



UNIVERSITY OF  
**OXFORD**

**FACULTY OF  
ENGLISH LANGUAGE AND LITERATURE  
FACULTY OF CLASSICS**

**BA Classics and English  
Programme Specifications**

Revised to September 2008

- 1. AWARDING INSTITUTION/BODY:** University of Oxford
- 2. TEACHING INSTITUTION:** University of Oxford
- 3. PROGRAMME ACCREDITED BY:** n/a
- 4. FINAL AWARD:** B. A. (Hons)  
3-year course: (Course I)  
4-year course: (Course II).
- 5. PROGRAMME:** Classics and English: Course I and Course II
- 6. UCAS CODE:** Course I: QQ38  
Course II: QQH8
- 7. RELEVANT SUBJECT BENCHMARK STATEMENTS:**  
Classics and Ancient History  
English
- 8. DATE OF PROGRAMME SPECIFICATION:**  
October 2002 (revised November 2008)

#### **CONTACT DETAILS**

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## **9. EDUCATIONAL AIMS OF THE PROGRAMME**

**The programme aims to encourage and enable its students to:**

- Read widely, acquiring knowledge of written texts in both English and at least one Classical language, and an awareness of the development of historically and culturally diverse literary cultures;
- learn a Classical language to the level required for reading sophisticated literary texts (Course II), or to refine and develop such existing knowledge in a Classical language (Course I);
- develop as independent learners and thinkers;
- develop their critical, analytical and comparative skills by engagement with a wide range of texts written in English and in at least one Classical language from a range of historical periods;
- pursue a curriculum that is broad and balanced in respect of historical and generic range, analytical approach, depth, and conceptual sophistication;
- develop the ability to read with discrimination; select and analyse appropriate examples, weigh evidence, investigate, analyse, and assess competing historical and critical viewpoints;
- develop skills in the marshalling and deployment of evidence, and in the oral and written exposition of complex ideas through discursive analysis and argument;
- problematise the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice;
- think critically and in an historicised manner about the complex relationship between literary texts and their social, political, cultural and other relevant contexts;
- develop their understanding of the formal and aesthetic dimensions of literary texts, this understanding to be characterised by historical and generic range, depth, and conceptual sophistication;
- acquire intellectual and personal skills which are transferable to a wide range of employment contexts and life experiences;
- engage and enhance their enthusiasm for the subject and their awareness of its social and cultural importance;
- develop the capacity through study of key texts and issues systematically to compare classical and English-speaking cultures.

## 10. PROGRAMME OUTCOMES

### a. Students will develop a knowledge and understanding of:

- literature written in English ranging between the Middle Ages and the present day;
- literature from key periods of classical culture(s);
- one or more classical languages at a sophisticated level;
- aspects of the use of the English language in literary and other texts in modern and / or earlier times, based on an appropriate level of theoretical understanding;
- the intellectual processes involved in the collection and deployment of primary evidence in literary criticism and scholarship;
- a precise and professional technical vocabulary, appropriately deployed;
- the processes of literary production and dissemination operative in different historical periods;
- the different kinds of context that impact on the production and determination of meaning in literary texts;
- the reception of classical texts in literature in English.

#### *Related teaching/learning methods and strategies:*

Teaching is by means of Faculty lectures and classes, alongside tutorials and classes arranged by students' colleges (see also Section 11 below). The lectures (open to the whole university) offer instruction in and demonstrations of the application of critical method to literary materials. College classes (typically about 8 students) may address contextual or textual issues and will encourage assimilation of material and oral analysis and exposition. The tutorial (typically 1 or 2 students) will focus on written essays and will often allow the student's own writing to set the intellectual agenda. The essay will form the basis for a wide-ranging discussion. It tests on a regular (but non-examined) basis the student's developing abilities in assimilation and analysis, presentation and persuasiveness. Classes and tutorials, and preparatory work for them, require active learning from the student. The course requires students to read and analyse literature from a very wide range of historical periods and in most recognised literary genres both in Classics and English. Cumulatively it allows students to develop their own intellectual archive of texts, approaches and contexts and encourages them to synthesise, historicise and compare writings across the histories of English and classical literature and to make comparisons between literary texts in English and classical languages. While not making obligatory any explicitly theorised syllabus content, the course expects students to develop a sensitised awareness of theoretical issues by exposure through lectures and other forms of teaching to a wide range of theoretical and ideological approaches to literary and cultural history. First-year work (second year for Course II) focuses on a set of core papers focussed on the Renaissance in English and on some central texts in Classics; in subsequent years the course allows more period papers and more specialised study of specific genres and authors in English, while in Classics a core period is compulsory and a wide range of options enables students to spread their interests.

A key element in the second and third years (and a central feature of the course as a whole) is the list of Link papers, investigating the features and history of particular literary genres and traditions in both Classics and English. Skills are developed cumulatively and are embedded in the assumptions and expectations of the syllabus.

*Assessment:*

Formally, most aspects of the required knowledge and understanding are tested summatively through written University examinations held during the third and ninth terms (Course I), and during the third, sixth and twelfth terms (Course II). At college level, extensive preparation for the organisation and communication of such knowledge and understanding is provided by highly personalised formative assessment offered in frequent tutorials, and by practice examinations (“collections”) set and marked by college tutors. All colleges also have a regime of termly reporting that offers regular valuable feedback and formative assessment to the student.

**b. Skills and other attributes**

Students will have the opportunity to develop the following skills during the course:

**i. Intellectual skills:**

the ability to

- listen and read with an open but critical mind;
- exercise critical judgement and undertake sophisticated synthesis, analysis and evaluation of varying kinds of evidence;
- read closely, analytically, and with understanding, texts from a range of historical periods and in different styles and genres in both Classics and English;
- argue persuasively and with appropriate illustration and evidence, both orally and in writing;
- use appropriate and accurate critical terminology;
- approach literary texts and problems with imagination, sensitivity and creativity;
- develop independence of mind, including an ability to challenge received opinion.

*Teaching/learning methods and strategies:*

There is emphasis throughout the programme on the skills relevant to the careful and critical reading and exegesis of primary texts and of secondary studies. These include the ability to gather, sift, and assess evidence, and the development of sophisticated skills of literary criticism. Faculty language classes and college language tutorials and classes will provide linguistic training in classical languages at appropriate levels. Faculty lectures will aim to demonstrate the professional deployment of these skills in high-level analysis of texts and contexts, ideas and ideologies. The skills of presentation and discussion are honed within the tutorial context, and in classes at college and Faculty level. Student essays and presentations must demonstrate the ability to identify issues and to marshal evidence and analysis in a logical and coherent way. These attributes, allied to the exercise of disciplined imagination, are regarded as essential if students are to comprehend the often disparate and unfamiliar values and expectations of past cultures and their texts. All learning strategies are designed to inculcate these skills of independent thought and expression, although they will be displayed and tested most obviously in college tutorials and classes.

*Assessment:*

The formative assessment provided by classes and tutorials is critical to the development and monitoring of the intellectual skills set out here. In tutorials, students are subjected to regular scrutiny on these skills through presentation and defence of written essay material in front of an established academic literary scholar. In classes, presentations to a larger group of peers need to be thorough, professional, appropriately pitched, and critically and textually persuasive.

**ii. Practical skills**

- advanced literacy and communication skills (oral and written) and the ability to apply these for specific audiences and in appropriate contexts;
- the ability to acquire, process, and order and deploy large quantities of information (literary, theoretical, contextual and critical);
- the ability to read literary texts in an inflected language at a sophisticated level;
- active learning;
- critical and self-reflective reasoning;
- research and bibliographic skills, developed through guidance and allowing independent critical working of a high order of reliability and accuracy;
- IT skills such as word-processing and the ability to access, manipulate and assess electronic data.

*Teaching/learning methods and strategies:*

Classes and tutorials require constant verbal and written interaction with peers and tutors in differently constituted audiences. Faculty language classes and college language tutorials and classes will provide linguistic training in classical languages at appropriate levels. Optional theses and longer extended essays require fuller documentation than timed examination papers. Guidance is given through Faculty lectures on preparation for such long essays, and Faculty Handbooks and college guidance offer assistance with communication and study skills. There are induction sessions at Faculty and college levels, covering both study skills and IT skills. There are regular opportunities for the development of new skills (e.g. through Faculty and University IT training or the University Language Teaching Centre).

*Assessment:*

Formative assessment through the tutorial and other opportunities for class or seminar presentation enables a continuous monitoring of the development of practical skills. Formative assessment is offered both through the college tutorial, in which the tutor will give feedback on the weekly essays submitted, and through occasional presentations given in college classes. These enable continuous monitoring of the development of practical skills. College tutorial essays, timed three-hour examinations and 5,000 and 6,000 word extended essays all require different rhetorical strategies and encourage the development of a portfolio of writing skills. Termly reports identify points of excellence and of concern, e.g. the ability to present and defend an argument or thesis convincingly and cogently. More formal assessment through college practice examinations provide opportunities to assess and provide feedback on skills associated with timed written examinations.

### **iii. Transferable skills**

At the end of the programme the student should be able to:

- find information, organise and deploy it;
- draw on such information and, with a trained analytical intelligence, explore complex issues in ways that are imaginative, yet sensitive to the integrity of the materials under discussion and the needs of different target audiences;
- read literary texts in a complex inflected language which can serve as the basis for the learning of other languages;
- work well independently, with a strong sense of self-direction, but with the ability to work constructively in co-operation with others;
- effectively structure and communicate their ideas in a variety of written and oral formats;
- analyse and critically examine different forms of discourse;
- plan and organise the use of time effectively, particularly in relation to the weekly timetable of tutorials and associated essays;
- where relevant, make appropriate use of language and IT skills.

*Teaching/learning methods and strategies:*

The programme requires:

- Information retrieval, and highly competent bibliographic work, including the informed use of IT. This is integral to all aspects of the programme, which, although providing guidance and reading lists, also requires students to exercise their initiative and research skills as active learners to explore available resources;
- The ability to present ideas effectively and to respond to the ideas of others constructively: Tutorials, classes and lectures require different forms of engagement with ideas and arguments;
- The ability to produce material within time constraints and against tight deadlines, whether within the framework of the written examination, in submitting the extended essays, or in the programme of tutorials and classes;
- independent work in preparing for tutorials and (where chosen) extended essays or theses, and more collaborative work in classes organised by the Faculty and within colleges;
- independent and guided application to language learning and/or consolidation in a classical language.

*Assessment:*

The transferable skills identified above are essential elements of the programme. As such their presence or absence is the focus of much of the regular comment provided by tutors in their contacts with students; and in the varying modes of formative assessment and formal feedback provided to students throughout the course. They are implicit in timed examination papers and highly relevant to the Faculty's classification criteria.

## 11. PROGRAMME STRUCTURES AND FEATURES

### a. General teaching/learning methods and strategies

For a brief description of the three main teaching methods (lectures, classes and tutorials) see section 10a above. The four-year course (Course II) consists of a preliminary year with two assessed units, comprising two papers examined at the end of the year (qualifying examination);

Course II candidates then join year 1 of Course I, which has thirteen assessed elements, examined in six papers at the end of year 1 (Honour Moderations) and seven (or six if English options 2c or 2f are chosen) in year 3 (Final Honour School).

The preliminary year of Course II offers language learning and some literary analysis of a restricted range of texts in a classical language. Year 1 of Course I offers further linguistic training and literary analysis of a wider range of texts in Classics and English, focussing on key periods and genres. Years 2 and 3 offer deeper investigation of English and Classics through a wider range of options, while requiring the study of a central period in Classics and of a key period in English, and the comparison of literary texts and genres in Classics and English through the compulsory Link papers. The preliminary year of Course II is largely taught through Faculty classes; all other papers are taught by a combination of College tutorials and classes, supported by Faculty lectures. More specialised work is possible in year 3 option papers that allow sustained study of a single author, genre or topic. Some options result in a 6,000 word extended essay, and options can involve centrally-organised Faculty classes, college tutorials and classes, or both.

Faculty lectures are a valuable source of orientation, enlightenment, enrichment and intellectual challenge, as well as offering the primary Faculty medium through which research in progress can be communicated to the undergraduate body. The Faculty Lecture List gives full details of each term's lecturing provision, listing each lecture course in relation to the most closely relevant paper in Honour Moderations or Finals. There is also a Guide to the Lecture List (available on the Faculty websites) which allows lecturers to give more detail about their course.

Faculty and college classes can be used for contextual discussion, linguistic work (such as translation and commentary), and for exploring as part of a larger group ideas and ideologies central to the study of the subject.

The tutorial, however, remains at the heart of the learning experience in this programme. Within each course unit or paper, an individual student's trajectory is negotiated with the tutor who advises on coverage, scope and range within the subject area. Essays are written after the provision of bibliographic guidance, though students are also encouraged to use their intellectual initiative. The essays are criticised rigorously and constructively in terms of substance and style; the themes that they raise are explored in an open, in-depth discussion. Tutorials offer a crucial blend of support and guidance from the tutor on the one hand and the liberty for the student to explore and experiment on the other, especially as the programme operates summative rather than continuous assessment. Students can, therefore, expect to receive their most intense learning experiences through college tutorials. The tutorial is the major and distinctive vehicle in which the learning outcomes of this programme are secured: the students' acquisition of knowledge and understanding and the fostering of their intellectual qualities and their practical skills.

Because of the separation between college teaching and Faculty lecturing and examining, formal *Examination Regulations* (the Grey Book), Faculty Handbooks (sent to all students at the

beginning of year 1 and year 2, and updated whenever necessary thereafter), examination papers from previous years and examiners' reports (both internal and external) provide an interlocking network of information and guidance for students about the levels and expectations of the course. The Handbooks in particular offers much explicit explanation of the programme, including classification criteria and detailed descriptions of each paper to be studied. The Faculty websites offer links to an extensive array of web resources, including some self-help teaching packs in Old English and paper-specific sub-sites developed and maintained by Faculty members, and (in Classics) central bibliographies for each paper. Past examination papers are available online through OXAM.

## **b. Progression and Development**

Progression through the Classics and English programme is by a process of interlinked consolidation and development. In the preliminary year of Course II, a classical language is learnt from beginners' level. Students then join those entering in Course I, where language capacity is consolidated, and skills are developed overall through the implicit reinforcement of their importance in the design of the programme (in particular the growing emphasis on independent learning) and an explicit fostering of their growth by extensive formative assessment.

Progression is monitored in absolute terms by public examinations and in relative terms by internal college assessments of the student's development. The common base line is high-level academic performance by the student prior to admission.

On admission the student will already have demonstrated the ability, or potential:

- to write and talk intelligently and perceptively about literary texts;
- to learn a classical language;
- to take account of the importance of relevant contexts;
- to weigh and present evidence;
- to deal with complex ideas and concepts;
- to function as an active and independent learner.

The programme aims progressively to expand and develop these skills and abilities in line with the objectives outlined in sections 9 and 10a above.

## **Learning in the preliminary year, Course II**

### *Teaching:*

The objective of the preliminary year of Course II is to ensure that students have a grounding in basic linguistic and literary skills; in Classics a classical language is learnt from beginners' stage, and literary commentary techniques are acquired, while in English students normally attend the Faculty lecture course 'Text, Context, Intertext: An Introduction to Literary Studies', which gives basic grounding in the skills of literary interpretation. Two papers are studied for the preliminary examination at the end of term 3, both taught primarily through Faculty classes, with some tutorial top-up towards the end of the year. Modes of summative assessment for each paper are indicated in italics.

### *Subjects and Modes of Assessment:*

Candidates study two papers for the preliminary examination at the end of term 3:

1: Greek or Latin Texts

Candidates must offer EITHER Homer, *Iliad I: 1 – 336*; Sophocles, *Antigone 1023 – 1114, 1155 – 1260*; Lysias 1 OR Virgil, *Aeneid I. 1 – 368*; Horace, *Odes III.5,7,9,13,14,18,21,26,30*; Seneca, *Epistles 47,77*.

*One three-hour paper of passages for translation into English and literary commentary.*

2: Greek or Latin Language.

*One three-hour paper of passages for unseen translation out of Greek or Latin and of sentences to be translated from English into Greek or Latin.*

In addition to the summative assessments, formative assessment is provided by feedback on class and tutorial work, by faculty and college tests, and by termly reports. Colleges receive details of each student's performance at the end of the examination process, and this forms part of the process of formative assessment carried forward into the next year of the course (Course 1, year 1).

## **Learning in year 1, Course I**

### *Teaching:*

The objective of the first-year course is to consolidate linguistic work in a classical language and to consolidate literary analysis in both Classical and English literature. Students are moved rapidly through a common core of selected key periods in both literatures to a higher level of subject knowledge and critical understanding than they possess on entry to the year.

Bibliographies will point to monographs and scholarly articles, and will require extensive use of College, Faculty and University libraries, developing study skills beyond school level and encouraging independent learning through a mixture of classes, lectures and tutorials. Modes of summative assessment for each paper are indicated in italics.

### *Subjects and Modes of Assessment:*

Students study six papers for examination in Honour Moderations at the end of term 3. Modes of summative assessment for each paper are indicated in italics:

1. English Literature 1509-1600

A 'period paper' with no formal set texts, though central authors are clearly identified in the course handbook. This introduces students to the literature of the early Tudor period and the Elizabethan age.

*One three-hour, three essay paper*

2. English Literature 1600-1660

Another 'period paper' (by convention excluding Shakespeare, the topic of a separate paper which can be taken in years 2 or 3), introducing the literature of the earlier Stuart period.

*One three-hour, three essay paper*

3. Critical Commentary

This paper consists of passages of poetry and prose from the period 1509-1660 for comment.

*One three and a quarter hour paper requiring two commentary questions*

4. Unseen Translation from Latin and/or Greek

This paper examines the capacity to translate into English from both prose and verse literary texts; the candidate must offer one language and may offer two.

*One three-hour, two question translation paper*

5. Greek and Latin Literature: Essays

6. Greek and Latin Literature: Translation and Comment

These two papers together test the ability to translate, comment on and write literary essays about a selection of key classical texts. Candidates must offer one classical epic text (selections from either Homer or Virgil) and a small group from other genres.

*Two three-hour papers, one of three essay questions, one of two translation questions and one commentary question*

In addition to these summative assessments, formative assessment will be provided by tutorial comments, by college examinations and by termly reports. Colleges receive details of each student's performance at the end of the examination process, and this forms part of the process of formative assessment carried forward into year 2.

### **Learning in years 2 and 3**

The Finals course further develops and extends the range of skills identified in sections 10 a and b above and builds on the foundations of year 1 to support the intended programme outcomes. There are no formal university examinations in year 2 (with the exception of two English options), and the Final Honour School examines seven subjects by written examination in term 9 (though a maximum of one subject (depending on options) can sometimes be taken as an Extended Essay submitted at the end of term 7 or 8). Formative assessment remains central to the collegiate tutorial system throughout years 2 and 3. Broadly speaking, year 2 includes core period papers in both Classical and English literature and the key compulsory Link paper in Epic, while year 3 allows more detailed work on specialist option topics and two more Link papers, bringing the two sides of the course together. All papers are supported by Faculty lecture courses on relevant subjects. Modes of summative assessment for each paper are indicated in italics.

*Subjects and Modes of Assessment:*

Students take seven papers in term 9: two English papers (from section A), one of which must be a 'period' paper, two Classics papers (from section B), one of which must be a 'core' paper, and three 'Link' papers (from section C), one of which must be Epic. They may also write an optional thesis, or offer an optional eighth paper, with some restrictions (section D).

A: English papers

1. *'Period' paper.* Students must choose one of the following periods of English literature:

- (a) 1100-1509
- (b) 1509-1642
- (c) 1642-1740
- (d) 1740-1832

(e) 1832-1900

(f) 1900-present day.

These papers look at a wide range of texts, authors and genres from each period (suggestions are given in the course handbook), and ask a wide range of key general questions about them.

*Three-hour three-question essay paper.* [There are restrictions on options b, and d – f which are given in the handbook]

2. *Second Paper.* This is selected from a very wide range of papers in English and associated languages and literatures, more than forty in number. Candidates must choose one of the following (except where they offer an optional eighth paper, see D below) when they can choose two (within the restrictions listed in D below):

(a) a second 'period' paper from those listed in 1 above

*Three-hour three-question essay paper.*

(b) Shakespeare

This paper gives students an opportunity to think critically about the whole range of Shakespeare's output and about his reception. Students are encouraged to demonstrate knowledge both of the range of Shakespeare's writings and of the detail of specific plays. May be studied in year 2 or year 3. There is a Faculty website dedicated to Shakespeare.

*One three-hour written examination which requires that at least two out of three answers deal with more than one work.*

(c) The English Language

This wide-ranging paper is designed to encourage students who may have no previous formal knowledge of linguistics to write on aspects of the development and use of English, and/or theories of language. In two sections: Section A requires an essay answering one question from a choice dealing with the English of a period or culture. Section B requires literary analysis of a text or group of texts, chosen by the student. Topics to be covered are exclusively listed in the Faculty Handbook. A detailed reading list is provided on the Faculty website. Taught in colleges but supported by a core series of Faculty lectures organised and led by language-specialists.

*A portfolio of work comprising two essays of 2,000 – 2,500 words each. The portfolio is written and submitted during Trinity Term of year 2 and held over to be assessed in Finals.*

(d) Special Authors

(e) Special Topics

These two papers (and the additional optional thesis, see D below) require from the students high level research and bibliographic skills and develop and test their abilities in the marshalling and deployment of evidence over a longer span than the usual tutorial essay or three-hour examination. Each essay must be word-processed and presented in scholarly format with annotation and bibliography. (Detailed guidance on preparation and presentation of the essay is provided in the Handbook.) These essays require students to take complete responsibility for their learning and for their writing. After the publication by the examiners of the themes for each subject (Special Authors) or the deadline for submission of the student's abstract (Special Topics), the student is not allowed to consult tutors and must certify that the resulting essay is their own unaided work. Drawing on their subject knowledge acquired through the period papers,

students must first select and then explore an author or topic in significant detail to produce a significant and substantial piece of academic writing.

For Special Authors, students choose for detailed study **one** author from a list of eight historical triads. Reading lists for each author are available on the Faculty website. This paper must be studied in term 7.

The Special Topics extended essay gives students the chance to explore a particular interest or to develop in more detail work on genres, or to do something completely new (like American Literature) or one of the options from Course II. A particular feature of this paper is the Syndicated Options, which allow small teams of three or more Faculty members to offer research-led courses that are usually delivered through Faculty-based team teaching. This paper must be studied in term 8.

*Both papers are examined by submission of an Extended Essay of 6,000 words at the end of term 7 (Paper 7) and term 8 (Paper 8). The Paper 7 essay must take as its subject one of a series of themes published by the examiners in the course of the term. The Paper 8 essay must be on a title devised by the student.*

(f) The History of the English Language to c. 1750

This paper covers the development of the written language from the earliest records to c. 1750, with particular attention to the emergence of a standard form. The aim of the paper is to trace the gradual evolution of an agreed written standard, rather than to require detailed linguistic knowledge of specific texts. Guidelines for this paper are set out in the Faculty Handbook.

*The three-hour paper will require students to write two commentary passages and two essays. A portfolio of work comprising two essays of 2,000 to 2,500 words each, to be written and submitted in Trinity Term of year 2 and held over to be assessed in Finals.*

(g) English Literature 600 – 1100 [Course II, Subject A1]

*Two three hour, three essay examinations.*

(h) Old English Philology

*2 extended essays of 3,000 words each in term 7; or three-hour examination comprising one commentary and two essays.*

(i) Middle English Dialectology

*2 extended essays of 3,000 words each in term 7; or three-hour examination comprising one linguistic study and two essays.*

(j) Modern English Philology

*2 extended essays of 3,000 words each in term 7; or examination.*

(k) Linguistic Theory

*One three hour, three question examination.*

(l) The Archaeology of Anglo-Saxon England

*Three hour examination comprising one artefacts and two essay questions.*

(m) Gothic

*Three hour examination, requiring translations and two essays.*

(n) Old Saxon

*Three hour examination requiring translation and commentary work and two essays.*

(o) Old High German

*Three hour examination requiring translation and commentary work from one passage chosen from three options, and two essays.*

(p) Middle High German

*Three hour examination requiring translation and commentary work from four passages, and two essays.*

(q) Old Norse

*Three hour examination requiring translation and commentary work from three passages, and two essays.*

(r) Old Norse Texts

*Three hour examination. This paper may only be offered by those who sit the Old Norse paper, a pairing possible for Classics and English only by taking an eighth, optional paper (see D below). It requires translation and commentary work from three passages, and two essays.*

(s) Old French Language 1150-1250

*Three hour examination requiring translation and commentary work from one passage and two essays, or translation and commentary work from two passages, and one essay.*

(t) Medieval French Literature 1100-1300

*Three hour examination. The paper will be in three sections, and students must answer one question from each section. Translation is not required. (a) Commentary; (b) an essay on one of the three set texts; (c) thematic and generic questions requiring knowledge of the other texts.*

OR

Medieval French Literature 1300-1500

*Three hour examination. The paper will be in three sections, and students must answer one question from each section. Translation is not required. (a) Commentary; (b) an essay on one of the three set texts; (c) thematic and generic questions requiring knowledge of the other texts.*

(u) Medieval Welsh Language and Literature I

*Three hour examination requiring translation and commentary work on three passages, and two essays.*

OR

Medieval Welsh Language and Literature II

(This paper is intended for candidates who have taken Welsh A level or equivalent papers in Scottish Highers or the International Baccalaureate).

*Three hour examination requiring translation and commentary work on three passages, and two essays.*

(v) Old and Early Middle Irish Language and Literature

*Three hour examination requiring translation and commentary work on three passages, and two essays.*

(w) Medieval and Renaissance Romance (Course II Subject B7(a))

*Extended essay of 5'000 – 6'000 words written during the Hilary Term of the final year.*

(x) Scottish Literature pre-1600 (Course II, Subject B. 7 (b))

*Extended essay of 5'000 – 6'000 words written during the Hilary Term of the final year.*

**B: Classics Papers**

### 3. 'Core' Paper

Students must take as their first Classical paper

EITHER

Greek Core: Greek Literature of the Fifth Century B.C

OR

Latin Core: Latin Literature of the First Century BC

These papers, usually studied in year 2, set a representative range of texts, authors and genres from these key periods of Classical literature, and serve as a foundation for the options listed under 4 below. The prescribed texts are studied in the context of the whole culture of these periods, which is discussed in Faculty lectures.

*Three-hour examination of two essay questions and one commentary question, plus 1.5 hour paper of three translation questions.*

### 4. Second Classical Paper

Students can select one from the following (subject to the further restrictions, and further possibility of an additional optional paper, detailed in section D below):

(a) Latin Core or Greek Core as under 3 above (whichever is not taken as first Classical paper under 3 above)

*Three-hour examination of two essay questions and one commentary question, and one and a half hour paper of three translation questions.*

(b) Historiography

(c) Greek Lyric Poetry

(d) Early Greek Hexameter Poetry

(e) Greek Tragedy

(f) Comedy

(g) Hellenistic Poetry

(h) Cicero

(i) Ovid

(j) Latin Didactic

(k) Neronian Literature

- (l) Euripides: *Orestes*: papyri, manuscripts, text
- (m) One from: (i) Seneca, *Agamemnon*: manuscripts, text, interpretation  
(ii) Catallus: manuscripts, text, interpretation
- (n) One from: (i) The Conversion of Augustine  
(ii) Byzantine Literature  
(iii) Modern Greek Poetry

*Options (b) – (n) are all examined by a single three-hour, four question paper which combines translation, commentary and essay work. [with the exception of (n(iii)) which is a three question paper, and (b), (c) and (f) which are assessed by an extended essay of 5,000 – 6,000 words]*

(o) Comparative Philology and Linguistics

one from:

- (i) Greek Historical Linguistics
- (ii) Latin Historical Linguistics
- (iii) General Linguistics and Comparative Philology
- (iv) Comparative Philology: Indo-European, Greek and Latin

*Examined by three-hour, three question paper*

(p) Ancient Philosophy

one from:

- (i) Plato, *Republic*
- (ii) Plato, *Theaetetus and Sophist*
- (iii) Aristotle, *Nicomachean Ethics*
- (iv) Aristotle, *Physics*
- (v) Sextus Empiricus, *Outlines of Pyrrhonism*
- (vi) Cicero, *De Finibus III*

*Examined by three hour paper*

(q) Ancient History

*Three-hour paper combining commentary and essay questions, and one and a half hour paper containing translation questions.*

one from:

- (i) The Early Greek World and Herodotus' Histories: 650 – 479 BC
- (ii) Thucydides and the Greek World: 479–403 BC
- (iii) The End of the Peloponnesian War to the Death of Philip II of Macedon:  
403 – 336 BC
- (iv) Rome and the Mediterranean: 241 – 146 BC
- (v) Republic in Crisis: 146–46 BC

- (vi) Rome, Italy and the Empire from Caesar to Claudius: 46 BC - 54 AD
- (vii) Athenian Democracy in the Classical Age
- (viii) Alexander the Great and his Early Successors
- (ix) The Hellenistic World: Societies and Cultures c 300 - 100 BC
- (x) Cicero: Politics and Thought in the Late Republic
- (xi) Politics, Society and Culture from Nero to Hadrian
- (xii) Religions in the Greek and Roman world c. 31 BC - AD 312
- (xiii) Sexuality and Gender in Greece and Rome

*Examined by three hour, four question paper*

(r) Second Classical Language

The paper provides an opportunity to study a second classical language for students with little/no background in the language.

*Examined by (i) a paper of translation and comment on EITHER Homer, Iliad 24, Euripides, Bacchae, Plato, Symposium 189c – end, Herodotus 11 – 94, OR Virgil Aeneid 6, Ovid, Metemorphoses 8, Cicero, In Catilinam I, Pro Archia, and (ii) a paper with one passage for unseen translation*

C: Link Papers

The Link papers give an opportunity to study, contrast and compare the two parts of the school in the same paper, and in each paper it is obligatory to answer at least one essay question which relates Classical and English literature. This allows deep and broad consideration of ancient literary genres and texts in the context of their later reception in English literature, and over a long period of their histories.

Candidates will be expected to be familiar with the texts prescribed, but will be given the opportunity to show knowledge of other authors and texts.

5. Epic. Compulsory paper. Set authors: Homer, Virgil, Lucan, Milton, Dryden, Pope. There will be a compulsory passage for comment from Milton's *Paradise Lost*, and also a compulsory passage for comment involving direct comparison between Homer or Virgil and one or more English translations (five books of Homer, *Odyssey* 6 and 9-12, and three of Virgil, *Aeneid* 7, 8 and 12 are specified for this question).

*Three-hour paper of three essays with compulsory comparison question*

6,7. Further link papers. TWO to be chosen, one of which must be taken from papers (a)-(d).

(a) Tragedy.

Prescribed texts: Aeschylus, *Agamemnon*; Sophocles, *Oedipus The King*; Euripides, *Medea* and *Hecuba*; Seneca, *Medea* and *Thyestes*; Kyd, *The Spanish Tragedy*; Marlowe, *Tamburlaine the Great* (Parts 1 and 2), *Edward II*, *Dr Faustus*, *Dido Queen of Carthage*; Shakespeare's tragedies; Jonson, *Sejanus*, *Catiline*; Webster, *The White Devil*, *The Duchess of Malfi*; Middleton, *The Changeling*, *Women Beware Women*; Ford, *'Tis Pity She's a Whore*; Milton, *Samson Agonistes*.

*Three-hour essay paper, with an optional commentary question with passages from Aeschylus, Agamemnon and Seneca, Thyestes.*

(b) Comedy.

Prescribed texts: Aristophanes, *Birds*; Menander, *Dyscolos*; Plautus, *Amphitryo* and *Menaechmi*; Terence, *Adelphoe*; Gascoigne, *Supposes*; Lyly, *Campaspe*, *Mother Bombie*; Shakespeare's comedies; Jonson, *Every Man in his Humour*, *Volpone*, *Epicoene*, *The Alchemist*, *Bartholomew Fair*; Wycherley, *The Country Wife*; Vanbrugh, *The Relapse*; Congreve, *The Double Dealer*, *The Way of the World*; Sheridan, *The Rivals*, *The School for Scandal*, *The Critic*.

*Three-hour essay paper, with an optional commentary question with passages from Aristophanes, Birds and Terence, Adelphoe.*

(c) Satire.

Prescribed texts: Horace, *Satires* Book 1.1, 4-6, 9-10, and Book 2.1,6; Persius *Satires* 1 and 5; Juvenal *Satires* 1,3,6 and 10; the satires of Wyatt, Donne, Marston, Dryden, Johnson and Pope.

*Three-hour essay paper, with an optional commentary question with passages from Juvenal, Satires 1, 3, 6 and 10.*

(d) Pastoral.

Prescribed texts: Theocritus, *Idylls* 1, 3, 4, 6, 7, 10, 11; Bion, *Adonidis Epitaphium*; [Moschus], *Epitaphium Bionis*; Virgil, *Eclogues*; Mantuan 1; Tasso, *Aminta*; Guarini, *Il Pastor Fido*; Spenser, *Astrophel* and *The Shepherdes Calendar*, *Faerie Queen* VI.ix-xii; Fletcher, *The Faithful Shepherdess*; Milton, *Lycidas* and *Epitaphium Damonis*; Pope, *Windsor Forest*, *Pastorals*; Shelley, *Adonais*; Arnold, *Thyrsis*.

*Three-hour essay paper, with an optional commentary question with passages from the prescribed texts of Theocritus and Virgil*

(e) Medieval and Renaissance Latin Hexameter poetry.

Passages for translation will be set from Walter of Châtillon, *Alexandreis* Book 10; Petrarch, *Africa* Book 9; *Bucolicum Carmen* 1 and 3; Vida, *Ars Poetica* Book 3; Milton *In Quintum Novembris*, *Mansus*, *Epitaphium Damonis*.

Knowledge should also be shown of Walter of Chatillon, *Alexandreis* Books 1-9; Petrarch, *Africa* Books 1-8; Vida, *Ars Poetica* Books 1-2.

*Extended essay of 5,000 – 6,000 words and a one and a half hour translation paper.*

(f) Rhetoric and literary theory in ancient and modern times.

This paper combines consideration of classical literary criticism with that of modern literary theory.

*Three-hour essay paper, with compulsory question on classical aspect.*

(g) The Reception of Classical Literature in poetry in English since 1900.

Authors in English for study will include Auden, H.D., Eliot, Frost, Longley, Lowell, MacNeice, Carson, Harrison, Heaney, Hughes and Walcott.

*Extended essay submitted in Hilary Term of year 3, referring to at least 3 authors, of which at least one must be a classical author.*

D: Optional Eighth Paper; Restrictions on Combinations; Optional Thesis.

Candidates may offer an additional and optional eighth paper. They may offer only another paper from A2 (Second English Paper) or 4 (Second Classics Paper); no candidate may offer more than

one option from either A2(d) [English Special Authors] or 2(e) [English Special Topics]. Those who offer A2(b) Shakespeare or A2(d) Special Authors are not permitted to answer questions on these authors in other papers specified under A2.

Section (a) of Classics Paper B.4 (o) (iii) General Linguistics and Comparative Philology may not be offered together with English Paper A.3 (j) Linguistic Theory, and may not be offered with Section A of English Paper A.2 (c) The English Language.

Link paper 6,7 (a) Tragedy cannot be offered together with Classics paper B.4 (e) [Greek Tragedy]. Link paper 6,7 (b) Comedy cannot be offered together with Classics paper B4 (f) Comedy.

Students may, if they wish, also submit an extra optional thesis of up to 6,000 words on a topic proposed by them, subject to the approval of the Chair of the Classics and English Joint Standing Committee. This offers students the opportunity to exercise their skills as active and independent learners, and to develop further their research and writing skills. The thesis must be the student's own work but, unlike the extended essays, tutors may advise on the choice and scope of the subject, provide a reading list and read and comment on a first draft.

*The word-processed thesis must be submitted at the beginning of term 9. The thesis will be marked by the examiners alongside the other papers, and the mark can contribute to the final result by substituting for a poor mark on another paper (though it will not replace a third-class or lower mark).*

## **12. SUPPORT FOR STUDENTS AND THEIR LEARNING**

### **a. Libraries**

Oxford University has an extremely rich and diverse library service provided by over 100 libraries, making it the largest university library system in the UK. English students have access, for example, to major research libraries:

- the Bodleian Library, founded in 1602 by Sir Thomas Bodley and one of the great libraries of the world. The Upper Reading Room in the Old Bodleian and the S.T. Lee Reading Room in the Radcliffe Camera provide open-shelf access to major holdings in English Literature, History and Theology;
- the Sackler Library (Classics, History of Art).
- the Taylor Institution Library (European languages and literature);

This substantial provision is complemented by large Faculty libraries (English, History, Modern Languages, Philosophy, Theology) which provide lending collections (the Bodleian does not lend) and multiple copies of titles in heavy demand. Classics and English students have borrowing rights at any library which holds material relevant to their course of study, but most particularly at:

- the English Faculty Library, which holds over 100K volumes, including original and critical works, journals, audio-visual materials in support of work on film, poetry and Shakespeare, rare books and special collections.
- The Classics lending library at the Sackler library.

College libraries offer yet another level of provision and services such as 24-hour opening and long loans.

The range of general and specialised library resources and the quality of holdings and accessibility support the breadth of the work required in the English syllabus.

Oxford's online library catalogue (OLIS) lists the holdings of all the major libraries and most of the college libraries.

Although library support for English at Oxford reflects the nature of the subject as primarily a text-based discipline, the provision of electronic resources is also exceptionally good. This includes collections of original works such as Early English Books Online, electronic versions of textbooks, e-journals, and bibliographic databases. Expert library staff offer training in the use of these resources.

### **b. IT resources**

There is an extensive network of IT resources and support within Oxford. Major subject related resources are available through the Faculty web page and the university gateway, OxLip. Colleges provide comprehensive IT resources and Support Officers prepared to train and assist students. The Oxford University Computing Services also provides facilities for undergraduates, and a variety of training programmes, several of which are specifically geared to students in the Humanities. The English Faculty Library offers several specialised IT courses and options geared to needs of Classics and English students and employ their own IT officers, who are easily contactable. Contact with IT support is offered through both Faculty web contact pages. There is

a well equipped English Faculty computing room where students can work and receive tuition on Oxford's online databases and other related topics. The use of IT within the undergraduate degree course is firmly established. Students are introduced to the bibliographic resources of the Web as part of an induction session. Some course bibliographies are on the Web. A number of courses make substantial use of learning materials that are to be downloaded from the Web; other courses direct students to such resources as alternatives to Library provision. Colleges also provide IT support and assistance for personal computers.

### **c. Advice concerning the Syllabus**

Guidance to the range of options available to students in this course is readily available. The structure of the course and short descriptions of its various elements are available in the two Course Handbooks, one covering the First Year's work, the other outlining the Second and Third Year Course (also available from the Faculties websites). Guidance concerning the syllabus and choices within it is primarily provided in a more personal forum, by the student's college tutor. The tasks that fall to the tutors are wide-ranging, though all involve easy access and informal but informed discussion. Tutors have a pastoral role if students have academic or personal difficulties and they may advise on future employment, but their key responsibility is to realise the student's full intellectual potential within the course. To this end, they monitor their students' progress through the syllabus, they help them in the choice of papers, and they either teach, or arrange the teaching for the courses that they have selected.

### **d. Student representation on Faculty committees**

In English students are represented on all the major committees of the Faculty Board and attend meetings of the full Faculty. In Classics they attend meetings of the full Sub-Faculty of Classical Languages and Literature and are represented on some committees. In both Faculties they are fully consulted on and involved with course development, most extensively through the Joint Consultative Committees, which administer and analyse an annual questionnaire to the entire student body which seeks feedback on Faculty teaching and other course-related matters.

### **e. Welfare provision**

The University and colleges have an extensive network of welfare support. Full details are given in Faculty Handbooks and in advice given by colleges. The college Personal or Moral Tutor (often also an academic tutor) is a key figure in this support network.

### **f. Staff development**

The University has a Learning Institute which exists to support the quest for excellence in learning, teaching, and research at the University. It has three primary aims:

- to foster a research-informed approach to learning and teaching and to the development of educational policy;
- to conduct research into approaches to learning and teaching in Oxford, and in higher education more generally;

- to promote and facilitate the professional and vocational development of all of the University's staff.

The Institute runs induction programmes for new appointees, an extensive in-service training programme and a Postgraduate Diploma in Learning and Teaching in Higher Education. The Faculties, in association with the Institute, run short training courses for graduates wishing to make themselves available for college teaching. Attendance at such a course is a prerequisite for entry on the English Faculty's list of available graduate teachers. The Classics Faculty arranges its own day of instruction in tutorial teaching, organized by the Graduate Studies Committee. Where or not a graduate has attended this course is noted in the Graduate Teaching Register.

### **13. CRITERIA FOR ADMISSION**

#### **a: School/College leavers**

Applications are made to the Colleges of the University, not to the Faculties. Applicants who are offered places will usually be required to attain grades of AAA at A-level, AAB in Scottish Advanced Highers, or 38–40 points on the IB. Offers are made on:

- the basis of students' academic record
- the recommendations of their teachers
- their performance on the English Literature Admissions Test (ELAT), taken in October / November
- Submitted examples of work in Classics and English
- an A-level standard test in either Latin or Greek (Course I candidates).
- a Language Aptitude Test (Course II candidates).
- their performance in interviews held in the Colleges in December.

The purpose of the interviews is to select those students, from an excellent cadre of applicants, who might best benefit from the intensive, tutorially based learning methods employed in the University. The Classics Faculty also operates centrally marked language tests taken at Oxford in the interview period which test the important criteria of existing linguistic capacity and achievement (for Course I) or linguistic aptitude and potential (for Course II).

The published selection criteria for English are:

- enthusiasm for literature;
- sensitivity to the creative use of language;
- intellectual curiosity;
- conceptual clarity;
- flexibility;
- accuracy and attention to detail;
- critical engagement;
- capacity for hard work;
- articulacy.

The published selection criteria for Classics are:

- Potential for independent thinking;
- ability to follow an argument;
- skill in communication;
- adaptability for tutorial teaching;
- ability to respond in a thoughtful way to unpredictable questions and ideas;
- ability to deploy knowledge in ways that show initiative.

**b: Mature and overseas students**

Applicants in these groups, and those who have completed the Foundation course in English offered at the Department of Continuing Education, are considered on an individual basis, but the submission of written work, the ELAT test, classics tests, and discussion in interview are equally important to the Admissions process.

Overseas applicants can now be interviewed abroad. Applicants whose first language is not English are required to have satisfied the University's English language requirements and take the ELAT. English language support is available at the University.

## **14. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF LEARNING**

Responsibility for the course is vested in the Classics and English Joint Standing Committee, which reports to the Boards of the Faculties of English Language and Literature, and Classics (which are part of the Humanities Division). The Divisional Board has formal responsibility for the maintenance of educational quality and standards across its subject area and exercises its responsibility through its Academic Committee, and in particular the consideration it gives to reports of examiners, course revisions, and academic appointments.

The activities of the Faculties in seeking to improve standards of learning are supported by the Oxford Learning Institute which seeks to foster a research-informed approach to learning and teaching and to the development of educational policy; to conduct research into approaches to learning and teaching in Oxford, and in higher education more generally; to promote and facilitate the professional and vocational development of all of the University's staff.

Student feedback on lectures and seminars is requested through lecture and tutorial feedback forms, a Finalist questionnaire, a questionnaire undertaken by the Joint Consultative Committee with undergraduates, and through OxCort (the college's tutorial feedback and reporting system). The comments are reviewed by the individual lecturer and by the Sub-Faculties and Faculty Boards of Classics and English. Student concerns are also discussed in the termly meetings of the Joint Consultative Committees for the two subjects, formed by student representatives from every college and by members of the Faculty. Students' opinions on new course proposals or suggested changes to the curriculum are solicited and given serious consideration. Such discussions are likely to include scrutiny of sample examination papers. Close attention is also given to the robustness of relevant teaching resources and to the depth of library provision.

Detailed reports from internal and external examiners, produced at the end of each examining session, are also widely discussed throughout the Faculties, and many of these meetings include student representation. These reports have an important role to play in improving the quality of teaching and learning as well as in refining the examination process itself. They are circulated to all Faculty members and the internal reports are made available to students through colleges. The Standing Committee for Classics and English, a joint committee of the Faculty Boards of Classics and English, monitors the joint course on behalf of the Faculties. Each year it looks at the examiners' reports, proposed syllabus revisions and any other issues of significance for the joint course, and makes recommendations to the Faculty Boards of Classics and English (via further committees). Any changes to the programme agreed by the Faculties have to be reviewed and approved by the Humanities Board and by the Educational Policy and Standards Committee of the University. Student comment on tutorial provision is regularly requested by their colleges and is reviewed by the Senior Tutors of the Colleges. Colleges have responsive internal mechanisms for assessing the quality of the teaching provided by them.

## 15. REGULATION OF ASSESSMENT

The two Faculties of Classics and English are ultimately responsible (within the Divisional framework) for establishing the marking and classification conventions for all their taught degrees, and for publishing these. They appoint the internal Examination Boards for each of the degrees, and nominate External Examiners, who are invited to serve by the Vice-Chancellor with the Examination Boards. Boards of Examiners, under their elected Chairs, are responsible for setting all papers, and marking the scripts of the examinees. They may appoint Assessors to assist in the setting and marking of the more specialist papers, where the subject matter is not within the expertise of two of the examiners. All public examinations in Classics and English involve blind marking of anonymised scripts.

Each Finals script is marked by two examiners or assessors; where their marks differ they will discuss the script to obtain an agreed mark. If they are unable to agree, a third examiner will be asked to read the script and give it a mark. After scripts have been marked, the Board of Examiners meets to classify the students in accordance with the Faculties' rules. A key role in this process in Finals is played by the External Examiners. They act as impartial advisors, providing the English Faculty and the University with informed comment on two major issues:

- To verify that standards are appropriate to the award, in part by comparison with the standards of comparable institutions, and to ensure that the assessment procedures and the regulations governing them are fair and otherwise appropriate.
- To ensure that the conduct of the examination and the determination of awards has been fairly conducted, and that individual student performance has been judged in accordance with the regulations and conventions of the Examining Board. This will entail signing the Class List as an endorsement that the processes of examination and classification have been fairly conducted.

External Examiners are expected to report to the Vice-Chancellor in each year in which they act. Their reports are expected to cover all the following points:

- the standards demonstrated by the students;
- the extent to which standards are appropriate for the award;
- the design, structure and marking of assessments;
- the procedures for assessment and examinations;
- whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgments;
- students' performance in relation to their peers in comparable courses;
- the coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them;
- the basis and rationale for any comparisons made;
- the strengths and weaknesses of the students as a cohort;
- the quality of teaching and learning which may be indicated by student performance.

The Report is addressed to the Vice-Chancellor, and will be considered by the Humanities Board and by the Educational Policy and Standards Committee of the University. The Report will also be scrutinised by the Faculty Boards of Classics and English and their various Committees; it will

also be discussed by the Faculties as a whole. Where an External Examiner's Report contains particular suggestions or criticisms, it is the responsibility of the Faculty Boards to ensure that full consideration is given to these, to institute further discussion or action, and to inform the External Examiner within a reasonable time of what is done.

## **Classification Criteria for Course I**

### **a. Classification in Honour Moderations (taken at end of term 3 of Course I)**

Each of the six papers carries equal weight. The second class is not divided. Short weight is penalised and recorded alongside the mark.

The criteria for classification are as follows:

**First:** Average of 67 or above

At least two marks of 70 or above

With no mark below 60

**Second:** Average of 50 or above

At least four marks of 50 or above

With no mark below 40

**Third:** Average of 40 or above

With not more than one mark below 30

**Pass:** Average of 30 or above with no more than two marks below 30

**Fail:** Three or more marks of 30 and below

Short weight is recorded alongside the mark and will be penalised.

**First Class. 70+:** Outstanding script. Work showing originality, very wide and detailed knowledge. Use of analytical thought and rational argument, well chosen and accurate illustrations and good style.

**Second Class. 50 – 69:** Ranging from work showing good understanding and use of relevant material, and clearly argued, to work that though competent and broadly relevant, lacks focus, organization or breadth of reference.

**Third Class. 40 – 59:** Some knowledge, but lacking in understanding and breadth of reference.

**Pass. 30 – 39:** Largely irrelevant material, which only superficially addresses the question.

**Fail. 30 and below:** Severely inadequate preparation

### **b. Classification in the Final Honour School (taken in term 9)**

Each of the seven papers carries equal weight. The second class is divided. Short weight is penalised and recorded alongside the mark.

The criteria for classification are as follows (modifications for certain papers involving translation and / or commentary are published in the handbook.)

**First:** Average mark of 68.5 or greater

At least two marks of 70 or above

No mark below 50

**Upper Second:** Average mark of 59 or greater

At least two marks of 60 or above

No mark below 40

**Lower Second:** Average mark of 49.5 or greater

At least two marks of 50 or above

No mark below 30

**Third:** Average mark of 40 or greater

Not more than one mark below 30

**Pass:** Average mark of 30 or greater

Not more than two marks below 30

**First-Class.** 86+: Truly outstanding script. Work showing truly remarkable originality of mind and depth of analysis and understanding. 80-85: Work which consistently exceeds expectations and challenges received views. An outstanding performance, which shows remarkable knowledge and understanding of the material. 70-79: Work which is excellent both in the range and command of the material and in the argument and analysis brought to bear. The answer engages closely with the question. There should be some originality of approach, although originality alone does not guarantee First-Class marks.

**Upper Second-Class.** 69-60: Work showing good understanding of the question and of relevant material; organised in a clearly-argued and well-illustrated manner. Essays at the top of this class usually display high intelligence, some sophistication of argument, and an impressive range of relevant knowledge, and occasional originality. At the lower end essays may show a competent survey of received ideas.

**Lower Second-Class.** 59-50: Work which, though competent and broadly relevant, is lacking in focus, organisation or breadth of reference. Essays may show lack of judgement, lack of relevance and may contain recycled or "prepared" material. The presentation may also be clumsy.

**Third-Class.** 49-40: Work which shows some knowledge of the subject but lacks understanding and breadth of reference. The essay may have missed the point of the question, be too short, contain irrelevant material, or fail to respect the rubric.

**Pass.** 39-30: Largely irrelevant material which only superficially addresses the question.

**Fail.** 29 or less: Completely irrelevant and superficial work which shows no understanding of the material.

## 16. INDICATIONS OF QUALITY AND STANDARDS

The Faculties of both Classics and English have received the highest possible grade in all four Research Assessment Exercises, both being graded 5\* in December 2000. Classics received the maximum mark of 24 in the QAA subject review in December 2000; English has not had a QAA exercise under that system, but the independent review of the Faculty of English undertaken by HEFCE in February 1994 concluded the quality of education in English provided by the University of Oxford was “excellent”.

The English Faculty was voted the top university for English in 2008 by the *Guardian* University Guide, with a score of 100 per cent, and it has consistently been voted in the top 5 universities for English in the UK in the *Times* Good University Guide.

Classics and English at Oxford remains a high-prestige course with large numbers of exceptionally highly qualified applicants each year (with over four applicants per place in 2008.).

Reports from External Examiners regularly address issues relating to the quality and standards of the undergraduate programme. Their detailed reports inform the Faculties’ desire to maintain and enhance the quality of teaching and learning on the programme. The quality of graduates from the Classics and English programme is suggested by their success in the job market and in their admission to graduate courses. These data are collected by the University careers service and are regularly communicated to Faculty members.

Student feedback is very important to both Faculties. In the most recent National Student Survey, 93 per cent of English students at Oxford agreed with the statement ‘Overall, I am satisfied with the quality of the course’ and 97 per cent of these students agreed that the course was intellectually stimulating. Results from this, and other internal surveys of student opinion, are regularly reviewed by our Faculty Board and its standing committees. Areas of relative weakness are reviewed and potential solutions suggested and implemented.

The Faculties place great importance on the views of external representatives and has an External Advisory Panel, drawn from a range of backgrounds, which gives strategic guidance to the Faculty. Comments from the most recent meeting (in 2006) were overwhelmingly positive and a number of helpful suggestions were made that are being progressed. A further meeting is planned for Michaelmas Term 2008, at which the Faculty will specifically seek guidance on our syllabus reform process.

An internal audit review of the Faculty was undertaken by the University’s Education, Policy and Standards Committee (EPSC) in June 2003. The panel was chaired by the Pro-Vice-Chancellor (Academic), Dr Macmillan, and consisted of three external members and one internal member. The recommendations outlined in this report were considered extensively by the Faculty Board and its standing committees, and appropriate actions were taken.

Reports from both internal and external examiners regularly address issues relating to the quality and standards of the Faculty’s programmes. Their comments and recommendations are discussed in detail by the Faculty Board, its standing committees and by all faculty members at its termly faculty meeting. Recent comments from external examiners include:

‘This course should be a source of pride to Oxford’ (Classics and English FHS)

‘Work at the top end was outstanding according to any standards’ (Classics and English FHS)

‘The examining model’s main strength is that it enables a breadth of reading and maturing critical skills to accumulate so that candidates are at the peak of their academic competence when it comes to examination. The model encourages candidates to achieve a sense of the broad historical development of English literary writing.’ (English FHS)