

## PROGRAMME SPECIFICATION

### FHS OF CLASSICAL ARCHAEOLOGY AND ANCIENT HISTORY

<b>1. Awarding institution/body</b>	<b>University of Oxford</b>
<b>2. Teaching institution</b>	<b>University of Oxford</b>
<b>3. Programme accredited by</b>	<b>n/a</b>
<b>4. Final award</b>	<b>BA (Hons)</b>
<b>5. Programme</b>	<b>Classical Archaeology and Ancient History</b>
<b>6. UCAS code</b>	<b>VV14BA/CAAHis</b>
<b>7. Relevant QAA subject benchmarking groups</b>	<b>Classics and Ancient History</b>
<b>8. Date of programme specification</b>	<b>December 2002, revised July 2008</b>

#### 9. Educational aims of the programme

The principal academic aims of the degree are to study and interpret the complex cultures of the ancient Mediterranean world through their extensive textual, material, and visual remains. Its principal broader educational aims are as follows:

- To stimulate and encourage intellectual confidence in students, working independently but in a well-guided framework.
- To use the study of key texts, artefacts, images, and issues systematically to examine and compare other cultures in an interdisciplinary way.
- To use such study to engender in students a thoughtful and critical attitude to major issues in their own cultures.
- To deliver to students a sustained and carefully designed course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
- To train students in research and analytical skills to the highest possible standards.
- To train students to think critically, to formulate good questions, and to recognise bias and angle in written and visual representations.

To produce graduates able to deal with challenging intellectual problems systematically, analytically and efficiently, suitable for a wide range of high-grade occupations and professions.

#### 10. Programme outcomes

##### A. Knowledge and understanding

(1) of the Greek and Roman worlds, their culture, and their relationship to our own;

(2) of the History of the Greek and Roman worlds, studied through original texts, visual images, and archaeological material;

(3) of the Archaeology of the Greek and Roman worlds -- their cities, buildings, objects, and images -- and its relation to History, to Art, and to material culture;

(4) of the Archaeology and History of the neighbouring ancient cultures of the Mediterranean, Europe, and Middle East, and their relationship to Greek and Roman culture;

(5) of the techniques and methods for recovering, comparing, and combining archaeological and historical evidence for the Greek and Roman worlds.

#### **Teaching/learning methods and strategies**

The course combines a wide choice of options, core elements, a fieldwork requirement, a site/museum report, and an optional thesis.

There are team-taught classes for core subjects which integrate the study of archaeological and historical material. They are taught by a classical archaeologist and an ancient historian together, in groups of 6-8 students, 1.5 hours per week over an eight-week term, for which each student typically prepares 8 pieces of work on different subjects (2 class presentations and 6 essays). These integrated classes are each supported by two separate sets of lectures on the history and the archaeology of the subject concerned. Other subjects are taught in tutorials, which are typically hour-long sessions of two students with a tutor. With classes and tutorials combined, each student is normally expected to write up the equivalent of 8-12 essays of roughly 2500 words in length, in each of the three eight-week terms of the academic year.

Students are also required to participate in an approved archaeological fieldwork project during their first long vacation to learn the nature and techniques of archaeological data recovery and to learn accurate archaeological recording. In their final year students also work with a tutor to research and write a site or museum report on a particular excavated site or group of objects, putting them in a broad interpretative setting and learning to draw historical conclusions from particular archaeological data. For those who wish to learn or to develop an ancient language, there are a series of intensive language classes which can be taken in the first and/or second years of the course, in place of a subject option. Students are required to complete regular and frequent assignments for these classes.

The course is thus designed to give students a wide choice of options so that they can develop their interests, while retaining a core of basic material that must be studied. Individual initiative is encouraged wherever possible, and students who wish to may in addition write a thesis on a subject of their own choice provided it falls within the general area of the course.

#### **Assessment**

Formative assessment takes place through feedback from tutors, given informally as the course progresses and also formally once a term. In addition students are assessed by regular examinations within their colleges, marked by their tutors, who again provide feedback on these. The first part of the course receives summative assessment through a written examination (Honour Moderations) which takes place at the end of the first year. This examination consists of four three-hour written papers, and the results are classified. The final summative assessment takes place at the end of the third year, and consists of six three-hour written papers, a site or museum report (10-15,000 words), and an optional thesis in addition.

## **B. Skills and other attributes**

### **I. Intellectual skills**

- (1) to think clearly, coherently, and with precision, and to ask well-formulated questions;
- (2) to argue critically, rigorously, and effectively, and to use the same critical rigour in the assessment of the arguments of others;
- (3) to command a range of techniques and methodologies, and to appreciate the value of different approaches drawn from different disciplines;
- (4) to understand a range of viewpoints in assessing problems of interpretation and evaluation, and to use knowledge to reconcile or choose between contradictory pieces of evidence;
- (5) to reflect critically on the extent and limitations of how and what one has learned, discovered and understood;
- (6) to marshal a complex body of information, to extract key elements from complex data, and to identify and solve associated problems using the most appropriate methodology;
- (7) to gather, memorise, organise and deploy evidence and information, and to appreciate the consequences of the unavailability of evidence;
- (8) to engage in analytical and evaluative thinking about texts, material evidence, and interpretations of them, and to exercise critical judgement in the light of evidence and argument;
- (9) to recognise and understand varieties of rhetoric, bias, spin, purposeful silence, and artful construction in spoken, written, and visual representations;
- (10) to work autonomously, to think creatively, and to judge independently;
- (11) to write effectively and succinctly, deploying the skills listed above.

### **Teaching/learning methods and strategies**

Intellectual skills are developed through the teaching programme, and especially through the requirement to make frequent verbal presentations to fellow-students and tutors and to write frequent substantial essays and to discuss them with tutors and fellow-students. Students are required to write essays and to debate the key issues relating to every part of their course; they have to analyse and interpret texts, images, and artefacts, to be able to assess the interpretations offered in secondary literature, and to develop views of their own which they can support and defend. Skills 3 and 4 are particularly encouraged by a course like this that introduces students to disciplines that are at the same time closely related and very different in character and approach, though this is valuable in developing the other skills as well. Skills 5-7, abilities associated with information recovery and management, are enhanced by the fieldwork component. Skills 8 and 9, the abilities to recognise and analyse partiality, are taught by the frequent requirement in this course to evaluate different kinds of written, visual, and material evidence bearing on the same phenomenon. Library use, essential throughout the course, requires and develops IT skills. The site or museum report develops writing and presentation skills.

### **Assessment**

These skills are assessed in the first instance by those giving tutorials and classes, whose objective it is to develop them through direct and indirect feedback, and wherever possible by tailoring their demands so as to suit

the needs of the particular student. The examinations are designed to test all of these abilities, and are effective in doing so.

## **II. Practical skills (where relevant)**

- (1) to sift relevant from irrelevant information;
- (2) to use research materials, both IT-based and of a traditional kind, to advance one's knowledge and understanding;
- (3) to plan written work and to write in a coherent and well-structured fashion to given time-limits and word-limits;
- (4) to present material orally in a clear and effective manner.

### **Teaching/learning methods and strategies**

Students are instructed at the start how to use libraries, and for those who arrive without basic IT skills there are classes at which they can acquire them. They are given some initial instruction in how to write essays, but in practice students learn more effectively from the experience of having to do it regularly, and receiving the comments of tutors and colleagues on their work. Skill 3 is furthest developed by the site or museum report and by those who take the opportunity of doing an additional thesis. For these components of the course the tutor provides guidance and bibliographic help, but much depends on the student's own initiative. To a lesser extent, classwork and tutorial essays, as well as the report and thesis, require students to go beyond the limits of a prescribed bibliography and to make use of research resources in preparing assignments. The effective use of libraries, essential throughout the course, requires and develops IT skills and leads naturally on to the use of databases.

### **Assessment**

All skills are assessed through the work done for tutorials and classes. The three-hour written examinations, the site or museum report, and the thesis provide different but complementary assessments of these skills.

## **III. Transferable skills**

All the skills listed under B and C above are transferable. The abilities might be summarily picked out as follows:

- (1) to communicate effectively, both orally and in writing;
- (2) to manage time and work to short deadlines in a sustained way;
- (3) to write quickly, clearly, and fluently;
- (4) to think and work independently;
- (5) to be self-critical;

(6) to participate intelligently and constructively in discussion.

#### **Teaching/learning methods and strategies**

All of these are acquired through the need to prepare essays, to make oral presentations in tutorials and classes, and to write a sustained, well-structured report on a body of primary evidence. Informally, these skills (and particularly Skill 6) are developed by the atmosphere of discussion and debate between students that the college system and the joint-taught core classes encourage. Such discussions are common and often interdisciplinary. Skills 2 and 3 are learnt early in the course, as the requirement to write substantial essays at frequent intervals throughout each eight-week term makes them indispensable.

#### **Assessment:**

The assessment of Skills 1, 2, 4, 5 and 6 is mainly informal, through the feedback provided in tutorials and classes. The assessment of Skill 3 is both formal and informal, and the same applies to Skill 1 so far as written communication is concerned. The abilities to write clearly and quickly, and to get one's point across effectively, are severely tested by the intense programmes of three-hour examinations both in Moderations and in Finals.

### **11. Programme Structures and Features**

The degree is a three-year course, and is divided into a first year, whose end-of-year examinations are called Honour Moderations or 'Mods', and two further years leading up to the Honour School Examinations or 'Finals'.

#### **HONOUR MODERATIONS**

In Mods students take four papers. Two are core papers on relatively short but revolutionary periods, one Greek and one Roman, that integrate history and archaeology and introduce students to different approaches to the subject and to the different kinds of evidence and the questions that they can answer. Two further papers are Special Subjects, one archaeological and one historical, chosen from lists of options. In place of one of the Special Subjects students may take an option to learn either Ancient Greek or Latin from scratch. Fieldwork and training in excavation techniques and recording are a requirement fulfilled by participation in an excavation, normally during the summer vacation after Mods in an approved field project.

The structure of Mods is as follows:

#### **TWO CORE SUBJECTS**

- I. Aristocracy and Democracy in the Greek World, 550-450 BC
- II. Republic to Empire: Rome, 50 BC – AD 50

III-IV. Two papers from the following Special Subjects and languages:

#### **A. SPECIAL SUBJECTS IN ARCHAEOLOGY**

1. Homeric Archaeology and Early Greece from 1550 to 700 BC
2. Greek Vases
3. Greek Sculpture, c.600-300 BC

4. Roman Architecture

**B. SPECIAL SUBJECTS IN HISTORY**

1. Thucydides and the West
2. Aristophanes' Political Comedy
3. Cicero and Catiline
4. Tacitus and Tiberius

**C. ANCIENT LANGUAGES**

1. Beginning Ancient Greek
2. Beginning Latin
3. Intermediate Ancient Greek
4. Intermediate Latin

**FIELDWORK**

Field work and training in excavation techniques and recording are a requirement fulfilled by participation in an excavation normally during the summer vacation after Mods in an approved field project.

**FOR LAST EXAMINATION IN TRINITY TERM 2010:**

In their second and thirds years, leading up to Finals, students build on the work done in Mods and expand their range in time and theme. They are required to study four core period subjects, two Special Subjects, and a site or museum report (equivalent to one paper). The core subjects are chosen from a list of six, of which two are archaeological, two historical and two integrated archaeology and history. The two Special Subjects are chosen from extensive lists of options, one archaeological and one historical, whose range allows students either to build up concentrated expertise in some central areas and periods, or allows them to extend into earlier and later periods, such as the Bronze Age and Late Antiquity, and into non-classical cultures, such as Celtic, Islamic, and Byzantine. One of the Special Subjects may be offered as a thesis (max. 15,000 words) covering an agreed topic within the area of the subject. Again students may take Ancient Greek or Latin in place of one Special Subject. The site or museum report (max. 15,000 words) is the result of work based upon the students' own study of a site, an excavation or a body of images or objects from one context or category of artefacts. Students may also offer an additional, optional thesis on an agreed topic within the field of Ancient History and Classical Archaeology (again, max. 15,000 words).

The overall structure of Finals is then as follows:

**I-IV. FOUR CORE SUBJECTS**, chosen from:

- A. Early Greece and the Mediterranean, 800 - 500 BC: Archaeology and History
- B. Thucydides and the Greek World: 479 to 403 BC
- C. Greek Art and Archaeology, c.500 - 300 BC
- D. Rome, Italy, and the Hellenistic East, c. 300 - 100 BC: Archaeology and History
- E. –Politics Society and Culture from Nero to Hadrian
- F. Roman Archaeology: Cities and Settlements under the Empire

**V-VI. ONE EACH FROM TWO OF THE FOLLOWING GROUPS A-C.** Note: one subject from A or B may be offered as a thesis.

**A. SPECIAL SUBJECTS IN ARCHAEOLOGY**

1. Egyptian Art and Architecture
2. The Late Bronze Age and Early Iron Age Aegean
  
5. Greek and Roman Coins
6. Art under the Roman Empire, AD 14 - 337
7. The Transformation of the Celtic World, 500 BC - AD 100
8. *The Archaeology of the Late Roman Empire, AD 284-641*
9. Byzantium: the Transition from Antiquity to the Middle Ages, AD 500 - 1100
10. The Emergence of Medieval Europe, AD 400 - 900
11. The Formation of the Islamic World, AD 550 - 950
12. Scientific Methods in Archaeology

#### **B. SPECIAL SUBJECTS IN HISTORY**

1. Athenian Democracy in the Classical Age
2. Alexander the Great and his Early Successors, 336 - 302 BC
3. Cicero: Politics and Thought in the Late Republic
4. Religions in the Greek and Roman World, c.30 BC - AD 312
5. Sexuality and Gender in Greece and Rome
6. Epigraphy of the Greek and Roman World, c.700 BC - AD 300
- . From Julian the Apostate to St. Augustine, AD 350 - 395
- . Francia in the Age of Clovis and Gregory of Tours

#### **C. ANCIENT LANGUAGES**

1. Further Ancient Greek
2. Further Latin
3. Beginning Ancient Greek
4. Beginning Latin

#### **VII. SITE OR MUSEUM REPORT.** One of the following:

- A. A Site Report. Max 15,000 words.
- B. A Museum Report. Max 15,000 words.

#### **VIII. ADDITIONAL THESIS** (optional) Max 15,000 words.

FOR FIRST EXAMINATION IN TRINITY TERM 2011:

ADD NEW FIRST PARAGRAPH

Candidates must offer six papers plus a Site or Museum report, and must fulfil their fieldwork requirement satisfactorily. At least two papers must be [A] and at least two [H], unless a language paper is taken, which can replace one of the [H] or [A] requirements. They may also submit an optional, additional thesis (but not a thesis in lieu of a paper).

Group 1: Team-taught Classes, taught in alternate years (at least one must be taken)

- A. Early Greece and the Mediterranean, c. 800-500 BC
- B. Rome, Italy and the Hellenistic East, c. 300-100 BC

Group 2: The Classical World (at least two must be taken)

- A. Thucydides and the Greek World: 479-403 BC [H]
- B. Greek Art and Archaeology, c. 500-300 BC [A]
- C. Athenian Democracy in the Classical Age [H]
- D. Alexander the Great and his Early Successors: 336-302 BC [H]
- E. Republic in Crisis: 146-46 BC [H]
- F. Cicero: Politics and Thought in the Late Republic [H]
- G. Politics, Culture and Society from Nero to Hadrian [H]
- H. Art under the Roman Empire, AD 14-337 [A]
- I. Cities and Settlement under the Empire [A]
- J. Religions in the Greek and Roman World, c. 31 BC – AD 312 [H]
- K. Sexuality and Gender in Greece and Rome [H]
- L. Greek and Roman Coins [A]
- M. Epigraphy of the Greek and/or Roman World [H]
- N. The Archaeology of the Late Roman Empire, AD 284-641 [A]
- O. From Julian the Apostate to Saint Augustine, AD 350-395 [H]

Group 3: Beyond the Graeco-Roman Mediterranean (no more than two may be taken)

- A. Egyptian Art and Architecture [A]
- B. The Archaeology of Minoan Crete [A]
- C. The Emergence of Medieval Europe, AD 400-900 [A]
- D. Byzantium: The Transition from Late Antiquity to the Middle Ages, AD 500-1100 [A]
- E. The Formation of the Islamic World, AD 550-950 [A]
- F. Maritime Archaeology **CHECK: if decided on.**
- G. Scientific Methods in Archaeology [A]

Group 4: Classical Languages (no more than one may be taken)

- A. Further Ancient Greek
- B. Further Latin.

**Assessment:** Each year a board of examiners ('Moderators') is drawn from the Faculty to examine Classical Archaeology and Ancient History Mods. The examiners are assisted by a number of assessors, also members of the Faculty, who spread the load and deal with some of the specialised subjects.

## 12. Support for Students and their learning

- Induction programmes are given in colleges, in the faculty, and in the Bodleian Library.
- Written information about the course is provided in the Course Handbook and in *Examination Decrees and Regulations*. The Course Handbook includes guidance on assessment criteria and informal descriptions of the objective and scope of the various papers, or reference to the website where such descriptions can be found. Further advice on what makes for good and bad answers can be gained from the detailed examiners' reports which, together with past papers, are available on the websites and in libraries. Faculty reading lists are also available from these sources.
- College subject tutors provide academic guidance, discuss options and paths, give and arrange tutorials, and give advice on study skills where appropriate. Their overall monitoring of academic

progress typically includes setting college examinations (“collections”); these help students consolidate their learning and refine their examination technique, and provide students and tutors with information on academic progress. Through these, and through discussion of reports with students, there is a high level of feedback and continuous formative assessment throughout the course, affording effective early warning of problems.

- Personal (“moral”) tutors are also based in colleges, with the role of helping with personal problems and advising on pastoral issues. In some cases these personal tutors are identical with the subject tutors, in others not.
- Welfare arrangements are predominantly college based: those involved typically include the Head of the college, Dean, Senior Tutor, Tutor for Women, Junior Common Room Welfare Officers, Peer Support Groups, Senior Advisers, Chaplains, College Doctors and Nurse. There is a university-wide Counselling Service, and the Student Health, Hardship and Disability Committees are responsible for special provision where appropriate. Special arrangements are made for disabled or dyslexic examination candidates. The Student Union offers complementary welfare services.
- Outstanding library resources include the Bodleian and Sackler Libraries as well as the college libraries. Books can be borrowed from college libraries and from the Sackler Library (which incorporates the Classics Lending Library); multiple copies are kept of books likely to be in demand.
- Computing facilities are widely available, and the Computing Service provides classes at a variety of levels, for complete beginners through to those wishing to learn to use very sophisticated programmes and computing languages. The University’s intranet makes available a great deal of relevant material to students.
- Opportunities to learn an additional language, from a wide range of Modern and Oriental languages, are available through the University’s Language Teaching Centre.
- The Careers Service is very active, and very successful, in helping those who do not want to continue in academic work to find employment.

### **13. Criteria for Admission**

All candidates applying to Oxford are considered carefully on their individual merits. Conditional offers made to successful candidates may vary depending on the college, subject and the applicant's individual circumstances. We do not have standard offers. For A-level students most conditional offers are likely to be set at AAA in three subjects taken as full A-levels. In addition, colleges may specify a certain grade to be achieved in an AS-level (if it has not been achieved already). A background in History at either A2-level or AS-level (or equivalent) may be useful for some elements of the course.

### **14. Methods for evaluating and improving the quality and standards of learning**

Students are asked each term to fill out lecture questionnaires by the lecturer, asking for their (anonymous) comments on the lectures. In colleges also students are asked to fill out similar forms commenting on the tutorials they have received. Action is taken by the relevant college officers, usually the Head of the College and the Senior Tutor. At the end of the course, there is a formal feedback session, when the whole cohort are

asked for comments on the course.

The course had a formal Review in 2008. As a result of the very full Report, numerous improvements have been made to the course. A programme of rolling reviews has also been established for the future. The Course Handbooks are updated to conform to changes.

The reports of external examiners are considered in the first instance by the Sub-faculty of Ancient History and Classical Archaeology and the Faculty Board for Classics. They are then passed to the Humanities Divisional Board, along with notes of action taken or proposed, and also to the University's Educational Policy and Standards Committee. The Educational Policy and Standards Committee is the ultimate authority, within the University, for overseeing matters of educational policy, for ensuring the maintenance of the highest standards, and for enforcing such action as may be necessary to achieve these ends.

Internal examiners' reports are very full and detailed. They are designed to be of assistance to students in future years, and are made available in libraries and on the intranet.

New academic staff attend courses to train them in how to teach; these are organised by the Institute for the Advancement of University Learning, which has been set up within the University to carry out research into the training of university teachers as well as to implement that research by employing the most effective methods of training. The Institute also runs courses to train graduate students who undertake some undergraduate teaching. More information about it can be found at <http://www.learning.ox.ac.uk/>.

Each new member of staff is assigned a mentor, who is responsible for giving advice and guidance. Formal staff appraisal of all academic staff by a nominated peer appraiser takes place annually, with a five-yearly interview (or more frequently if requested by appraiser or appraisee). The emphasis of the University's recently reviewed appraisal scheme is on reflection and self-assessment.

### **15. Regulation of assessment**

- The relevant faculty boards are responsible for establishing and approving any changes to examining conventions for the courses under their control. The faculty boards also nominate the internal and external examiners on the Examination Boards for each of their degree courses, subject to approval by the Vice-Chancellor and Proctors on behalf of the University.
- 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. After scripts have been marked, the Board of Examiners meets to classify the students in accordance with the rules established by the Faculty Board.
- External Examiners are appointed in order:
  1. 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.
  2. 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

<p>they act. Their reports are expected to cover all the following points</p> <ul style="list-style-type: none"> <li>• the standards demonstrated by the students</li> <li>• the extent to which standards are appropriate for the award</li> <li>• the design, structure and marking of assessments</li> <li>• the procedures for assessment and examinations</li> <li>• whether or not external examiners have had sufficient access to, and the power to call upon, any material necessary to make the required judgments</li> <li>• students' performance in relation to their peers in comparable courses</li> <li>• the coherence of the policies and procedures relating to external examiners and their consonance with the explicit roles required of them</li> <li>• the basis and rationale for any comparisons made</li> <li>• the strengths and weaknesses of the students as a cohort</li> <li>• the quality of teaching and learning which may be indicated by student performance</li> </ul> <ul style="list-style-type: none"> <li>• The Report is addressed to the Vice-Chancellor, and will be considered by the relevant divisional board, the faculty/department and by the University's Educational Policy and Standards Committee.</li> <li>• Where an external examiner's report contains particular suggestions or criticisms, it is the responsibility of the faculty/department 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</li> </ul> <p>The conventions for marking and for assigning classes are circulated to candidates before the examination. Each Board of Examiners takes over the practice of its predecessors and normally follows it closely, but some adjustment or modification is bound to take place over the years, as a result of changes in examination structure or in the interest of greater fairness.</p>
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<b>Marking Scale</b>		
<b>70-100</b>	<b>Class I</b>	<p><b>Above 85 (Very high first class): truly exceptional work of quite remarkable acuity, knowledge, originality and argumentative power, indicative of an extremely rare scholarly talent.</b></p> <p><b>80-85 (High first class): outstanding and memorable, displaying powers of analysis and argument to a very high degree, with excellent command of the facts and/or arguments relevant to the questions and evidence of very high ability to organise them with clarity, insight and efficiency.</b></p> <p><b>70-79 (First class): work displaying most of the following—very good range and command of material, analytical and argumentational power, command of the facts and ability to organise them—, but not so consistently or completely as to merit a mark in the previous category.</b></p>
<b>60-69</b>	<b>Class II(i)</b>	<p><b>work displaying analytical power and argumentation of the quality associated with a First, but with less comprehensive and thorough command of evidence; or work showing considerable thoroughness but less analytical skill or less clarity in organisation.</b></p>

50-59	Class II(ii)	competent work with no major defects, but giving an incomplete account of the question, or marred by inaccuracies; or work which demonstrates lapses in (but does not lack) analytical and argumentational skills.
40-49	Class III	work that is generally weak with muddled argumentation, but containing some evidence of knowledge of facts and analytical skill; or work that, while knowledgeable in itself, does not address the question asked by the examiners.
30-39	Pass	very poor quality work, showing only slight evidence of effective study.
<30	Fail	work which shows almost no knowledge of the topic or recognition of the passage and no ability at critical thinking or analysis, and is of such a low standard that it raises the question of whether the candidate should be awarded even a Pass degree.

#### 16. Indicators of quality and standards

The last QAA subject review for Classics was held in Autumn 2000, and the subject was awarded 24 out of a maximum of 24.

RRRS/KB 02.09.02

Revised SRFP/HMcG 13.06.08