



UNIVERSITY  
OF LONDON

INTERNATIONAL  
PROGRAMMES

# Programme Regulations 2016–17

## English (New Regulations)

BA  
Diploma of Higher Education  
Certificate of Higher Education  
Individual modules

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



## Contents

Important information regarding the Programme Regulations.....	2
1 Structure of the programme .....	3
2 Registration.....	4
3 Accreditation of prior learning and credit transfer .....	5
4 Assessment for the programme .....	5
5 Number of attempts permitted at an examination .....	6
6 Progression within the programme.....	7
7 Schemes of award .....	8
8 Transfer of registration .....	11
9 Individual courses for study on a stand-alone basis .....	12
<b>Appendix A – Syllabuses and Course outlines .....</b>	<b>13</b>
<b>Appendix B – Assessment criteria .....</b>	<b>22</b>

## **Important information regarding the Programme Regulations**

### **About this document**

Last revised 13 June 2016

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.

The Programme Regulations are designed and developed by the College of the University of London responsible for the programme and they normally take account of the associated arrangements within the College. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

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 International Academy 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.

A [Glossary](#) provides an explanation of the terms used in this document.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>.

### **To note:**

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

### **Changes to English (New Regulations) 2016-17**

The Scheme of Award has been amended and you no longer need to make all three attempts to pass a course if you have achieved a mark within in the range for compensation and are at the point of completing either the BA in English (New Regulations) or the Diploma of Higher Education in English

If your effective date of registration is 30 November 2016 or later, the following will apply:

- A penalty will be applied to the mark awarded for a retaken examination. If you fail a course and subsequently resit the examination, the mark awarded shall be the arithmetic mean of the mark given by the markers and the pass mark for the module, unless there are extenuating circumstances deemed acceptable by the Board of Examiners;
- If you fail the examination for any course at the first or second attempt, you may not apply to change to another course. You will need to make up to three attempts to pass the examination unless you meet the requirements for a compensated fail and are at the point of completing either the BA in English (New Regulations) or Diploma of Higher Education in English.

### **Further change as of 13 June 2016**

Clarification added to regulations 5.4, 7.3 and 7.11 that, under the compensation rules, you may be classified with a compensated fail, or alternatively opt to re-sit to gain a higher mark (as long as all three attempts have not been exhausted).



## 1 Structure of the programme

[Appendix A](#) gives the syllabuses and course outlines.

### 1.1

The **BA English** consists of twelve full courses as follows:

- Four FHEQ Level 4 courses plus
- Four FHEQ Level 5 courses plus
- Four FHEQ Level 6 courses

The **Diploma of Higher Education in English** consists of eight full courses as follows:

- Four FHEQ Level 4 courses plus
- Four FHEQ Level 5 courses

The **Certificate of Higher Education in English** programme consists of four FHEQ Level 4 courses

LEVEL 4 (120 credits)	<i>Explorations in Literature</i> 30 credits (compulsory course)	<i>Approaches to Text</i> 30 credits (compulsory course)	60 credits (two courses) from: <i>Renaissance Comedy: Shakespeare and Jonson</i> , 30 credits <i>Introduction to Creative Writing</i> , 30 credits <i>Introduction to English Language</i> , 30 credits
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LEVEL 5 (120 credits)	60 credits (two courses) from the following list (designated by the Lead College as encompassing pre-1800 literature): <i>Literature of the Later Middle Ages</i> , 30 credits <i>Renaissance and Restoration</i> , 30 credits <i>Augustans and Romantics</i> , 30 credits	60 credits (two courses) from: <i>Victorians</i> , 30 credits <i>Moderns</i> , 30 credits <i>Varieties of English</i> , 30 credits
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LEVEL 6 (120 credits)	120 credits (four courses) from: <i>American Literature</i> , 30 credits <i>Drama Since 1860</i> , 30 credits <i>Language and Gender</i> , 30 credits <i>Language and the Media</i> , 30 credits <i>The Novel</i> , 30 credits <i>Postcolonial Literatures in English</i> , 30 credits <i>Shakespeare</i> , 30 credits
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For how to progress through the programme, see [section 6](#).

## 1.2

You may apply to change your choice of course at any stage in your studies until you enter the examination for the course concerned. An application from a student who has entered the examination for the course concerned will not be considered until after the examination results for that session have been published.

Also see section 5, regulations 5.2 and 5.3

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## 2 Registration

### Effective date of registration

#### 2.1

Your effective date of registration will be 30 November in the year that you initially registered. This allows you to sit your first examinations in the following May.

For this programme, the initial registration deadline is **9 October** in time for commencement of Level 4 VLE tutor groups.

### Period of registration

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

#### 2.2

If you transfer from the Certificate of Higher Education or Diploma of Higher Education to the Diploma of Higher Education or BA English respectively, you will have the maximum period to complete counted from the effective date of registration for the Certificate of Higher Education or Diploma of Higher Education.

#### 2.3

If you start by taking Individual courses and then register for the Certificate of Higher Education, Diploma of Higher Education or BA in English, we will give you a new maximum period of registration.

See [Glossary](#) for the definition of 'effective date of registration'.

### 3 Accreditation of prior learning and credit transfer

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

#### Accreditation of prior learning

##### 3.1

You may apply for accreditation of prior learning for up to four Level 4 courses for the BA in English or you may apply for accreditation of prior learning for up to three Level 4 courses for the Diploma of Higher Education in English. Accreditation of prior learning is not permitted for Level 5 and Level 6 courses. Accreditation of prior learning or credit is not permitted for the Certificate of Higher Education in English. See [section 7](#), Scheme of Award, for further information about APL.

### 4 Assessment for the programme

#### Assessment methods

See [Glossary](#) for the definition of 'examination' and 'written examination'.

##### 4.1

With the exception of *Introduction to Creative Writing* (which is assessed by coursework), each course of the BA English, Diploma of Higher Education in English and Certificate of Higher Education in English will normally be examined by one three-hour unseen written examination.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information, <http://www.londoninternational.ac.uk/exams>

##### 4.2

All Level 4 English courses require you to submit a piece of formative assessment in the form of an essay (for all courses except *Introduction to Creative Writing*) or in the form of a creative piece (fiction, poetry, or stage writing) for *Introduction to Creative Writing* only. This requirement is to help you prepare for examinations and final assessment. The piece of formative assessment is compulsory and to be undertaken in the same year as the examination/final assessment for a Level 4 course and you should observe the requirements of that year's formative assessment. It is due on **1 March** in the year of examination in that course. You must make a valid attempt at the compulsory essay, and gain a mark of at least 10%, although the mark does not contribute to your overall course result. Details about submitting formative assessments will be posted on the relevant course page on the English VLE.

#### Date of examinations

##### 4.3

Written examinations take place in May each year.

##### 4.4

The coursework for *Introduction to Creative Writing* is due on **1 May**. Further details about submission are available on the relevant course forum on the English VLE.

## 4.5

The formative assessment for Level 4 courses is due on **1 March** in the year of examination in those courses. Further details about submission are available on the relevant course forum on the English VLE.

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# 5 Number of attempts permitted at an examination

## 5.1

The maximum number of attempts permitted at any examination of the BA English, Diploma of Higher Education in English or Certificate of Higher Education in English is **three**.

## 5.2

If your effective date of registration is 30 November 2016 or later and you fail the examination for a course, you may not withdraw and take an alternative course in its place.

## 5.3

If your effective date of registration for the BA English or the Diploma of Higher Education in English is 30 November 2015 or before and you fail the examination for a course at Level 5 or 6 at the first or second attempt, you may apply to change to another course at Level 5 or 6.

## 5.4

If you receive a mark between 35% and 39% and your mean average mark for the level is greater than 45%, you may be awarded a 'compensated fail' for that course when you enter to complete the award. This means that although the course has not been passed it will be treated as if it has been passed for the purposes of degree classification. You may, however, resit the course providing you have not exhausted the permitted number of attempts. No more than 30 credits can be compensated at a single level and no more than 60 credits across the whole degree or diploma.

## 5.5

If you have an effective date of registration of 30 November 2016 or after, the mark awarded for a course which you resit and pass will be subject to a resit penalty (unless there are extenuating circumstances deemed acceptable by the Board of Examiners). The mark awarded will be the arithmetic mean of the mark achieved and the pass mark of 40%.

## 5.6

If you are registered for the **BA English** and fail a course for the third time, your registration for the degree will end unless the fail can be compensated, or there is a possibility it will be compensated in the future once other courses have been attempted. The mark obtained on the latest occasion will be carried forward and taken into account for classification purposes and you may be permitted to proceed to the remaining courses of the degree. Our decision is final.

## 5.7

If you are registered for the **Diploma of Higher Education in English** and fail a course for the third time, your registration for the diploma will end unless the fail can be compensated, or there is a possibility it will be compensated in the future once other courses have been attempted. The mark obtained on the latest occasion will be carried forward and taken into account for classification purposes and you will be permitted to proceed to the remaining courses of the diploma. Our decision is final.

## 5.8

If you are registered for the **Certificate of Higher Education** and fail a course for the third time, your registration for the Certificate will end. Compensated fails cannot be awarded for this qualification.

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# 6 Progression within the programme

## 6.1

Within the limits given below, and the minimum and maximum periods of registration, a student may decide when they are examined, the number of courses they attempt each year and the order in which courses are examined. A student does not have to be examined every year.

See [section 4](#) for Assessment methods and procedures

## 6.2

In any one year, you may attempt examinations in a minimum of one course and a maximum of four courses, excluding re-sits.

## 6.3

If you are registered for the **BA English** and have passed (or been awarded accreditation of prior learning or credit) for three Level 4 courses (i.e. have gained a total of 90 credits), you will be permitted to commence up to two Level 5 courses. You must pass the fourth Level 4 course before attempting further Level 5 courses.

## 6.4

If you are registered for the BA English, in order to attempt all four Level 6 courses, you must have passed all courses at Levels 4 and 5 (or have been awarded accreditation of prior learning or credit). If you have passed all Level 4 courses (worth 120 credits) plus three Level 5 courses (worth 90 credits), you may attempt a maximum of two Level 6 courses. You must pass the fourth Level 5 course before attempting the two remaining Level 6 courses.

## 6.5

If you are registered for the **Diploma of Higher Education in English** and have passed (or been awarded accreditation of prior learning or credits) for three Level 4 courses (i.e. have gained a total of 90 credits), you will be permitted to commence up to two Level 5 courses. You must pass the fourth Level 4 course before attempting further Level 5 courses.

## Progression between the Certificate of Higher Education, the Diploma of Higher Education and BA

## 6.6

Progression from the Certificate of Higher Education in English to the Diploma of Higher Education in English or Diploma of Higher Education in English to the BA English is permitted provided:

- you have met the requirements for award of the Certificate of Higher Education or Diploma of Higher Education *or*
- you already satisfy the entrance requirements for the Diploma of Higher Education or BA English



If you already satisfy the entrance requirements for the Diploma of Higher Education or BA English and progress before satisfying the requirements for the lower award, you must follow the progression rules in regulations 6.3, 6.4 and 6.5 to attempt Level 5 and/or Level 6 courses.

### **6.7**

If you are allowed to progress to the Diploma of Higher Education in English or BA English, you will be credited with respective Level 4 and Level 5 courses passed.

### **6.8**

Previous attempts at the examinations for the Certificate of Higher Education in English or Diploma of Higher Education in English will count towards the number of attempts permitted at Level 4 or 5 courses of the BA English.

### **6.9**

If you successfully complete the Certificate or Diploma of Higher Education in English and decide to progress to the Diploma of Higher Education or BA English, you will not receive an intermediate award. You may decide to end your studies and accept an exit award for which you are eligible.

### **6.10**

If you have been awarded a Certificate or Diploma of Higher Education in English and later wish to continue your studies on the Diploma of Higher Education or BA English, we will ask you to return your certificate or diploma to us.

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## **7 Schemes of award**

### **BA English**

#### **7.1**

Courses are marked according to the following scale:

<b>Mark range (%)</b>	<b>Class equivalent</b>
70 and over	First Class Honours
60–69	Second Class Honours (Upper Division)
50–59	Second Class Honours (Lower Division)
40–49	Third Class Honours
0–39	Fail

#### **7.2**

In order to be awarded an honours degree, you are required to have been examined in, and to have completed to the satisfaction of the Board of Examiners **twelve** full courses, or the equivalent, totalling 360 credits. This may include accreditation of prior learning for Level 4 courses and/or compensated fails where permitted. You must make a valid attempt at each course.

### **7.3**

If you fail a course (i.e. receive a mark of less than 40%), you are allowed two further attempts to pass it. If you receive a mark between 35% and 39% for a course and your mean average mark for the level is greater than 45%, you may be awarded a 'compensated fail' for that course. This means that, although the course has not been passed, it will be treated as if it has been passed for the purposes of the award of the degree. Compensation may only be applied if you are entering the examinations to complete your award. You may, however, resit the course providing you have not exhausted the permitted number of attempts. No more than 30 credits can be compensated at a single level and no more than 60 credits across the whole degree.

### **7.4**

If you have used up all of your permitted further attempts to pass a course or courses, and have passed courses to a total value of less than 360 credits but of at least 300 credits but are not eligible for compensation, you will be awarded a 'Pass degree'.

### **7.5**

If you have passed courses to a total value of less than 300 credits, you may be eligible for the exit award of a Certificate of Higher Education in English (120 credits) or a Diploma of Higher Education in English (240 credits).

### **7.6**

The class of degree awarded will normally be based on the marks obtained in the best three Level 4 courses plus the best seven courses at Levels 5 and 6. A relative weighting of the best three marks from the Level 4 courses and the best seven marks from courses at Levels 5 and 6 will be applied. Level 4 courses are given less weight than courses at Levels 5 and 6. If necessary, marks for courses awarded a 'compensated fail' shall be included.

### **7.7**

If your final weighted average falls within 2% below the borderline **either** between two classes of Honours **or** the borderline between an Honours degree and failure, and you have obtained marks in the higher classification in courses totalling **at least four** courses at Levels 5 and 6, you must be awarded the higher classification. If you meet these conditions but have only obtained marks in the higher classification in **three** courses at Levels 5 and 6, the Board of Examiners may consider mitigating circumstances not previously taken into account by examiners, and the higher classification may be awarded.

### **7.8**

If you have been awarded accreditation of prior learning (APL) for any course, the examiners will assess your class of Honours entirely upon your performance in the courses in which you have been examined.

### **7.9**

If you have been granted APL, the number of marks to be considered will be adjusted accordingly. For example, if you have been granted APL for one Level 4 course, then the class of degree will normally be based on the marks obtained in the best two Level 4 courses (rather than the best three), plus the best seven courses at Levels 5 and 6 (that is, a total of nine marks will be considered). If you have been granted APL for two Level 4 courses, then the class of degree will normally be based on the mark obtained in the best Level 4 course (rather than the best three), plus the best seven courses at Levels 5 and 6 (that is, a total of eight marks will be considered). If you have been granted APL for three or more Level 4 courses, then the class of degree will normally be

based on the best seven courses at Levels 5 and 6 (that is, a total of seven marks will be considered). Level 4 courses are given less weight than courses at Levels 5 and 6. If necessary, marks for courses awarded a 'compensated fail' shall be included.

## **Diploma of Higher Education in English**

### **7.10**

In order to obtain a Diploma of Higher Education in English, you must be examined in, and complete to our satisfaction, courses to the value 240 credits at Levels 4 and 5. This may include the award of accreditation of prior learning for Level 4 courses and/or compensated fails where permitted. If you have reached this stage, you will **not** be permitted to make any further attempts at any failed courses.

### **7.11**

If you fail a course (i.e. receive a mark of less than 40%), you will be allowed two further attempts to pass it. If you receive a mark between 35% and 39% for a course and your mean average mark for the Level is greater than 45%, you may be awarded a 'compensated fail' for that course. This means that, although the course has not been passed, it will be treated as if it has been passed for the purposes of the award of the diploma. Compensation may only be applied if you are entering the examinations to complete your award. You may, however, resit the course providing you have not exhausted the permitted number of attempts. No more than 30 credits can be compensated at a single Level and no more than 30 credits across the whole diploma.

### **7.12**

If you have passed courses to a total value of less than 240 credits, then you may be eligible for the exit award of a Certificate of Higher Education in English (120 credits).

### **7.13**

The Diploma of Higher Education in English will be awarded with a grading of Credit, Merit or Pass. The final mark is determined by an average of all eight marks obtained from each of the eight courses studied.

<b>Mark range</b>	<b>Diploma classification</b>
70 and above	Pass with Merit
51–69	Pass with Credit
40–50	Pass
0–39	Fail

### **7.14**

If you have been awarded APL for any course, the examiners will assess your grading entirely upon your performance in the courses in which you have been examined.

### **7.15**

If you have been granted APL, the number of marks to be considered will be adjusted accordingly. For example, if you have been granted APL for one Level 4 course, then the grading of the diploma will normally be based on the marks obtained in the remaining Level 4 courses, plus the courses at Level 5 (that is, a total of seven marks will be considered). If you have been granted APL for two or

three Level 4 courses then the grading of the diploma will be based on six or five marks respectively. If necessary, marks for courses awarded a 'compensated fail' will be included.

## **Certificate of Higher Education in English**

### **7.16**

In order to obtain a Certificate of Higher Education in English, you must pass courses to the value 120 credits at Level 4.

### **7.17**

No compensation is allowed and neither credit nor accreditation of prior learning for Level 4 courses is permitted.

### **7.18**

The Certificate of Higher Education in English will be awarded with a grading of Credit, Merit or Pass. The final mark is determined by an average of all four marks obtained from each of the four courses studied.

<b>Mark range</b>	<b>Diploma classification</b>
70 and above	Pass with Merit
51–69	Pass with Credit
40-50	Pass
0–39	Fail

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

## **8 Transfer of registration**

### **Transfer between the Certificate of Higher Education in English, Diploma of Higher Education in English and the BA English**

#### **8.1**

You may progress from the Certificate of Higher Education in English to the Diploma of Higher Education in English or the BA English *or* from the Diploma of Higher Education in English to the BA English by transferring your registration.

#### **8.2**

If you are registered on the BA in English or the Diploma of Higher Education in English and are unable to complete your studies you may be eligible for an exit award. If you are registered on the BA English, you may be offered a Diploma of Higher Education in English or a Certificate of Higher Education in English, and if you are registered for the Diploma of Higher Education in English, you may be eligible for a Certificate of Higher Education providing you have not been awarded APL for any Level 4 courses.

## 9 Individual courses for study on a stand-alone basis

### 9.1

The following credit bearing courses are available for study on a stand-alone basis:

- Explorations in Literature [EN1021]
- Approaches to Text [EN1010]
- Renaissance Comedy: Shakespeare and Jonson [EN1020]
- Introduction to Creative Writing [EN1022]
- Introduction to English Language [EN1023]

### 9.2

You may take a maximum of three full courses on a stand-alone basis without being registered for an award at FHEQ Level 4, 5 or 6.

### 9.3

With the exception of 'Introduction to Creative Writing' (which is assessed by coursework), each individual course will normally be examined by one three-hour unseen written examination.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information, <http://www.londoninternational.ac.uk/exams>

### 9.4

The maximum number of attempts permitted at any examination of an individual course is **two** provided your registration has not expired.

### 9.5

If you successfully complete the assessment for one or more of the individual courses available on a stand-alone basis, you may be considered, at our discretion, for progression to the following related awards:

- Bachelor of Arts in English (BA)
- Diploma of Higher Education in English (Dip HE)
- Certificate of Higher Education in English (Cert HE)

### 9.6

Credit for an individual course(s) may be considered provided that application is made within three years of the completion of the relevant course or course(s).

## Receiving related awards

### 9.7

If you successfully complete the formal assessment of the relevant credit bearing individual course, you may apply to receive any related awards provided you satisfy the requirements for those awards and the application is made within three years of the completion of the relevant courses.



## Appendix A – Syllabuses and Course outlines

**Note:** The examination numbers have been appended to the syllabus titles and these numbers should be used when completing examination entry forms.

**Note:** You are forbidden from using the same text in more than one answer in an examination paper, or at any other examination, except that a text studied for a Level 4 course (or as part of the Certificate of Higher Education for students proceeding to the Diploma of Higher Education or the BA in English) may be studied again for a course at Levels 5 or 6, provided that the same material or treatment of that material is not substantially repeated. For exceptions involving individual examinations, see the syllabuses/ course outlines for **Approaches to Text, Renaissance Comedy: Shakespeare and Jonson** and **Shakespeare** below.

All courses, with the exception of **Introduction to Creative Writing**, are assessed by one three hour unseen written examination. **Introduction to Creative Writing** is assessed by coursework. For more information about the current structure and requirements of examination papers for each course, you should consult the subject guide for that course, the Programme handbook, and the past examination papers/Examiners' commentaries.

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### Certificate of Higher Education in English, Diploma of Higher Education in English and BA English Level 4 courses

Students must attempt courses to the value of **120 credits** (four courses) from following choices:

#### Explorations in Literature [EN1021] 30 credits

This course introduces a wide range of works from the literary canon, from ancient Greek texts in translation to the contemporary, covering the major genres, and embodying significant interventions or influences in literary history. The emphasis is on reading primary texts voraciously and discovering—or rediscovering—diverse writers and cultures, so that students can make informed choices from more specialized courses later in their programme. Not being limited to a period, genre or single approach, the course cultivates difference and chronological sweep; it aims to challenge and surprise, as rewarding 'exploration' should.

Prescribed reading includes:

- Homer, *The Odyssey*
- Sophocles, *Antigone*
- Ovid, *Metamorphoses*
- Dante, *The Inferno*
- Geoffrey Chaucer, *The Canterbury Tales: The Wife of Bath's Prologue and Tale*
- *Sir Gawain and the Green Knight*
- William Shakespeare, *Hamlet*
- Metaphysical Poetry: John Donne, Andrew Marvell, Thomas Carew
- John Milton, *Paradise Lost*, Books 1 and 2
- Alexander Pope, *The Rape of the Lock*
- Henry Fielding, *Joseph Andrews*
- Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*
- Jane Austen, *Emma*
- Charles Dickens, *Great Expectations*

- August Strindberg, *Miss Julie*
- Thomas Hardy, *Jude the Obscure*
- James Joyce, *A Portrait of the Artist as a Young Man*
- T.S. Eliot, *Prufrock and Other Observations*
- Virginia Woolf, *Mrs Dalloway*
- Samuel Beckett, *Waiting for Godot*
- Leonora Carrington, *The Hearing Trumpet*
- Margaret Atwood, *The Penelopiad*

### **Approaches to Text [EN1010] 30 credits**

This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary in which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

Students may draw on reading completed for Explorations in Literature answers to questions, but must not present substantially the same material in more than one answer in this or in any other part of the Level 4 course examinations. In addition, students are required to read the following:

- M.H. Abrams, *A Glossary of Literary Terms*, (Heinle Languages, 2008), ninth (International) edition
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, (Manchester: Manchester University Press, 2009), third edition
- Jonathan Culler, *Literary Theory: A Very Short Introduction*, (Oxford and New York: Oxford University Press, 2000), new edition
- Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 2nd edition (London: Routledge, 2006), third edition
- D. Walder (ed.) *Literature in the Modern World*, (Oxford: Oxford University Press, 2003), second revised edition

### **Renaissance Comedy: Shakespeare and Jonson [EN1020] 30 credits**

This course provides students with an introduction to the works of Shakespeare and Jonson within the genre of 'comedy', and seeks to draw attention to the principles of classification which enable these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematize such formulations, the course will examine the cultural specificity of the term 'comedy', and the extent to which these plays are part of a process which redefined the role of drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but students will be encouraged to consider the possibilities for interpretation which a 'stage-centred' critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and students will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the expectations of theatre audiences, and the role of censorship will be considered, and the course will attempt to read through the plays to find the 'marks' of these influences.

Prescribed reading will include:

- Jonson, *Bartholomew Fair, Volpone, The Alchemist, Every Man in his Humour, Eastward Ho!, Epicoene or the Silent Woman.*
- Shakespeare, *Much Ado about Nothing, As You Like It, The Merchant of Venice, A Midsummer Night's Dream, The Taming of the Shrew, Twelfth Night.*

### **Introduction to Creative Writing [EN1022] 30 credits**

This course introduces students to some of the key concepts involved in Creative Writing, especially for those beginning to write. Students are introduced to a writing practice in three different styles of writing (writing fiction; writing poetry and writing for the stage), and will explore how to differentiate between the approaches needed for each style. The course will help students to develop an awareness of not only of the contexts into which they write, but some of the different techniques that can be used to grow their writing. The course further aims to develop understanding of Creative Writing in its literary contexts, using texts students may study elsewhere on their programme as examples. As such, this course ties students' writing practice very closely to their reading practice, which they may find helpful in subsequent study in the wider field of English.

**Mode of assessment:** Coursework submitted through the VLE

Prescribed reading includes:

#### **Essential literary texts**

Samuel Beckett, *Collected Shorter Plays*, (London: Faber and Faber, 2006)

Seamus Heaney, *North*, (London: Faber and Faber, 2001)

Virginia Woolf, *Mrs Dalloway*, (1925). Numerous editions, any will suffice.

#### **Essential critical texts**

J. Bell and P. Magrs. *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry*, (London: Macmillan, 2001)

L. Anderson and D. Neale, *Writing Fiction*, (London: Routledge, 2008)

M. Strand and E. Boland, *The Making of a Poem: A Norton Anthology of Poetic Forms*, (New York: Norton, 2001)

V. Taylor, *Stage Writing: A Practical Guide*, (Marlborough: Crowood Press, 2002)

### **Introduction to English Language [EN1023] 30 credits**

This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of sentences), and semantics (the study of word and sentence meaning). The aim of the course is to give students a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English Literature courses. Students who complete this course may also wish to take Varieties of English at Level 5, Language and Gender and/or Language and Media at Level 6.

Prescribed reading includes:

D. Crystal, (2003). *The Cambridge Encyclopedia of Language*. Cambridge University Press, Cambridge, 2nd edition

K. Börjars, and K. Burridge, K. (2010). *Introducing English Grammar*. Hodder Education, London, 2nd edition.

R. Huddleston, and G.K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge University Press, Cambridge.

I. Plag, M. Braun, S. Lappe, and M. Schramm, (2007). *Introduction to English Linguistics*. Mouton de Gruyter, Berlin and New York.

G. Yule, (2010). *The Study of Language*. Cambridge University Press, Cambridge, 4<sup>th</sup> edition.

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## **Diploma of Higher Education in English, BA English Level 5 courses**

Students must offer courses to the value of **120 credits** (four courses) from the following choices. A minimum of **60 credits** (two courses) must be selected from courses designated by the college as encompassing pre-1800 literature (marked below by \*):

### **\*Literature of the Later Middle Ages [EN2025] 30 credits**

This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored.

Among topics which students may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture, spirituality and secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Among text and authors which students may choose to study are:

Chaucer, Malory, Henryson, the Breton lai, selected lyrics.

### **\*Renaissance and Restoration [EN2030] 30 credits**

This course offers an overview of English literature and literary culture in the period from the reign of Henry VIII (the lyric poets Thomas Wyatt and the Earl of Surrey) to the satirists and dramatists of the Restoration.

Among topics which students may study are: women and writing in the early modern period; Jacobean drama; the origins of Elizabethan tragedy; literature of the commonwealth; Restoration comedy; surveys of the period and other more specialist topics.

Among topics and authors which students may choose to study are:

Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the Metaphysical poets, Milton, Dryden, Rochester, Restoration Comedy, Bunyan, Locke, Hobbes, Aphra Behn, Lady Mary Wroth.

### **\*Augustans and Romantics [EN2035] 30 credits**

This course draws together two periods of English literary history that have traditionally been seen in strong contrast; an antithesis which was frequently underscored by critical manifestos issued during the eighteenth and early-nineteenth centuries. The course explores what appear to be the important distinctions, but also considers continuities that may exist between the two periods.

Among topics which students may study are: prose and verse satires of the early eighteenth century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

Among authors whose work students may choose to study are:

- Swift, Defoe, Gay, Pope, Thomson, Richardson, Fielding, Sterne, Gray, Goldsmith, Sheridan, Blake, Wordsworth, Coleridge, Keats, Austen.

### **Victorians [EN2040] 30 credits**

This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the nineteenth century. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of Victorian literature such as 'realism', 'naturalism', and 'Darwinism'.

Among topics which students may choose to study are: the narrative poem; the social problem novel; the literary avocation of the woman's role; Darwinism; faith and doubt; social unease; Decadence; author-based studies.

Among authors whose work students may choose to study are:

- Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Brontë, Browning, Elizabeth Barrett Browning.

### **Moderns [EN2045] 30 credits**

This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the twentieth-/twenty-first centuries. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of twentieth- and twenty-first century literature (terms such as 'modern', 'postmodern', 'postcolonial' and so on).

Among topics which students may study are: the definition and function of terms such as 'modern', 'modernism', 'postmodernism'; the effects of war and technological change on literary production; the link between art and politics; the proletarian novel; feminist drama; regional literatures (such as Scottish poetry or Caribbean novels); the fiction of empire; poetry of the First World War; postmodern fiction; author-based studies

Some authors whose works students may choose to study are:

- Virginia Woolf, Joseph Conrad, James Joyce, Ezra Pound, TS Eliot, WB Yeats, WH Auden, Aldous Huxley, Evelyn Waugh, Earl Lovelace, George Barker, Philip Larkin, Sylvia Plath, George Orwell, Lewis Jones, John Somerfield, John Osborne, Alan Sillitoe, John Braine, Muriel Spark, Harold Pinter, Kurt Vonnegut, Vladimir Nabokov, JG Farrell, Jean Rhys, Samuel Beckett, Doris Lessing, John Fowles, Amos Tutuola, Angela Carter.

### **Varieties of English [EN2001] 30 credits**

This course explores how and why language is used differently in a range of contexts. Students will examine the variation of spoken language in relation to region, gender, ethnicity, age and social class; students will see that individuals are able to shift their style of speaking from one situation to the next and we will explore the attitudes that people have towards different varieties of English. The course also examines a range of tools and methodological frameworks that linguists use to analyse both spontaneous spoken interaction, written media and advertisement texts/discourses. The questions that will be addressed may include the following: Do women and men speak differently? What is slang? How and why do adolescents speak differently from adults? What are the public



stereotypes about speakers with “non-standard” accents? What is Standard English? How do language choices influence the representation of social groups (e.g. women, asylum seekers) in the media? What are the language strategies employed by politicians? What is the difference between spontaneous talk and scripted drama/soap opera interaction.

The course builds on theoretical knowledge and analytical skills developed in ‘Introduction to English Language’ at Level 4. Students who complete this course may also wish to take Language and Gender and/or Language and Media at Level 6.

Prescribed reading includes:

- Thomas, Wareing and Singh (eds.) (2003) *Language, Society and Power*. Second Edition. Taylor & Francis Books Ltd
- Janet Holmes. (2008) *An Introduction to Sociolinguistics*. 3rd edition. Longman
- Deborah Cameron. (2001) *Working with Spoken Discourse*. London: Sage

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## **BA English Level 6 courses**

Students must attempt courses to the value of **120 credits** (four courses) from the following choices:

### **American Literature [EN3116] 30 credits**

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17<sup>th</sup>/18<sup>th</sup>/19<sup>th</sup>/20<sup>th</sup> and 21<sup>st</sup> centuries, and exploring the main concepts and contestations which have underpinned the evolution - and various re-shapings - of what has come to be known as ‘American’ literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature, culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing; constructions of gender and sexuality, including writing by women, treatments of ‘masculinity,’ and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the ‘Lost’ and ‘Beat’ generations. Students will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

Among authors whose work students may choose to study are: Anne Bradstreet; Mary Rowlandson; Phyllis Wheatley; Louise May Alcott; Emily Dickinson; Ralph Waldo Emerson; Nathaniel Hawthorne; Washington Irving; Henry James; Sarah Orne Jewett; Herman Melville; Edgar Allan Poe; Harriet Beecher Stowe; Henry David Thoreau; Mark Twain; Walt Whitman; Ralph Ellison; William Faulkner; Gertrude Stein; Carson McCullers; Toni Morrison; Alice Walker; Amy Lowell; Marianne Moore; Ezra Pound; Allen Ginsberg; Langston Hughes; Sylvia Plath; Arthur Miller; Tennessee Williams; Paul Auster

### **Drama since 1860 [EN3085] 30 credits**

This course aims to provide students with historical and critical perspectives on the major thematic and stylistic developments in a selection of British, American and European drama between 1860 and the present day. The course encourages students to trace the relationship between the theory

and practice of the dramatists listed and seeks to examine the way in which the choice of style or presentation, be it realism, expressionism or the avant-garde, might be seen to reflect the thematic concerns of their plays. The course will also encourage students to consider the relationship between the dramatic text on the page and play in performance, where appropriate.

Amongst playwrights whose work students may study are:

- Ibsen, Strindberg, Shaw, Yeats, Eliot, Synge, Wilde, O'Casey, Lorca, Brecht, Beckett, O'Neill, Williams, Miller, Pinter, Osborne, Delaney, Hellman, Wandor, Gems, Orton, Churchill, Friel and Roche.

### **Language and Gender [EN3117] 30 credits**

This course aims to give a comprehensive introduction to the study of language and gender. We will examine how gender is reflected and constituted in language, that is, how women and men speak, how language is used to accomplish femininity and masculinity. Students will become familiar with a wide range of studies exploring the language used by women, men and children in a range of different contexts, including informal talk among friends and talk in work or public settings. The course encourages a critical engagement with past and present approaches to the study of language and gender and draws on a range of different theoretical and methodological frameworks to show how gender and identity can be analysed in language.

Questions which will be addressed on this course include: Do women and men speak differently? How do men and women speak to their friends and to their colleagues at work? How does gender interact with other social variables such as ethnicity, class, and age? In what way does language constitute a resource for the construction of (gender) identity?

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Prescribed texts include:

- Jennifer Coates and Pia Pichler, (eds.) (2011) *Language and Gender: A Reader*. Second Edition. Oxford: Blackwell.
- Jennifer Coates (2004) *Women, Men and Language*. Third edition. Longman.

### **Language and the Media [EN3118] 30 credits**

This course offers an introduction to a number of approaches in the analysis of media texts, and to a multi-modal perspective in the analysis of communication. Students will compare and analyse media and literary texts and genres, engaging with a broad range of examples, for instance newspaper texts, advertising, the language of film, language of television, and others. The course develops critical awareness of a variety of linguistic techniques for analysing media discourse types, and engages with the relationship between text and context.

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Prescribed texts include: R. Carter, M. Bowring, A. Goddard, D. Reah, K Sanger, N. Swift (2007). *Working with Texts*, 3<sup>rd</sup> edition. London and New York: Routledge. Edited by A. Beard.

### **The Novel [EN3070] 30 credits**

This course aims to provide students with some historical and critical perspectives on an evolving aesthetic form central to English Studies. Focusing on both works originally written in English and ones in translation, the course surveys selected novels in three broad chronological groupings: eighteenth and nineteenth-century realist novels; early twentieth-century modernist novels; and

finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with 'anti-realist' or 'postmodern' works of fiction in the later twentieth/ early twenty-first centuries.

The course encourages students to consider some relevant theoretical questions on the nature of narrative and the role of the reader, together with critical writing on a variety of topics, ranging from mimesis to genre. Attention will also be given to narrative techniques, including characterisation, use of imagery, narrative voice, scene-making - the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

Among the texts which may be studied for this course (these are suggested texts, not prescribed texts):

- Defoe, *Moll Flanders*; Laclos, *Les Liaisons Dangereuses*; Zola, *Germinal*; Tolstoy, *Anna Karenina*; Dostoyevsky, *Crime and Punishment*; James, *The Turn of the Screw*; Woolf, *To the Lighthouse*; Nabokov, *Lolita*; Robbe-Grillet, *In the Labyrinth*; Calvino, *If On a Winter's Night a Traveller*; Rushdie, *Midnight's Children*.

### **Postcolonial Literatures in English [EN3100] 30 credits**

This course will primarily examine the range of literature produced since 1947 in the regions of the world formerly under British rule. Students may study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia, Africa and the Caribbean and work produced by the various diasporas of Commonwealth origin within contemporary western societies such as Britain. Themes to be explored include: representations of 'the metropolitan centre' and 'the periphery'; postcolonial interactions with the metropolitan centre through British colonial novels; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman.

Among authors whose work may be studied are:

- Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Harris, Brathwaite, Collins, Philips, Atwood, Hulme, Head, Naipaul, Mo, Rushdie, Lovelace, Emecheta.

### **Shakespeare [EN3065] 30 credits**

This course is concerned with study of Shakespeare's plays, undertaken roughly in the order in which they were written or performed, augmented by close analysis of the poetic means and theatrical conditions through which the playwright emerges. Looking at the plays alongside the theatres of Elizabethan London and the social politics of the period, the course will examine how language and drama evolve in Shakespeare's craft, and the enduringness of his art. The course will take in a range of early modern concerns, political, social, domestic, geographical and aesthetic to explore the evolution of media - the written text and the theatrical production.

By the end of the course you should: have acquired a wide knowledge of the range and variety of Shakespeare's work, of its evolution, and its place within Elizabethan dramatic culture; be able to identify in a range of plays or poems instances of particular themes, artistic patterns, conventions, or problems, and compare these varied instances; be able to analyse and describe in close detail a range of ideas, techniques and themes in a passage selected from a set play.

You will be assessed according to your ability to: demonstrate writing skills and an appropriate conceptual vocabulary sufficient to enable lucid and persuasive critical arguments; respond to questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare's works; demonstrate close reading and interpretative skills responsive to specified aspects of 'set play' passages.

Among texts to be studied are (from which six extracts will be drawn for Section A of the examination):

*Titus Andronicus, Richard III, King John, Henry V, Troilus and Cressida, Measure for Measure, King Lear, Antony and Cleopatra, Pericles and The Winter's Tale.*

Students may refer to both the above list and Shakespeare's other plays and his poems in their examination answers for Sections B and C. However, **no answers are allowed on the plays listed for study in the courses Explorations in Literature/Exploration in Literature 1** (namely *Hamlet* and *The Tempest*) **and Renaissance Comedy** (namely *Much Ado About Nothing, As You Like It, The Merchant of Venice, A Midsummer Night's Dream, The Taming of the Shrew* and *Twelfth Night*).

## Appendix B – Assessment criteria

Assessment criteria for the English programmes.

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### Assessment criteria for the BA in English (New Regulations)

#### **First Class Honours – 80–100% ('exceptional')**

A mark in this range represents the overall achievement of the course and programme learning outcomes to an exceptionally accomplished level. Written work in this range shows exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question challenging current scholarship. It demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insight into primary texts and critical contexts. It is communicated with literary brilliance in a superbly structured essay to an exceptional professional standard of execution displaying evidence of an exceptional application of knowledge, understanding and skills detailed in course and programme outcomes.

#### **First Class Honours – 70–79% ('excellent')**

A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range is characterised by mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and an element of independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and (where appropriate) into context and/or secondary criticism; and excellent professional standard of execution displaying evidence of an excellent application of knowledge, understanding and skills detailed in course and programme outcomes

#### **Second Class Honours (Upper Division) – 60–69%**

A mark in this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by lucid and analytical discussion showing clear understanding of some of the issues raised by the question, and making aptly selective use of course text(s) and concerns in a firmly structured way to reach well substantiated conclusions. Well articulated and presented to a good standard of professionalism.

#### **Second Class Honours (Lower Division) – 50–59%**

A mark in this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by recognition of some significant implications in the question, and an ability to ground discussion and conclusions in a satisfactory range of primary and (where appropriate) secondary reading; evidence of some facility in professional modes of structure, expression and presentation.

#### **Third Class Honours – 40–49%**

A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory level. Written work in this range will usually represent a limited attempt to answer the question, demonstrating a basic familiarity with course text(s) and/or issues; adequate competence in organisation and expression.

#### **Fail – 25–39%**

A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. An essay may fail on grounds of inadequate relevance to the question; insufficient detail



and analysis; lack of evidence of having studied the work set for the course; incoherent expression and argument.

**Bad fail – 10–24%**

A mark in this range represents a significant overall failure to achieve the appropriate course and programme outcomes. Written work shows no evidence of an attempt to address the question. It shall be deemed a valid attempt and must be re-sat unless all three permitted attempts have been used.

**Very bad fail – 1–9%**

A submission that does not even attempt to address the appropriate course and programme outcomes. Work shall be deemed a non-valid attempt and course must be re-sat.

**0%**

This is a categorical mark for work representing either the failure to write answers within an exam, submit an assessment, a wholly illegible script, or a mark assigned for a plagiarised assessment.

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## **Assessment criteria for the Diploma of Higher Education in English**

**70–100% – Pass with merit**

Written work should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question/task and should conduct a sustained, coherent argument in a style that is fluent. It should demonstrate an excellent knowledge and understanding of the primary texts, and where appropriate exhibit familiarity with secondary criticism. Written work in this category will also display some creative and independent thought.

**51–69% – Pass with credit**

To obtain marks at the higher end of the scale, written work should contain little or no irrelevant material and should be generally well constructed. The range of the discussion could compensate for some weakness in style or some flaws within the argument. Alternatively, well-written, thoughtful and well-researched work could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, written work should show some evidence that the main thrust of the question has been recognised. However, recognition of issues may be incomplete, analysis and discussion could be restricted and there might also be a tendency to paraphrase. Evidence may be unbalanced or of dubious relevance with a tendency to excessive generalisation or unsupported assertions of a subjective nature. The lower end of the scale may also be appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the discussion.

**40-50% – Pass**

Marks will be awarded at the higher end of the scale for written work which makes an attempt to address the question/task but without fully understanding its implications. It may be characterised by insufficient evidence of familiarity with, or understanding of, the text(s) and/or issues under consideration. Such attempts as there are to develop an argument might only endorse or repeat a point rather than supporting or extending it. The answer may also be descriptive with excessive generalisation, incoherent arguments and serious errors of expression.

Marks awarded at the lower end of the scale are awarded where written work fails to address the question/task convincingly and relies on a minimal range of detail and analysis. It may be poorly

structured and planned, and might fail to provide sufficient evidence that the concerns of the course have been understood.

#### **0-39% – Fail**

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.

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## **Assessment criteria for the Certificate of Higher Education in English**

#### **70–100% – Pass with merit**

Written work should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question/task and should conduct a sustained, coherent argument in a style that is fluent. It should demonstrate an excellent knowledge and understanding of the primary texts, and where appropriate exhibit familiarity with secondary criticism. Written work in this category will also display some creative and independent thought.

#### **51–69% – Pass with credit**

To obtain marks at the higher end of the scale, written work should contain little or no irrelevant material and should be generally well constructed. The range of the discussion could compensate for some weakness in style or some flaws within the argument. Alternatively, well-written, thoughtful and well-researched work could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, written work should show some evidence that the main thrust of the question has been recognised. However, recognition of issues may be incomplete, analysis and discussion could be restricted and there might also be a tendency to paraphrase. Evidence may be unbalanced or of dubious relevance with a tendency to excessive generalisation or unsupported assertions of a subjective nature. The lower end of the scale may also be appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the discussion.

#### **40-50% – Pass**

Marks will be awarded at the higher end of the scale for written work which makes an attempt to address the question/task but without fully understanding its implications. It may be characterised by insufficient evidence of familiarity with, or understanding of, the text(s) and/or issues under consideration. Such attempts as there are to develop an argument might only endorse or repeat a point rather than supporting or extending it. The answer may also be descriptive with excessive generalisation, incoherent arguments and serious errors of expression.

Marks awarded at the lower end of the scale are awarded where written work fails to address the question/task convincingly and relies on a minimal range of detail and analysis. It may be poorly structured and planned, and might fail to provide sufficient evidence that the concerns of the course have been understood.

#### **0-39% – Fail**

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.