, and be characterised by sophisticated engagement with the issues, real analytical depth, factual precision and detail, and independence of argument, as well as strong, incisive engagement with evidence and historical debate, and clarity and coherence of presentation.
	70-74	First Class marks should be awarded to answers that are consistently impressive across all criteria, and that show strong knowledge, analytical skills, and judgement indicating a highly able undergraduate historian. Answers in this range will make a clear, detailed, and fully-supported argument, demonstrate nuance, and be thoughtfully constructed. Compared to responses awarded marks of 75+, they may be less

		imaginative in their handling of the question, less wide-ranging in scope and/or achieve less depth of detail, and be structured in a way which is effective and efficient rather than impressive and incisive.
FHS: II.1 Prelim:Pass	65-69	Answers in the upper-II:1 range will be of above average quality across all criteria, and very clearly so where marks just below 70 are awarded. They must exhibit some essential features: addressing the question directly and relevantly across a good range of issues; offering a clear argument involving consideration of alternative interpretations; and substantiating their argument with accurate use of relevant evidence and contextualization in historical debate, within a structure which has been well thought through. They will, though, fall short of First Class quality because their handling of some of the material is uneven, because the writing loses focus or momentum at times, or because the analysis is good rather than genuinely impressive. Essays which are very competent but which lack distinctive qualities in terms of argument and analysis may be placed at the lower end of this band.
	60-64	Answers which the examiners consider to be of average quality across most criteria should be placed in this band. The candidate must show consistent competence by answering the question, demonstrating sound analytical skills based upon a good level of knowledge, and a discernible level of argument, prioritisation and problematisation. Answers will show many similar characteristics to those of above average quality, but will tend to exhibit less ambition, range, depth, precision, knowledge and perhaps clarity.
FHS: II.2 Prelim:Pass	50-59	Answers toward the top of the II:2 band will be of reasonable quality, showing some specific knowledge and attention to the question that has been asked, and will otherwise be competent across at least some of the criteria. Lower II:2 answers will cover fewer of the criteria, and/or do so less competently. They may talk around the question rather than answering it, or they may seem to be answering a different question than the one set. They will nonetheless exhibit some positive qualities in their presentation of evidence and analysis. Answers will be put in this band if there is limited focus on the specifics of the question, and if there is minimal, undeveloped argument or very limited or inaccurate use of evidence. Answers may have a 'by numbers' quality, fail to identify specific evidence – or misunderstand the evidence in a way that is manifest – be either too narrow or too general, or be characterised by unsubstantiated assertion rather than argument based on evidence. Answers which are too short or written in a very unclear way are also likely to fall into this band.
FHS: III Prelim:Pass	40-49	Answers will cover only some of the criteria, and/or will do so only very partially, 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 elements of 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.
FHS: Pass Prelim:Fail (Retake)	30-39	These marks will be used very rarely, for scripts that display almost no knowledge or understanding of the salient issues and which fail to cover any of the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.

FHS: Fail	<30	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.
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The following criteria will be used in marking the remote exam gobbet question papers in **Special Subjects**:

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

These criteria inform the following mark-bands:

FHS: I Prelim: Distinction	86-100	Answers will be so outstanding that they could not imaginably be better within the time constraints of the exercise. These marks will be used very rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	80-85	Answers receiving marks in this range will be of consistently excellent quality across all criteria, and will be both distinctive and thought-provoking in their argument and/or approach. Answers will be above and beyond the examiner's expectations of an Oxford finalist.
	75-79	Answers will be of the highest quality that an examiner might reasonably expect from a candidate within the time constraints inherent in the exercise. Although there may be some limitations in terms of scope and originality relative to responses which receive 80+, answers will be excellent overall, and be characterised by sophisticated engagement with the issues, real analytical depth, factual precision and detail, and independence of argument, as well as strong, incisive engagement with

		evidence and historical debate, and clarity and coherence of presentation.
	70-74	First Class marks should be awarded to answers that are consistently impressive across all criteria, and that show strong knowledge, analytical skills, and judgement indicating a highly able undergraduate historian. Answers in this range will make a clear, detailed, and fully-supported argument, demonstrate nuance, and be thoughtfully constructed. Compared to responses awarded marks of 75+, they may be less imaginative in their handling of the question, less wide-ranging in scope and/or achieve less depth of detail, and be structured in a way which is effective and efficient rather than impressive and incisive.
FHS: II.1 Prelim:Pass	65-69	Answers in the upper-2:1 range will be of above average quality across all criteria, and very clearly so where marks just below 70 are awarded. They must exhibit some essential features: addressing the question directly and relevantly across a good range of issues; offering a clear argument involving consideration of alternative interpretations; and substantiating their argument with accurate use of relevant evidence and contextualization in historical debate, within a structure which has been well thought through. They will, though, fall short of First Class quality because their handling of some of the material is uneven, because the writing loses focus or momentum at times, or because the analysis is good rather than genuinely impressive. Essays which are very competent but which lack distinctive qualities in terms of argument and analysis may be placed at the lower end of this band.
	60-64	Answers which the examiners consider to be of average quality across most criteria should be placed in this band. The candidate must show consistent competence by answering the question, demonstrating sound analytical skills based upon a good level of knowledge, and a discernible level of argument, prioritisation and problematisation. Answers will show many similar characteristics to those of above average quality, but will tend to exhibit less ambition, range, depth, precision, knowledge and perhaps clarity.
FHS: II.2 Prelim:Pass	50-59	Answers toward the top of the 2:2 band will be of reasonable quality, showing some specific knowledge and attention to the question that has been asked, and will otherwise be competent across at least some of the criteria. Lower 2:2 answers will cover fewer of the criteria, and/or do so less competently. They may talk around the question rather than answering it, or they may seem to be answering a different question than the one set. They will nonetheless exhibit some positive qualities in their presentation of evidence and analysis. Answers will be put in this band if there is limited focus on the specifics of the question, and if there is minimal, undeveloped argument or very limited or inaccurate use of evidence. Answers may have a 'by numbers' quality, fail to identify specific evidence – or misunderstand the evidence in a way that is manifest – be either too narrow or too general, or be characterised by unsubstantiated assertion rather than argument based on evidence. Answers which are too short or written in a very unclear way are also likely to fall into this band.
FHS: III Prelim:Pass	40-49	Answers will cover only some of the criteria, and/or will do so only very partially, 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 elements of 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.
FHS: Pass Prelim:Fail (Retake)	30-39	These marks will be used very rarely, for scripts that display almost no knowledge or understanding of the salient issues and which fail to cover any of the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
FHS: Fail	<30	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**:

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

I	86-100	Theses will be so outstanding for their originality and sophistication that they could be immediately published.
	80-85	Theses will excel across the range of the criteria, and will be both distinctive and thought-provoking in their argument and/or use of evidence. They will be above and beyond the examiner's expectations of an Oxford finalist.

	75-79	Theses will be of the highest quality that an examiner might reasonably expect from a candidate within the constraints inherent in the exercise. They will be excellent in their combination of quality of problem-identification and research-design, range and sophistication of engagement with historiographical context, coherence, clarity and relevance of argument, and quality of primary evidence adduced.
	70-74	First Class marks should be awarded to theses that are consistently impressive across all criteria of conceptualisation, argument and evidence. Such work may combine truly outstanding performance on some criteria with high competence that would otherwise merit upper-II:1 marks on other criteria.
II.1	65-69	Theses in the upper-II:1 range will be highly competent across all criteria, and very clearly so where marks just below 70 are awarded. 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.
	60-64	Theses which the examiners consider to be of average quality across most criteria should be placed in this band. They will be consistently 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.
II.2	50-59	Theses toward the top of the II:2 band will be of reasonable quality, showing some solid competence in meeting the criteria, though also some deficiencies. Lower II:2 theses will meet fewer of the criteria, and/or do so less competently. Theses in this band may be marked by 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.
III	40-49	Theses will cover only some of the criteria, and/or will do so only very partially, 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. 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.
Pass	30-39	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.
Fail	<30	Theses will fail to exhibit any of the required qualities.

The following criteria will be used in marking all HML Bridge essays in public examinations:

<p>Engagement: identification and definition of an appropriate problem location of the issue in its historiographical and literary/linguistic context range of issues addressed; depth, complexity and sophistication of comprehension of issues and implications directness of response to the issue.</p>
<p>Argument: coherence, control, independence and relevance of argument to problem; conceptual and analytical precision; clarity and sophistication of development of argument; flexibility: discussion of a variety of views.</p>
<p>Evidence: use of primary material; sophistication of methods of research; range of material deployed; relevance of information deployed; understanding of historical debate; depth, precision, detail and accuracy of evidence cited.</p>
<p>Organization & Presentation: clarity and coherence of structure; clarity and fluency of prose; correctness of grammar, spelling, and punctuation; correctness of apparatus and form of footnotes & bibliography.</p>
<p>Interdisciplinarity : sensitivity to both relevant historiography and linguistic or literary critical approaches; appreciation of genre, language, and stylistic devices as well as historical context. Note: in all cases an attempt to bridge the disciplines should be attempted, but particular topics and sources may lend themselves either to a more historical or a more literary approach. Where this is appropriate, candidates should not be penalized for putting the emphasis on one rather than the other. However, candidates who successfully meld both historical and literary critical literatures and methodologies should be rewarded.</p>

These criteria inform the following mark bands:

Mark band	Value for Schools classification	Description
86-100	Honours First	Essays marked in this range will be truly outstanding in terms of the criteria set out above. Such marks will be used rarely, and for work that shows remarkable originality of mind and depth of understanding.
80-85	Honours First	Essays at this level will excel in virtually all the criteria. They may perhaps fall short of the very best in respect of minor errors, or organization of material.
75-79	Honours First	Essays awarded a strong first class mark will show cogency of argument and sharpness of focus on the issue of the relationship between historical and literary study and/or the study of language. Essays will display a sophisticated and critical understanding of the place of their subject in the historiography of the fields and a skilled and

		sensitive use of primary sources or set texts. They will be precise in their handling of detail and clear and consistent in their presentation. Originality of argument, fluency of exposition and the mastery of unusually wide or difficult bodies of source material will also be rewarded.
70-74	Honours First	Essays 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.
60-69	Honours Upper Second (II.i)	Work showing evidence of thorough research and coherent exposition of an argument with reference to the problem chosen to illustrate the relationship of the two disciplines. It will display a good command of the material from primary sources needed to sustain the argument and a good and critical understanding of the relevant secondary literature. It will be presented in a clear and consistent style.
50-59	Honours Lower Second (II.ii)	Work showing evidence of preparation, application and solid competence. It may lack the focus on the issue of the interplay between literary and historical analysis, breadth of reference to primary and secondary sources, or clarity of structure that might have secured 2.i marks. It may contain too much indiscriminate information, or factual errors and inaccuracies. Clumsy prose style, errors of syntax and spelling and incompleteness or inconsistency of referencing may also lead to a 2.ii mark.
40-49	Honours Third	Work awarded a third class mark will have displayed a few of the qualities expected of a successful Honours candidate in this Joint School, such as the ability to discuss the relationship between the two disciplines, to deploy relevant information from primary and secondary sources, and to proceed through a structure of reasoned argument to a coherent conclusion. However, none of these qualities will be displayed either consistently, or at a particularly high level, and the work may be marred by a measure of irrelevance, incoherence and error, or by poor presentation.
30-39	Pass Degree	A modicum of appropriate knowledge will be displayed, but work will be marred by high levels of factual error and irrelevance. Muddled ideas or uncritical and superficial generalization will detract from the coherence and organization of argument. Primary sources may be used very intermittently or incompetently. The writing will be weakened by errors of syntax or vocabulary and by passages that degenerate into incoherence.
Below 30	Fail	Work may fail for a number of reasons. Its content may be plagiarized. The candidate may not observe the rubrics concerning the intention, length or form of the essay. Arguments may be irrelevant, failing to engage with the title chosen. Errors of fact, a lack of specific information, or the absence or gross mishandling of primary sources may characterize the work. Presentation may be of a very poor quality.

2.3 Verification and reconciliation of marks

- a. Normally each script is marked by two markers. When recognizing work of good first-class quality, examiners are encouraged to award marks higher than the low 70s, though marks above 85 should be reserved for work that is quite outstanding (see the linked Marking Descriptors above). Examiners are advised that while marks above 85 are available for truly exceptional scripts, it should not be expected that there will be such exceptional scripts for every paper, in every language, or in every year. It is not permissible to exclude the use of certain marks (e.g. 69, 59 etc.).
- b. Each initial marker must determine a mark for each script independently of the other marker. The two markers should then confer in order to reach an agreed mark. Conferring should not debar markers from also re-reading where that may make it easier to agree a mark. Where examiners are more than 5 marks apart a note should be made on the comments sheet recording (very briefly) that the script was discussed.
- c. Marks range: marks can only be resolved within the range of the raw marks. Senior Examiners should bear this in mind when reviewing the mark sheets from their co-examiners and assessors.
- d. Third marking: if agreement is not possible, there will be adjudication by a third marker, who will normally be another internal examiner. In exceptional cases the external examiner may be called in as third marker. **The third reader should not mark 'blind' but with knowledge of the marks and comments of the first and second markers.** Third Markers must complete a Third-Reading Form. The mark of the third reading is the mark that will be recorded.
- e. Examiners are recommended to adopt the following practice:
 - i) If the two initial marks for a script are within 5 of each other, and the script is not on a class borderline, the final mark for the paper may be the average of the two marks without further discussion.
 - ii) All other scripts need discussion before a mark is agreed.
- f. Examiners are urged to note that **the mark eventually agreed after discussion or third reading may not fall outside the range of the two original marks**, except where there are clear and defensible reasons explicitly approved by the Chair of the Board of Examiners.
- g. All marks and classifications will be determined without recourse to *Viva voce* examinations, which will not be held in the FHS of History and Modern Languages.

2.4 Mode of submission

- i) All 5-hour open book papers must be submitted electronically, using the '[Inspira](#)' platform. The submissions papers XII (Method B&C), XIII and XIV, will be submitted using the '[Inspira](#)' platform.
- ii) **Short weight, rubric infringement, and over-length**

Resolution of short weight will initially be considered by the examiners in each language, and scripts should be marked on their merits in the normal way. No marks will be given for missing answers, and incomplete answers will be marked as they stand, with the overall mark for each script being the total of marks given divided by the number of answers required. When completing their marksheets, examiners should give the agreed mark with the comment 'Short Weight' and this will appear on the marksheet used for the final meeting of the examiners. They should also give brief but clear indications of the nature of the short weight, and any other relevant details about the script (coverage, signs of distress etc.). Senior examiners should compile a list of all short-weight scripts in their language and pass it to the Chair and Vice-Chair **in advance of the pre-general meeting**, where all cases of short

weight will be discussed and compared. Examiners will then have the discretion to award higher marks to any short-weight script where circumstances justify this, in the light of the candidate’s profile, MCE submissions, borderline-status, and any other relevant information, and as agreed at the pre-general meeting.

- iii) In ML Papers I, II and III the maximum deduction that can be made for short weight should be equivalent to the proportion of the answer that is missing. The proportion rule remains unaltered.
- iv) *Rubric Infringement.* Where there is an infringement of rubrics, the examiners should decide on the appropriate penalty. When completing their mark sheets, examiners should give the agreed mark with the comment ‘Rubric Infringement’ and this will appear on the mark sheet used for the final meeting of the examiners.

2) *Over-length in open-book examinations.* For essays written in English on 5-hour literature papers, minimum and maximum word limits apply; these vary between languages and between papers, and are recorded in the language-specific Setting and Marking Conventions, available on [Canvas](#). No specific mark deduction penalties will be applied to under or over-length work for these papers. However, text that exceeds the maximum length will be disregarded by the examiners. Note also that work which is shorter than any specified minimum length is unlikely to be able to display the qualities assessed by the marking criteria at the highest level. Excessively brief answers will be dealt with under the ‘Short Weight’ provision above.

Answers should be submitted in no less than Arial font 11 point, double spaced.

i) *Over-length work*

The following penalties will be used for over-length in the word count for Submissions:

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

2.5 Penalties for Late or Non-Submission of Work

The following penalties will be used for unjustified late submission of essays/theses:

Late submission	Penalty
Up to one day <i>(submitted on the day but after the deadline)</i>	-5 marks (-5%)
Each additional day <i>(i.e., two days late = -6 marks, three days late = -7 marks, etc.; note that each weekend day counts as a full day for the purposes of mark deductions)</i>	-1 mark (-1%)
Max. deducted marks up to 2 weeks late	-18 marks (-18%)
More than 14 calendar days after the notice of non-submission	Fail

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

2.6 Open Book Exams: Penalties for Lateness

Candidates should upload their submission within the time allowed for their online examination. For exams using Typed mode of completion if a student has chosen, against advice, to draft their answers outside of Inspira, anything not copied into Inspira prior to the end of the exam duration cannot be submitted late and will not be marked.

To reiterate: Inspira will automatically close to submissions at the end of the examination duration. the Faculty strongly advises that answers be typed directly into Inspira. If a candidate has chosen, against this advice, to draft their answers outside of Inspira, anything not copied into Inspira prior to the end of the exam duration cannot be submitted late and will not be marked.

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

Please note that a loss of Wi-Fi does not prevent candidates from completing a typed exam. See 'Typed mode online exams' on the [Problems Completing your assessment webpage](#).

2.8 Scaling of marks

Scaling may be used to mitigate against the changes to assessment required in response to the COVID-19 pandemic and any related difficulties faced by candidates.

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 each class.

2.9 Listing Resources in 5-hour Open Book examinations

As the university's [open-book](#) guide states, candidates will be required to indicate clearly the presence of all material they have quoted from other sources, including any diagrams, charts, tables or graphs. Candidates are not expected to reference, however if they provide a direct quote, or copy a diagram or chart, they are expected to make some mention of the source material as they would in a typical invigilated exam.

2.10 Permissible programmes and on-line material

Candidates are permitted to refer to their own course and revision notes and access offline or online resources, for example textbooks or online journals. They should take care not to spend too much time looking up resources, to the detriment of composing a high quality answer.

2.11 Plagiarism in submitted work and open-book examinations

- a. All scripts for MML (language and literature) will routinely be put through Turnitin [including all 5-hour open book, and the Paper XIs, XII and Paper XIII].
- b. If examiners suspect plagiarism and the material concerned accounts for no more than 10% of the whole piece of work, it is likely that this can be dealt with by the examiners as an instance of poor academic practice (e.g. web sources with no clear authors; incomplete or shoddy referencing). Markers will grade the work on its merits. The board will then use its judgement to deduct up to a maximum of ten points depending on the gravity and extent of the poor academic practice reported to the Chair of Examiners by the markers in question. If the consequence of the deduction would result in an overall Fail classification, the case must be referred to the Proctors.
- c. It is not permissible for candidates to submit work which has already 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. This constitutes self-plagiarism.
- d. While it is naturally permissible in the course of an open-book exam to consult work that has been written during the course of their studies (e.g. notes, collections, tutorial essays), candidates must not copy text straight from such material into their exam answers. This is especially important if the material is derived from another source (e.g. notes or essays written by someone else, direct quotations in notes, etc.) due to the risks of inadvertently committing academic misconduct such as collusion or plagiarism.
- e. The inclusion of a substantial quantity of source material which if adequately acknowledged would not be considered plagiarism (for example, very lengthy quotations or large number of quotations) is likely to mean that an answer will attract limited marks.
- f. 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 case and including the relevant sources.

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

[Honour Code for Open-Book Examinations](#)

2.12 Penalties for non-attendance

Failure to attend an examination will result in the failure of the whole Second Public Examination.

3. Classification

3.1 Classification rules

In the FHS of History and Modern Languages, each item of assessment is given equal weight and counts as one paper, with the exception of the oral examination, which is half-weighted.

Classification in FHS 2024 will normally* be on the basis of the following assessment elements:

- in History and Modern Languages: 9.5 or 10.5 assessed papers. * These rules may change if there is a further lockdown requiring the closure of the libraries or cancellation of invigilated papers.

3.2 Classification in the joint school of History and Modern Languages

The following criteria must be used to determine a candidate's overall classification.

First: Normal route	Average mark of 68.5 or greater. Marks of 70 or above on at least TWO papers. No mark below 50 on any paper.
First: Alternative route	Average mark of 67.5 or greater. Marks of 70 or above on at least 50% of papers, i.e. five papers for candidates offering 9 or more papers. No mark below 50 on any paper.
Upper Second:	Average mark of 59 or greater. Marks of 60 or above on at least two papers. No mark below 40 on any paper.
Lower Second:	Average mark of 49.5 or greater. Marks of 50 or above on at least two papers. No mark below 30 on any paper.
Third:	Average mark of 40 or greater. Marks below 30 on no more than one paper.
Pass:	Average mark of 30 or greater. Marks below 30 on no more than two papers.

- i. The mark for the Optional Additional Thesis in History replaces that of the weakest 'content' paper with a mark of 50 or over.
- ii. To attain a First, a candidate must obtain at least one mark of 70 or above in a content paper (i.e. any of the papers IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, or the ML Dissertation).
- iii. In cases of difficulty or dispute, the advice of external examiners must be given particular weight.
- iv. The mark for the oral examination in any language is half-weighted. It is included in the calculation of average for the purpose of classification, but is not counted as a 'paper' in the profile requirement of these classification conventions. A mark of 70 or above in an oral will be recognized by the award of a Distinction.
- v. To attain a First by the Alternative Route to a First, at least 50% of the papers must have a mark of 70 or above (discounting the mark of the oral examination), and the average mark must be 67.5 or greater.

4. Identification and Consideration of Borderline Candidates

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks mean they are 'borderline' as defined below, and to satisfy themselves that the candidates concerned are correctly classified in accordance with the criteria specified in these Conventions. It follows from this that candidates whose marks do not qualify as borderline as defined below should not be reassessed, unless there are very clear and unusual reasons for doing so which will need approval from the Chair of Examiners and confirmation at the pre-general meeting.

i) General Principles

To be reconsidered for a higher class, candidates must satisfy ONE of the criteria for the class (whether profile or average). Where a third reading has already taken place BEFORE preliminary classification, the resulting mark is treated as final and will not be re-opened, unless it was an

adjudication.

ii) **Definition of borderline candidates on preliminary classification**

2.1/.1 borderline (requirement for First: average of 68.5 or above, at least 2 marks of 70 or above):

Average between 68.49 and 67.5; at least 2 marks of 70 or above, at least one of them in a content paper;

Average of 68.5 or more; at least one mark of 70 or above

2.1/.1 borderline (alternative requirement for First: average of 67.5 or above, at least 5(4 in MLL) marks of 70 or above):

Average between 67.49 and 67.00; at least 5(4 in MLL) marks of 70 or above, at least one of them in a content paper;

Average of 67.5 or more, at least 4(3 in MLL) marks of 70 or above

2.2/2.1 borderline

Average between 58.99 and 58.00; at least two marks of 60 or above;

Average of 59 or more; at least one mark of 60 or above

3/2.2 borderline

Average between 49.49 and 49.00; at least two marks of 50 or above;

Average of 49.5 or more; at least one mark of 50 or above

iii) **Scrutiny of borderline candidates**

Examiners should identify for re-reading:

- scripts (if any) where a difference of more than 5% between markers has not been resolved before preliminary classification;
- in cases where the requirement for profile has not been met, a maximum of 3 scripts within 2 marks of the higher class;
- in cases where the requirement for average has not been met, a maximum of any 3 scripts;
- any script with a mark below 50 for a candidate otherwise eligible for a First; and any script with a mark below 40 for a candidate otherwise eligible for a 2.1.

iv) **Permissible range of marks**

At this stage in the process, it *remains* the case that adjusted marks may not fall outside the range of the two original marks given for a script, except where there exist clear and defensible reasons explicitly approved by the Chair of the Board of Examiners.

vi. **Marks resulting from re-readings**

Proposed mark changes from re-readings at this stage in the process shall be accepted ONLY when they result in a change of classification.

5. Mitigating Circumstances Notice to Examiners (MCE)

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.

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. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex C* and information for students is provided at <http://www.ox.ac.uk/students/academic/exams/guidance>

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.

6. Details of examiners and rules on communicating with examiners

FHS Board of Examiners in History and Modern Languages 2023

Professor Natalia Nowakowska (Chair)

Professor James Belich

Professor Paul Betts

Professor Ian McLachlan (ML Coordinator)

Professor Rajendra Chitnis (Czech)

Professor Jennifer Yee (French)

Professor Carolin Duttlinger (German)

Tbc (Russian)

Professor Oliver Noble-Wood (Spanish)

External Examiners:

Professor Jon Wilson (King's College London) (History)

Dr Julia Sutton-Mattocks (University of Bristol) (Czech)

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

APPENDIX A

1. Prizes

The following History prizes may be available for the examiners to award:

- GIBBS PRIZE
Best performance in the main School of History
- GIBBS PRIZE

- Best performance in History papers in the Joint Schools with History
- GIBBS PRIZE (PROXIME ACCESSIT)
Next best performance in the main School of History
- GIBBS PRIZE (PROXIME ACCESSIT)
Next best performance in History papers in the Joint Schools with History
- GIBBS 2017 PRIZE
Best performance by a candidate admitted under the provisions of the Access/Widening Participation/Opportunity Oxford initiatives begun in 2017
- GIBBS PRIZE BOOK AWARD
Excellent performance in History and its Joints Schools
- ARNOLD MODERN HISTORICAL PRIZE
Best thesis in modern history (i.e. post AD 285)
- GLADSTONE PRIZE
Best thesis on recent British history, especially in relation to politics or finance
(Other subject specific thesis prizes are listed on the History Canvas site.)

The following Modern Languages prizes may be available for the examiners to award:

- ARTEAGA PRIZE / SPANISH STUDIES
Best performance in Spanish FHS
- DAVID GIBBS PRIZES
Best performance in Modern Languages
- DAVID GIBBS PRIZES
Best performance in Joint Schools with Modern Languages
- DAVID GIBBS PRIZES
Best performance in Modern Languages for best submitted work in Special Subject Paper XII and Dissertation Paper XIV
- DAVID GIBBS PRIZES
Best performance in the Linguistics Papers in Modern Languages & Linguistics
- DAVID GIBBS PRIZES
Best performance in a Medieval Paper across all languages
- DAVID MCLINTOCK MEMORIAL FUND
Best performance in German Philology (V(i) or XII)
- DOLORES ORIA MERINO PRIZE IN WRITTEN SPANISH
Best performance in Spanish Prose (Paper I)
- FRED HODCROFT PRIZE / SPANISH STUDIES
Best FHS performance History of Spanish Language or Spanish dialects.
- GERARD DAVIS PRIZE / FRENCH LITERARY STUDIES
Best Dissertation in French literary studies
- JUNIOR PAGET TOYNBEE PRIZE
Best performance in French Paper VI
- JUNIOR PAGET TOYNBEE PRIZE

Best performance in Italian Paper IX.

- LIDL PRIZE
Best performance by a non-German sole candidate, including Joint Schools (considering only German papers)
- LIDL PRIZE
Best performance in German sole
- LIDL PRIZE
Best performance in German for best submitted work in FHS Paper XII and Paper XIV
- PHILIPPA OF LANCASTER PORTUGUESE PRIZE
Best FHS performance in Portuguese
- RAMÓN SILVA MEMORIAL PRIZE / SPANISH STUDIES
Best performance in Spanish Orals (not to be awarded to a native or bilingual speaker).
- PAUL MCCLEAN PRIZE
Best performance in French sole
- THOMAS BLOMEFIELD PRIZE
Best FHS performance in French
- JAMES NAUGHTON PRIZE
Best performance in Czech (with Slovak)
- THE CLEMENT OLYMPE LAVANNE PRIZE
Best performance in Francophone Literature (associated with Paper XII or Paper XIV) with a preference for French Caribbean Literature.