



UNIVERSITY
OF LONDON

Programme Regulations 2024–2025

History

BA

Important document – please read
This document contains important information that governs your registration, assessment and programme of study



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Important information regarding the Programme Regulations

Last revised 8 February 2024

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by Royal Holloway which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at Royal Holloway. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study.

In addition to [Programme Regulations](#), you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the [VLE](#). The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the History programme:

Condonable fail: failure in a module that, for the purpose of progression and classification, we will permit, subject to conditions stated in these regulations.

Module: individual units of the programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Modules on the History programme are worth either 15 or 30 credits.

Stage: the BA has three Stages, 1, 2 and 3. These are significant in that there are rules for progressing from one stage to the next and that Stage averages are used to determine the classification of your degree.

Gobbet: a gobbet is a short abstract from a historical primary source, usually eight-lines of text or less, or an image. In written form, the gobbet may be drawn from archival material, contemporary debates or newspaper articles, or from works of art from the period (for example, scripts, lyrics or novels). When it comes to the History of Political Thought, these abstracts can be drawn from the principal theorists and writers (Plato, Hobbs, Marx, etc.).

Throughout the Programme Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided, please contact us. You should use the *ask a question* button in the [Student Portal](#). Further information can also be found in the *Resources for your Degree* section of the VLE.

Programme withdrawal

Notice of the programme's closure has been given and the final intake of new students joined the programme in 2021–2022. Final assessments will take place in 2027; after this point it will not be possible to take or retake an assessment for the History programme.

Changes to the History regulations

No significant changes have been made to the History regulations for 2024–2025.

1 Structure of the programme

Qualification

1.1

The following named qualification is awarded under the History programme:

- Bachelor of Arts in History

Qualification structure

1.2

The degree consists of 12 modules divided into three Stages which correspond to FHEQ levels as follows:

- **Stage 1 (FHEQ Level 4, 120 credits)** – 120 credits taken from the Foundation and Gateway modules;
- **Stage 2 (FHEQ Level 5, 120 credits)** – 120 credits consisting of three Group A modules and one Group B module;
- **Stage 3 (FHEQ Level 6, 120 credits)** – 120 credits consisting of a combination from Group B, Group D and Group E modules.

Changing your choice of module

1.4

If you wish to change your choice of module you must make the request by 30 November in the year that you registered for the module. Additional fees are payable if the request is approved.

Use the [Student Portal](#) to contact us.

Code of conduct

1.5

During virtual seminars and during all other online contributions, you must observe the code of conduct for online behaviour.

The code of conduct for online behaviour is given on the University [website](#).

2 Programme withdrawal

2.1

It is no longer possible to register for the History programme.

3 Registration

Effective date of registration

3.1

Your effective date of registration will be 1 September in the year that you initially registered. This allows you to sit your first examinations in the following May.

Period of registration

See the Programme Specification on the [VLE](#) for the minimum and maximum periods of registration applicable to this programme.

3.2

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

3.3

You will retain the maximum period of registration in place when you initially registered on the BA History.

4 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

4.1

For the BA History you may apply for recognition and accreditation of prior learning for modules up to the value of 120 credits at Stage 1 (FHEQ Level 4). We will not recognise prior learning for modules at Stages 2 or 3 (FHEQ Levels 5 and 6) of the programme.

4.2

Where prior learning is recognised, the decision to award credit (known as Accreditation of prior learning (APL)) shall be made by an academic appointed by the Programme Director.

5 Assessment for the programme

For details of the modules in each Group and Stage, see [Appendix A](#).

5.1

Assessment methods for all modules/courses

Stage	Group	Assessment element 1	Assessment element 2	Assessment element 3
Stage 1	Foundation	One two-hour unseen written examination (80%)	One 2,000-word essay (10%)	Seminar contributions (10%)
	Gateway	One three-hour unseen written examination (80%)	One 2,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)
Stage 2	Group A	One three-hour unseen written examination (80%)	One 2,500-word essay (10%) (Best of two submissions)	Seminar contributions (10%)

Stage	Group	Assessment element 1	Assessment element 2	Assessment element 3
	Group B	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)
Stage 3	Group B	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)
	Group D	One dissertation of up to 10,000-words (100%)	N/A	N/A
	Group E	One three-hour unseen written examination (80%)	One 3,000-word essay (10%) (Best of two submissions)	Seminar contributions (10%)

5.2

For all modules, excluding the Group D modules, the marks achieved for the written examination and coursework elements will be weighted on an 80:10:10 basis to calculate the overall mark.

Assessment element – essay

Essay extension requests must be submitted by email to DLHistory-Admin@rhul.ac.uk before the essay deadline and include an explanation of the reasons for the extension request and supporting evidence as applicable.

5.3

You must submit one essay and you may choose to submit a maximum of two essays for applicable modules.

5.4

If you submit two essays, the mark from the highest scoring essay will count when calculating the overall mark for the module.

5.5

The essay/s should be submitted in the same year that you take the examination for the module.

5.6

If you attempt the examination but do not submit an essay this will count as an attempt and you will receive a mark of zero for this assessment element.

Instructions and deadlines for submission of the essays can be found on the VLE. You will lose marks if you do not keep to these rules.

Penalty for missing a deadline

5.7

You must keep to the deadlines stated on the VLE. If you are late in submitting an essay or your dissertation we will reduce the mark you receive, which is used for progression and classification, as follows:

- Essays or dissertations received up to and including 24-hours after the deadline will have 10 marks deducted.
- Essays or dissertations received over 24-hours late will not be marked and will be assigned a mark of zero.

Penalty for exceeding the word limit

The word limit **includes** quotations and footnotes but **does not include** your student name and number, your essay title, module name, preliminary pages, bibliography or appendices.

5.8

You must keep to the word limit specified in the table above ([regulation 5.1](#)) for essays and dissertations. If you exceed the word limit, we will reduce the mark you receive as follows:

	Excess number of words over the word limit	Percentage deduction from the original mark awarded
Essay/Dissertation	Up to and including 10%	10%
	More than 10% up to and including 20%	20%
	More than 20%	30%

Assessment element – seminar contributions

5.9

You must add a minimum of two posts to the discussion board for each asynchronous seminar. This element will be worth 10 marks, or 10% of the overall module mark, with five marks awarded for meaningfully posting in all seminars, and five marks awarded for meaningfully interacting with other students' comments (see VLE for criteria). Both aspects will be pass/fail.

5.10

If you cannot participate in a particular discussion forum due to mitigating or other exceptional circumstances, you should contact DLHistory-Admin@rhul.ac.uk. If accepted, you will be recorded as 'participating' for that seminar. This may be done no more than once per module for the Stage 1 Foundation modules, and twice per module for all remaining modules.

See [Appendix E](#) for the Assessment criteria for the seminar contributions assessment element.

More information on both coursework elements can be found in the Programme Handbook and on the VLE.

Date of assessments

5.11

Written assessments take place in May each year.

See also the rules for taking written examinations in the [General Regulations](#).
See the website for the [list of examination centres](#).

6 Number of attempts permitted at assessment

6.1

The maximum number of attempts permitted for any element of assessment is three.

6.2

If you do not achieve a combined weighted mark of at least 40% you may retake the examination, provided you have not exceeded the maximum number of attempts.

6.3

You may not retake any element of assessment that you have passed. The marks of any passed element of assessment will be carried forward and used for classification.

6.4

If you receive a 'Fail' mark for the essay element at both submission points, you will not be permitted any further attempts at this element of assessment.

6.5

The mark awarded for a module will not exceed 40% if you have made a second or third attempt at the examination or dissertation.

6.6

If you receive a 'Fail' on a second or subsequent attempt at an examination or dissertation, then the highest mark that you have achieved will take precedence.

6.7

If you receive the result 'Fail' on the final attempt at the examination or dissertation resulting in an overall 'Fail' for the module, then your registration for the degree will cease unless you can still pass enough modules to be classified, subject to the scheme of award, in which case the highest mark achieved in the three attempts for the module may be taken forward for classification purposes.

7 Progression within the programme

See [Section 5](#) for method of assessment.

7.1

Within the limits set by the regulations, and the minimum and maximum registration periods, you may decide when to be assessed, the number of modules to attempt each year and the order in which modules are assessed. You do not have to enter for assessment every year.

7.2

If you enter for assessment in any year, you may attempt assessment in a minimum of 15 credits and maximum of 120 credits, excluding resits.

Condonable fail

7.3

If you have achieved an average for the Stage of at least 40%, then a 'Condonable fail' may be awarded:

- (a) for marks of 30%-39% for a maximum of 30 credits from Stage 1;
- (b) for marks of 30%-39% for a maximum of 30 credits from Stage 2;
- (c) for marks of 0%-39% for a maximum of 30 credits from Stage 3.

7.4

If you have achieved a 'Condonable fail' then you may choose to retake the module. The normal rules will apply regarding the maximum number of attempts and the mark for retaken examinations being capped at 40%.

7.5

Progression from Stage 1 to Stage 2

Progression from Stage 1 to Stage 2 will require:

- (a) a Stage average of 40% or above; and
- (b) passes including APL to the value of 120 credits; or
- (c) passes including APL to the value of 90 credits and a 'Condonable fail' in the remaining credits.

7.6

Progression from Stage 2 to Stage 3

Progression from Stage 2 to Stage 3 will require:

- (a) a Stage average of 40% or above; and
- (b) passes including APL to the value of 240 cumulative credits from Stage 1 and Stage 2, with at least 90 credits from Stage 2 at FHEQ Level 5; or
- (c) passes including APL to the value of 180 cumulative credits from Stage 1 and Stage 2, with at least 90 credits from Stage 2 at FHEQ Level 5, and a 'Condonable fail' in the remaining credits.

8 Scheme of award

Allowed: the Examiners may return an outcome of 'allowed' without a percentage mark where, in their academic judgment, the student has satisfied the learning outcomes for the module, but it is also their opinion that the student's performance in a third or more of the assessment was compromised by illness and/or other adequately documented extenuating circumstances. A student may be granted a result of allowed in modules to a value of no more than 90 credits across the degree, and no more than 60 credits in any one Stage.

Date of award

The date of award for BA History will be 1 August in the year of the last assessment that contributes to the award.

8.1

To achieve a pass in the written examination, dissertation or essay for a module, you must get 40% or above in the assessment concerned. If you fail and subsequently pass an examination or dissertation at re-entry you will not receive a mark greater than 40% for that module.

8.2

To achieve a pass for the forum posts and contributions, you must submit each post as set out in the [Assessment Criteria](#) and to a standard that satisfies the Programme Director. Each post will be considered on a Pass/Fail basis. Posts that do not meet the expectations set out in the Assessment Criteria will receive a mark of zero. There are a total of 10 percentage marks available for this assessment element.

8.3

A final average mark will be calculated from the marks obtained in Stage 2 (Level 5) and Stage 3 (Level 6), weighted in the ratio 1:2. Marks obtained in Stage 1 (Level 4) will not contribute towards the final average. In addition, accreditation of prior learning and results of 'allowed' will not count towards the final classification.

8.4

Degree classification will be determined by the following scale:

Final average	Classification
70% or above	First Class Honours
60% - 69%	Second Class Honours (Upper Division)
50% - 59%	Second Class Honours (Lower Division)
40% - 49%	Third Class Honours
35% - 39%	Pass without Honours (Exit award only)

8.5

Your degree classification will be raised into the next class if:

- your final average falls 2% or less below one of the classification boundaries given above; and
- marks from modules to the value of at least 60 credits at Stage 3 (Level 6) are in or above the higher class.

See [Appendix C](#) onwards for information on how to achieve a particular mark.

To be eligible for the award

8.6

To be eligible for the award of the BA History you must:

- have attempted the assessments in a total of 360 credits (the equivalent of 120 credits at each Stage); and
- have passed modules to the value of at least 300 credits; and
- have passed at least 90 credits in Stage 3 at FHEQ Level 6; and

- d) have no more than 90 credits as 'Condonable fails' overall, giving a cumulative total of at least 270 credits.

Exit qualifications

8.7

The Certificate and Diploma of Higher Education in History are classified on a Pass/Fail basis, are made at the discretion of the Board of Examiners and are subject to the Board being satisfied that the qualification represents a coherent programme of study.

8.8

If we award you the Certificate or Diploma of Higher Education in History you may not subsequently be awarded the Bachelor of Arts in History.

Certificate of Higher Education in History

8.9

We may award the Certificate of Higher Education in History as an exit qualification if you do not complete Stage 2 (Level 5) of the programme, but do pass or are allowed in modules to the value of at least 120 credits, including at least 90 credits at Stage 1 (Level 4) or above.

Diploma of Higher Education in History

8.10

We may award the Diploma of Higher Education in History as an exit qualification if you do not complete Stage 3 (Level 6) of the programme, but do meet the criteria below:

- You have passed modules to the value of 240 credits; or
- You have passed modules to the value of 180 credits and you have a condonable fail[s] or allowed module[s] to the value of 60 credits.

Appendix A – Structure of the programme

BA History

Stage 1 (Level 4)

In order to complete Stage 1 you must take one mandatory 15 credit Foundation module, choose three from the remaining four 15 credit Foundation modules and take two 30 credit Gateway modules from a selection.

Foundation modules (15 credits each)

History and meanings [HI1002-05] (**mandatory module**)

State, society and the individual in the non-western world [HI1003-05]

British social and economic history 1945-97 [HI1008-05]

The camera never lies: film, photography and history in the twentieth century [HI1010-05]

The Magna Carta and its legacy [HI1012-05]

Gateway modules (30 credits each)

Republics, kings and people: the foundations of modern political culture [HI1006-05]

The rich tapestry of life: a social and cultural history of Europe c.1500-1780 [HI1007-05]

Conflict and identity in modern Europe c.1770-2000 [HI1009-05]

Rome to renaissance: an introduction to the middle ages [HI1011-05]

Stage 2 (Level 5)

In order to complete Stage 2, you must take three Group A modules and one Group B module chosen from:

Group A modules (30 credits each)

From nation state to multiple monarchy: British history 1485-1649 [HI2008-05]

British history 1770-1990 [HI2009-05]

Modern times: international economic history c.1901-1990 [HI2011-05]

Twentieth century world history [HI2012-05]

US history since 1877 [HI2013-05]

Group B modules (30 credits each)

The Crusades and the eastern Mediterranean 1095-1291 [HI3012-05]

Experience, culture and identity: women's lives in England 1688-c.1850 [HI3013-05]

Ethnicity, identity and citizenship in modern British life [HI3014-05]

Modern political ideas [HI3015-05]

Stage 3 (Level 6)

In order to complete Stage 3, you must take 120 credits according to these rules:

Up to two Group B modules (each worth 30 credits) (minimum of 0, maximum of 2)

The Crusades and the eastern Mediterranean 1095-1291 [HI3012-05]

Experience, culture and identity: women's lives in England 1688-c.1850 [HI3013-05]

Ethnicity, identity and citizenship in modern British life [HI3014-05]

Modern political ideas [HI3015-05]

Up to one Group D module (each worth 30 credits) (minimum of 0, maximum of 1) where if you take a Group D module you must also take the corresponding subject Group E module

Blasphemy, irreligion and the English Enlightenment 1650-1720 [HI3016-03] (Dissertation)

Martin Luther King and the Civil Rights Movement in the USA [HI3018-03] (Dissertation)

Politics and society in Palestine from c.1900 to 1948 [HI3019-03] (Dissertation)

The clash of powers and cultures: Sino-American relations during the Cold War [HI3020-03] (Dissertation)

Between one and three Group E modules (each worth 30 credits) (minimum of 1, maximum of 3)

Blasphemy, irreligion and the English Enlightenment 1650-1720 [HI3016-05]

Martin Luther King and the Civil Rights Movement in the USA [HI3018-05]

Politics and society in Palestine from c.1900 to 1948 [HI3019-05]

The clash of powers and cultures: Sino-American relations during the Cold War [HI3020-05]

Appendix B – Module descriptions

Stage 1 modules (Level 4)

Foundation modules

History and meanings [HI1002-05] (15 credits) (mandatory module)

This module looks at how the understanding of historical time has developed in different societies, and how the interpretation and writing of history has evolved over the centuries. This module is compulsory for all students.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

State, society and the individual in the non-western world [HI1003-05] (15 credits)

This module looks at changes and continuities in the social framework and fundamental concepts of the non-western world during the 19th and 20th centuries. It focuses particularly on five main areas: the modernisation of the state; the re-ordering of society; the role of religion; the nature of the family and the role of women; the development of individualism.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

British social and economic history 1945-97 [HI1008-05] (15 credits)

This half-unit will consider aspects of British Social and Economic History 1945-97, and the focus will be on the basics necessary to help students understand the nature and workings of economies at the national level, and formation of economic and social policy by governments. This will be done through consideration of some of the recurring themes in modern economic and social history - growth, labour supply, overseas trade and national accounting. The module will also introduce students to aspects of social science and quantitative methods they may not have come across before, which are particularly relevant to twentieth century history. A range of different authors and approaches within the field of economic and social history will be used to achieve this, to broaden students' understanding of the interaction between economic and social policy and the well-being of the nation.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

The camera never lies: film, photography and history in the twentieth century [HI1010-05] (15 credits)

The module draws on a rich source of online material and videos to consider the use of photographs as a source for the writing of history in the twentieth century. It will also investigate how images and photographs have been interpreted by historians.

A problem during the twentieth century has been the issue of image manipulation, in the context of contemporary use, and the problems this creates for the historian. The most obvious example of this relates to Joseph Stalin in the 1930s and 1940s. However, the rise of digital photography has generated its own problems. As well as still images, we will review the place of the historically-themed film and documentaries in what the public considers as history. The module will look at the strengths and limitations of film as a way of conveying a historical message; and how films contemporary to historical events can be used for historical research and the teaching of history.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

The Magna Carta and its legacy [HI1012-05] (15 credits)

This module will cover how the Magna Carta was established, why it was radical in its day, how it has been reinvented over the centuries and why the 800th anniversary of its sealing is being celebrated in the present. The module will also look at the international significance of the Magna Carta and of Runnymede.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one two-hour unseen written examination (80%).

Gateway modules

Rome to renaissance: an introduction to the middle ages [HI1011-05] (30 credits)

This module provides an introduction to the middle ages. Topics to be studied include: late antiquity and the end of the Roman Empire; the Barbarians, early medieval papacy; the Arab conquest of Spain; Charlemagne and the Carolingian Empire; monasticism, missionaries and Christianity in early medieval Europe; the Vikings; Alfred the Great; feudalism and the evolution of Kingship; 1066 and the Norman conquest; medieval architecture and literature; the reformed papacy and the investiture controversy; the crusades; spiritual and material renewal in the long twelfth century; Jews and dissenters; King John and Magna Carta; the Hundred Years War; the Black Death; the Reconquista; and the late medieval papacy from Avignon to the Reformation.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Republics, kings and people: the foundations of modern political culture [HI1006-05] (30 credits)

This module investigates the origins of our ideas about human rights and duties, revolution and democracy, consent and liberty, etc. A number of key writings are studied: ranging from Plato and Aristotle in the ancient world to Machiavelli, More, Hobbes, Locke and the Enlightenment in the transition from the early modern to the modern world. Analysis of the development of fundamental ideas about politics and society through these examples sharpens the mind and throws light upon the present in the perspective of the past.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

The rich tapestry of life: a social and cultural history of Europe c.1500-1780 [HI1007-05] (30 credits)

This module aims to direct students to some of the most exciting writing in the recent social history of early modern Europe; to introduce students, week by week, to analytic concepts (space, gender, status, identity, etc.); and to familiarise students with primary source material. Topics covered will include masculinity, femininity, sexuality, violence, poverty, life and death, body and mind. The unit does not purport to provide a complete coverage of social history in the period, nor indeed of European history between 1500 and 1800, and it draws on material from both Continental Europe and England

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Conflict and identity in modern Europe c.1770-2000 [HI1009-05] (30 credits)

This module highlights a range of major themes in (predominantly) European history from the French Revolution to the fall of the Berlin Wall. In studying specific events and developments students will also be introduced to more general concepts like revolution, constitutionalism, liberalism, nationalism, industrialisation, socialism, communism, fascism, parliamentary democracy

and welfare state. Exposure to different historical methods and conflicting interpretations will help students to hone their own analytical skills.

Assessment: one 2,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Stage 2 modules (Level 5)

Group A modules

From nation state to multiple monarchy: British history 1485-1649 [HI2008-05] (30 credits)

This module aims to provide a survey, largely political and religious, of the history of England from the accession of Henry VII to the execution of Charles I.

Focusing mostly on England in the 15th and 16th centuries, it broadens to include Scotland after the Union of the Crowns in 1603. Wales and Ireland are also discussed where relevant to the main narrative. The principal themes considered are the political changes wrought by the successive dynasties of Tudors and Stuarts, and the opposition they aroused; the chronology and pattern of religious developments with the coming of the Reformation; the accession of James VI of Scotland to the English throne and its consequences; the impact of demographic, agrarian and commercial developments; the origins, outbreak and course of the 'British civil wars', concluding with the execution of the king and the abolition of the House of Lords.

Assessment: one 2,500-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

British history 1770-1990 [HI2009-05] (30 credits)

Is Britain a class-ridden society? Why does Britain still have its royal family? Is Britain culturally closer to Europe or to America? Could Britain's decline after 1945 have been averted? This unit is essential for anyone wishing to understand the political, social and cultural make-up of modern Britain. It offers a broad survey of modern British history, from the reign of King George III through to the fall of Mrs Thatcher in 1990, through the prism of five underlying themes: politics, society, culture, gender and national identities. In doing so it seeks to guide students through the formative events of modern British history, and introduce them to the main historical controversies and debates. Among topics covered are British reactions to the French Revolution, Victoria and the re-invention of the British monarchy, the rise (and fall?) of the Labour party, the Irish question, Appeasement in the 1930s, the impact of two world wars on twentieth-century Britain, and the legacy of the 'Swinging Sixties'.

Take this unit to learn why the future Napoleon III served as a British police constable in 1848, to discover which Victorian Premier roamed the streets at night to carry out 'rescue-work' with prostitutes, to understand who or what a 'flapper' was, and to find out why feminist activists lobbed flour-bombs at Bob Hope in 1970. Or simply take this unit to be better able to understand the complexities of the society in which we live today.

Assessment: one 2,500-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Modern times: international economic history c.1901-1990 [HI2011-05] (30 credits)

This module covers the economic developments affecting the UK and the wider world in the twentieth century. The first term is devoted to the UK; topics covered include the Edwardian period and the First World War; the long post-1945 boom; the problems of the 1970s and 1980s; and the Major and Blair years. The second term covers the same period, but extends the discussion to cover the wider developments in the world economy, with particular reference to the ending of free trade and the rise of economic protection in the 1930s, and the factors making for the reconstruction

and revival of the world economy since 1945, culminating in the recent performance and problems affecting the world economy since the 1980s.

Assessment: one 2,500-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Twentieth century world history [HI2012-05] (30 credits)

This module can be considered in two parts. The first part looks at the major political developments that took place in different parts of Asia during the twentieth century, focusing on China, Japan, Southeast Asia and South Asia. It explores the impact of imperialism, nationalism, decolonisation, and independence in order to understand the resurgence of Asian nations by the end of the 1990s. The second part looks at the history of the non-western twentieth-century world from the vantage point of developments in the Middle East, Africa and Latin America. From empire-building to decolonisation and revolution in the Middle East, to intersections between politics and race in Southern Africa, to radical movements and US intervention in Latin America, much of what it explores complements the first part of the module by making sense of political developments in other continents where the long term trends were both similar but, in some ways, noticeably different.

Assessment: one 2,500-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

US history since 1877 [HI2013-05] (30 credits)

This module offers an overview of US history since 1877. It examines the social, cultural, economic and political contours of that history, incorporating topics such as westward expansion, industrialisation and urbanisation, the progressive era, the First World War, the Great Depression and the New Deal, the Second World War, the Cold War, domestic developments in the 1960s and 1970s, and the rise of the New Right in the 1980s. It concludes with a contemporary examination of US foreign and domestic policy. Particular attention is given to the shaping experiences of race, ethnicity, gender and class in the American experience.

Assessment: one 2,500-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Stages 2 and 3 modules (Level 6)

Group B modules

The Crusades and the eastern Mediterranean 1095-1291 [HI3012-05] (30 credits)

The triumph of the First Crusade (1099) resulted in the establishment of a Latin Christian community in the Levant for almost two hundred years. This unit is primarily concerned to examine how the settlers maintained their hold on a region which was spiritually, economically and politically important to the Byzantine empire and the Muslim world as well.

The reaction of these groups to the crusades and the development of their relationship with the settlers is an integral part of the subject. The 'jihad' became the channel for Muslim opposition and the Latins discovered that their own resources were insufficient to meet this threat and they appealed for help to Western Europe. The response and the consequences of this reaction for settlers' tenure of the Holy Land will be analysed. The Frankish way of life will be studied; its institutions, the economic position of the Christian settlements; the role of women, and whether the Latin states represent an early form of western colonialism will be discussed.

The preaching and preparation of crusading expeditions, the evolution of the crusading idea, crusading warfare and criticism of crusading will also be studied. The unit will utilise a variety of primary material from European, Byzantine, Muslim and Syriac sources in translation.

Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Experience, culture and identity: women's lives in England 1688-c.1850 [HI3013-05] (30 credits)

This module examines the mental and material world of English women in a period of rapid social, economic and cultural transformation. It exploits the wealth of secondary literature which has appeared on the subject in recent years, and evaluates the dominant interpretations of continuity and change in women's history. Attention focuses on the diversity of roles women played, the changing scope of female experience, and the different languages available to articulate that experience. Topics covered include: Love and Marriage, Sexuality, Masculinity, Divorce, Motherhood, Work, Consumerism, Material Culture, Print, Polite Culture, Feminism, Politics and Religion. Students will be encouraged to engage critically with the categories, modes of explanation and chronology of recent women's history.

Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Ethnicity, identity and citizenship in modern British life [HI3014-05] (30 credits)

This module provides a comprehensive introduction to the history and functioning of multi-ethnic Britain. It covers the history of immigration and settlement of minorities and explores contemporary issues which concern Black and Asian groups. Students will re-examine their own identity to understand immigrant experience and ethnic conflict. The ways in which racism and ethnicity have affected Britain and the effectiveness of public policy are covered. Ethnic groups' reaction to British society is considered.

Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Modern political ideas [HI3015-05] (30 credits)

The module examines the main currents of political thought in Modern European and World History from Rousseau to the present, e.g. *The Eighteenth Century and the French Revolution*; Commercial society and its enemies (Hume, Smith, Rousseau); the French Revolution (Paine, Wollstonecraft); reactions to the revolution (Hegel); *The Nineteenth Century*, Early socialism (Owen, Fourier, Saint Simon); Tocqueville and the American model; Marx and communism; Mill and liberalism; Nietzsche and modernity; Bakunin and anarchism; *The Twentieth Century* - Anti-imperialist theorists (Fanon, Gandhi); Orwell and dystopia; green political theory.

Assessment: one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Stage 3 modules (Level 6)

Blasphemy, irreligion and the English Enlightenment 1620-1720 (Dissertation) [HI3016-03] (30 credits)

Blasphemy, irreligion and the English Enlightenment 1620-1720 (Examination and coursework) [HI3016-05] (30 credits)

This module examines the intellectual and political consequences of the radical ferment (both popular and philosophical) of ideas spawned in the English Revolution of the 1650s. The unit texts include clandestine manuscripts, like the subversive 'Treatise of Three Imposters' which argued that Moses, Mahomet and Christ were all religious frauds, and printed works by critics like James Harrington, Thomas Hobbes and Charles Blount. The primary objective will be to study the anticlerical, heterodox and openly irreligious components of the Republican attack upon Christianity. The second line of enquiry will explore how the attack on Christianity of the 1650s developed into a

systematic rejection of all revealed religion in the later 17th century. Attention focuses upon arguments that set out to destroy the authority of the priesthood and to reject the authenticity of the Bible, as well as their accounts of 'other religions' like Islam and Judaism which were used to criticise Christianity.

Assessment [HI3016-03] (Group D module): one dissertation of up to 10,000 words (100%).

Assessment [HI3016-05] (Group E module): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Martin Luther King and the Civil Rights Movement in the USA (Dissertation) [HI3018-03] (30 credits)

Martin Luther King and the Civil Rights Movement in the USA (Examination and coursework) [HI3018-05] (30 credits)

"Martin didn't make the movement, the movement made Martin", noted veteran civil rights activist Ella Baker. Baker's perceptive comment goes to the very heart of contemporary historiographical debates. On the one hand, scholars have increasingly viewed the mass black movement for civil rights in the United States between the 1940s and 1970s as a grassroots phenomenon that was rooted in local communities and based upon local leadership and local needs. On the other hand, scholars still emphasise the vital national leadership role played by Martin Luther King, in the black struggle, particularly from the 1955 Montgomery Bus Boycott to King's assassination at Memphis, Tennessee, in 1968. This unit looks at both strands of this scholarship and seeks to assess the dynamics of the movement at both local and national levels, and examine the tensions that often existed between them, by using a wide range of written, spoken and visual sources.

Assessment [HI3018-03] (Group D module): one dissertation of up to 10,000 words (90%).

Assessment [HI3018-05] (Group E module): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Politics and society in Palestine from c.1900 to 1948 (Dissertation) [HI3019-03] (30 credits)

Politics and society in Palestine from c.1900 to 1948 (Examination and coursework) [HI3019-05] (30 credits)

This module looks at the interaction of politics and society in Palestine from the late Ottoman period until the establishment of the state of Israel. What was the impact of the politics of the West upon society in Palestine in the late Ottoman period? How did different social and religious groups react? What were the different interpretations of Zionism? What can we learn from the documents about them? Another theme we examine from study of the texts is the struggle of the British to control the situation and build a state in Palestine. How did the Arabs respond? We look at the forms of modern organisation and ideology they used and the problems of Arab identity and nationalism at both the local and regional level. Texts written by both Arab and Jewish women are examined to compare their role in political and social developments.

The changes generated by the World Wars are a further theme, and include the debate on the impact of terrorism, as well as the effect of the growing involvement of America.

Assessment [HI3019-03] (Group D): one dissertation of up to 10,000 words (100%).

Assessment [HI3019-05] (Group E): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

The clash of powers and cultures: Sino-American relations during the Cold War (Dissertation) [HI3020-03] (30 credits)

The clash of powers and cultures: Sino-American relations during the Cold War (Examination and coursework) [HI3020-05] (30 credits)

This module examines the ups and downs in Sino-American relations during the Cold War. It looks at how and why communist China and the United States were transformed from hostile enemies in the 1950s and early 1960s into tacit allies by the late 1970s. Events to be covered include their direct and indirect confrontations over Korea, Taiwan, and Vietnam; the role of the Soviet Union in their changing relationship; and their divergent policies towards such issues as Third World revolutions, nuclear weapons, and international trade. At a thematic level, the module will consider how ideology, personalities, domestic considerations, cultural stereotypes, and alliance politics influenced their respective policies and the dynamics of their interactions. Students are expected to approach the subject not only from the American perspective but also from the Chinese one, by exploring both Western and Chinese (translated into English) primary sources, such as diplomatic documents, memoirs, public speeches, newspapers, and political cartoons. By placing Sino-American relations in the wider domestic and international contexts, this module will enhance our understanding of how the two great powers – and two different cultures – shaped, and were shaped by, the global Cold War.

Assessment [HI3020-03] (Group D module): one dissertation of up to 10,000 words (100%).

Assessment [HI3020-05] (Group E module): one 3,000-word essay (10%), a reflective journal and forum posts (10%) and one three-hour unseen written examination (80%).

Appendix C – Assessment criteria (written coursework essays)

85%+ High First Class

- Demonstrates deep understanding and near comprehensive knowledge of the subject, and shows significant originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show significant innovation in its organisational form.
- Shows overwhelming evidence of in-depth reading, with clear indications of substantial independent reading beyond limits of reading lists and exceptionally intensive, detailed and critical reading of recommended texts.
- Is excellently presented, with referencing and bibliography of standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.
- Where appropriate, a high first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.
- A high first class coursework essay will usually be worthy of retention for future reference in research or teaching.

72–75–78–82% First Class

- Demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and may show some innovation in its organisational form.
- Shows significant evidence of in-depth reading, with clear indications of either independent reading beyond limits of reading lists or intensive, detailed and critical reading of prescribed readings.
- Is excellently presented, with referencing and bibliography close to standard of publishable journal article in subject area.
- Has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.
- Where appropriate, a first class essay will demonstrate high levels of ability in the analysis of quantitative or qualitative information.

62–65–68% Upper Second Class

- Demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.
- Has a coherent structure, demonstrating good critical synthesis of secondary materials.
- Shows clear evidence of in-depth reading, with substantial coverage of recommended texts.
- Is well presented, with detailed referencing in an acceptable style and a properly formatted bibliography.

- Has a fluent style, with few errors of spelling, punctuation or grammar.
- Where appropriate, an upper second class essay will demonstrate generally effective and appropriate analysis of quantitative or qualitative information.

52–55–58% Lower Second Class

- Demonstrates a basic understanding and knowledge of the subject, with a focus on question.
- Has an adequate structure, usually drawing heavily on lectures or other direct teaching.
- Shows evidence of limited further reading, with some coverage of recommended texts.
- Is adequately presented, with some referencing of sources and a short bibliography.
- Has a straightforward style, and may include some errors of spelling, punctuation or grammar.
- Where appropriate, a lower second class essay will demonstrate familiarity with appropriate analysis of quantitative or qualitative information; there may, however, be some significant errors in the process of analysis.

45–48% Third Class

- Demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.
- Has a simple structure, usually drawing exclusively on lectures or other direct teaching.
- Shows no or very limited evidence of further reading.
- Has a significant weakness in presentation, with little or no referencing of sources, and an inadequate or absent bibliography.
- Has a simple style, with significant errors of spelling, punctuation or grammar.
- Where appropriate, a third class essay will demonstrate some very general familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be significant errors in the process of analysis.

42% Low Third Class

- Demonstrates limited general understanding of the subject, but will demonstrate significant weaknesses in detailed understanding. The coverage of the essay is likely to be sketchy, with some significant errors in factual details. There may be evidence of a lack of clear focus on the wording of the question.
- Has a sketchy structure, usually drawing exclusively on lectures or other direct teaching, but with significant weaknesses.
- Shows no evidence of further reading.
- Is poorly presented, with little or no referencing of sources, and an inadequate or absent bibliography.
- Has a sketchy style, and with significant errors of spelling, punctuation or grammar.

- Where appropriate, a marginal pass will demonstrate a bare familiarity with appropriate analysis of quantitative or qualitative information; there will, however, be substantial errors in the process of analysis.

32–35–38% Marginal Fail

- Demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- Has an inadequate structure, with no sense of a logical argument.
- Shows no evidence of further reading.
- Is poorly presented, with no referencing of sources and an inadequate or absent bibliography.
- Has an inadequate style, with significant errors of spelling, punctuation or grammar.
- Where appropriate, a marginal failure will show significant error and confusion over the appropriate analysis of quantitative or qualitative information; where some analytical work is attempted, it is likely to be incomplete and erroneous.
- An essay which fulfils most criteria for second class work or better, but which totally misunderstands the question, or seems to be answering a distinctly different question should normally be placed in this category.

2–28% Clear Fail

- Demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is erroneous or has no relevance to the question.
- Has an incomplete, fragmentary or chaotic structure, with no sense of a logical argument.
- Shows no evidence of further reading.
- Is poorly presented, with no referencing of sources, and an inadequate or absent bibliography.
- Has an inadequate style, with substantial errors of spelling, punctuation or grammar.
- Where appropriate, a clear failure will show complete inability to analyse quantitative or qualitative information.

0%

- This mark is usually reserved for essays that do not make any serious attempt to answer the question.
- It may also be used for exam offences such as unsanctioned late submission or plagiarism, in line with departmental and member institution procedures.

Appendix D – Assessment criteria

92–95–98% Outstanding First Class

Structure and focus

- Work which engages incisively with the question set, and shows a discerning appreciation of its wider implications.
- Has a coherent structure, demonstrating excellent critical synthesis of secondary materials, and innovation in its organisational form. Argued with impeccable consistency.
- Precisely selected factual evidence is deployed in order to support the writer's argument, using a vigorous sense of relevance and an appropriate economy of expression.
- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument, with a vigorous sense of relevance and appropriate economy of expression.

Quality of argument and expression

- The writing will be outstandingly eloquent and accurate. There will be a compelling range of vocabulary and linguistic idioms.
- Complete conceptual command of the historical (and, where appropriate, historiographical) issues at stake. There will be no errors of spelling and grammar.
- Exceptionally original in ideas and approach, and developing notably independent lines of thought. Fully confident and articulate intellectual independence, grounded in a penetrating consideration of available evidence.
- Ability to move between generalisation and detailed discussion, and to synthesise as well as particularise to a notably illuminating effect.
- Ability to evaluate the nature and status of information at their disposal, and where necessary identify contradiction and achieve a pronounced resolution.

Range of knowledge

- Overwhelming evidence of in-depth reading, with additional clear indications of substantial independent reading beyond limits of reading lists, and exceptionally intensive, detailed and critical reading of recommended texts.
- Deep and comprehensive understanding of the subject, and outstanding originality in interpretation and analysis of the question.
- Exceptionally clear sense of the nature and complexity of historical development.
- Exceptionally informed and secure understanding of the historical period and periods under discussion.

82–85–88% Strong First Class

Structure and focus

- Engages closely with the question set, and shows a mature appreciation of its wider implications.
- The structure of the answer will facilitate a lucid and convincing development of the writer's argument.

- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument in a concise and relevant manner.

Quality of argument and expression

- Eloquent and accurate writing.
- Fully informed conceptual command of the historical (and, where appropriate, historiographical) issues at stake.
- Evidence of originality of thought and analytical skill.
- Discerning consideration of available evidence.
- Clearly constructed and well-presented argument.
- Ability to move between generalisation and detailed discussion, and to synthesise as well as particularise.
- Ability to identify contradiction and achieve a resolution.

Range of knowledge

- The answer clearly demonstrates in-depth reading and critical analysis of recommended texts, contemporary sources and secondary literature, including recent articles and reviews.
- Demonstrates comprehensive knowledge of the subject.
- Clear grasp of the nature and complexity of historical development.

75–78% Clear First Class

Structure and focus

- Engages closely with the question set, and shows a clear appreciation of its wider implications.
- The structure of the answer will facilitate a lucid, coherent, and convincing development of the writer's argument.
- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument.
- The answer will be concise and relevant.

Quality of argument and expression

- The writing will be clear, fluent, and accurate. The range of vocabulary and linguistic idioms will be appropriate to the case being developed.
- The answer demonstrates conceptual command of the historical (and, where appropriate, historiographical) issues at stake.
- Gives some evidence of originality of thought.
- Clear line or argument.
- Accurate sense of the evidence.
- Ability to identify contradiction and attempt a resolution.

Range of knowledge

- Broad knowledge of the subject, including contemporary sources, historiography and secondary literature.
- Demonstrate a clear sense of the nature and complexity of historical development.
- Ability to move between generalisation and detailed discussion, and will be able to synthesise as well as particularise.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

72% Marginal First Class

Structure and focus

- Engages with the question set, and shows an appreciation of its wider implications.
- The structure of the answer will facilitate a coherent development of the writer's argument.
- Descriptive material and factual evidence will be appropriately deployed in order to support and develop the writer's argument.

Quality of argument and expression

- The writing will be clear and accurate.
- The answer will encompass a good survey of the available evidence.
- The answer will demonstrate good understanding of the historical (and, where appropriate, historiographical) issues at stake.
- The answer will be well-organised.
- There may be evidence of originality of thought.

Range of knowledge

- Knowledge of relevant contemporary sources, historiography, or secondary literature will be shown where appropriate.
- Develops both general arguments and demonstrates knowledge of necessary detail.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

62–65–68% Upper Second Class

Structure and focus

- Work which displays an understanding of the question, shows an appreciation of some of its wider implications, and makes a serious attempt to engage with the question set.
- The structure of the answer will facilitate a clear development of the writer's argument, towards the lower end of this mark band candidates will not sustain an analytical approach throughout.
- Descriptive material and factual evidence will be deployed relevantly. Towards the lower end of this mark band candidates may not always bring out the full implications of evidence cited.

Quality of argument and expression

- The writing will be clear and generally accurate, and will demonstrate an appreciation of the technical and advanced vocabulary used by historians.
- The answer will deploy other historians' ideas and seek to move beyond them. The answer will also show an appreciation of the extent to which historical explanations are contested.
- Although the answer might not demonstrate real originality, the writer will present ideas with a degree of intellectual independence, and will demonstrate the ability to reflect on the past and its interpretation.

Range of knowledge

- Knowledge is extensive, but might be uneven. Demonstrated knowledge will include reference to relevant contemporary and historiographical sources. The range of reading implied by the answer will be considerable.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will show an ability to move between generalisation and detailed discussion, although there may be a tendency towards either an over-generalised or an over-particularised response.
- Writers will reflect on nature and status of information at their disposal, and will seek to use it critically.
- The answer will demonstrate a secure understanding of the historical period or periods under discussion.

52–55–58% Lower Second Class

Structure and focus

- Work which displays some understanding of the question set, but may lack a sustained focus and may show only a modest understanding of the question's wider implications.
- The structure of the answer may be heavily influenced by the material at the writer's disposal rather than the requirements of the question set. Ideas may be stated rather than developed.
- Descriptive material and factual evidence will be deployed, but not necessarily with the kind of critical reflections characteristic of answers in higher mark bands.

Quality of argument and expression

- The writing will be sufficiently accurate to convey the writer's meaning clearly, but it may lack fluency and command of the kinds of scholarly idioms used by professional historians. In places expression might be clumsy.
- The answer will show some understanding of historians' ideas, but may not reflect critically upon them. The problematic nature of historical explanations may be imperfectly understood.
- The answer is unlikely to show any originality in approach or argument, and may tend towards assertion of essentially derivative ideas.

Range of knowledge

- Knowledge will be significant, but may be limited and patchy. There may be some inaccuracy, but basic knowledge will be sound. The range of reading implied by the answer will be limited.

- The answer will show some limited awareness of historical development.
- The writer might be prone to being drawn into excessive narrative or mere description, and may want to display knowledge without reference to the precise requirements of the question.
- Information may be used rather uncritically, without serious attempts to evaluate its status and significance.
- The answer will demonstrate some appreciation of the nature of the historical period or periods under discussion.

42–45–48% Third Class

Structure and focus

- Work which displays little understanding of the question, and may tend to write indiscriminately around the question.
- The answer will have structure but this may be underdeveloped, and the argument may be incomplete and unfold in a haphazard or undisciplined manner.
- Some descriptive material and factual evidence will be deployed, but without any critical reflection on its significance and relevance.

Quality of argument and expression

- The writing will generally be grammatical, but may lack the sophistication of vocabulary or construction to sustain a historical argument of any complexity. In places the writing may lack clarity and felicity of expression.
- There will be little appreciation of the problematic or contested nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of knowledge

- There will be sufficient knowledge to frame a basic answer to the question, but it will be limited and patchy. There will be some inaccuracy, but sufficient basic knowledge will be present to frame a basic answer to the question. The answer will imply relevant reading but this will be slight in range.
- There will be understanding of historical development but it will be underdeveloped, and the ideas of historians and other writers may be muddled or misrepresented.
- There will be an argument, but the writer may be prone to excessive narrative, and the argument might be signposted by bald assertion rather than informed generalisations.
- There will be sufficient information to launch an answer, but perhaps not to sustain a complete response. Information will be used uncritically as if always self-explanatory.
- The answer will demonstrate appreciation of the nature of the historical period or periods under discussion, but at a rudimentary level.

Appendix E – Assessment criteria (forum posts and contributions)

Students registered on all modules (excluding the Group D modules) must complete an additional coursework element consisting of forum posts and interactions, which together are worth 10% of the overall module mark.

Forum Posts

Mark	Criteria
Stage 1 Foundation modules 5/5	A student submits a minimum of two posts to each of the three asynchronous seminar forums held for the relevant module.
Stage 1 Gateway, Stage 2 and Stage 3 modules 5/5	A student submits a minimum of two posts to each of the five asynchronous seminar forums held for the relevant module.
0/5	A student doesn't post in every seminar forum, and does not have accepted mitigating circumstances.

Interactions

Mark	Criteria
Stage 1 Foundation modules 5/5	A student engages with other students posts to develop a discussion in all three asynchronous seminar forums.
Stage 1 Gateway, Stage 2 and Stage 3 modules 5/5	A student engages with other students posts to develop a discussion in all five asynchronous seminar forums.
0/5	A student doesn't post in all seminar forums, and does not have accepted mitigating circumstances.