

**DEPARTMENT OF ECONOMIC HISTORY**

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**Handbook for Graduate  
Teaching Assistants  
and Guest Teachers**

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**2023-24**

## Welcome from the GTA Mentor

I would like to welcome you to the group of Graduate and Occasional Teachers working at the Economic History Department. We are sure that you will find teaching an enjoyable and fulfilling – if sometimes challenging and demanding - experience. Teaching a subject is one of the best ways of coming to a fuller understanding of it, and your teaching should also contribute to your research. It is an essential part of what we do at LSE: your work in teaching classes is a critical part of our students' experience.

This booklet has been designed to help you deal effectively with the tasks you will face over the coming year. It should be read in conjunction with the guidance available from the Eden Centre, which includes a substantial set of resources on teaching as a GTA or occasional teacher:

<https://info.lse.ac.uk/staff/divisions/Eden-Centre/GTA-Portal>

As your official mentor, I will be your point of contact in case you ever feel the need for support with your teaching. In general, I am here to help you maintain and improve the quality of your teaching, and to get the most out of your experience this year.

In the course of the year, we are going to meet **at least once** each term. I will also be arranging **additional meetings** during the teaching terms to give you a chance to share experiences and gain feedback, advice and support.

In addition to my role, you will also engage closely with

Helena Ivins, Undergraduate Tutor/Undergraduate Programme Manager [h.ivins@lse.ac.uk](mailto:h.ivins@lse.ac.uk)

If you have concerns that cannot be addressed through myself or Helena, the Head of Department is Patrick Wallis, and the Undergraduate Programme Director is Oliver Volckart:

Patrick Wallis [p.h.wallis@lse.ac.uk](mailto:p.h.wallis@lse.ac.uk)

Oliver Volckart [o.j.volckart@lse.ac.uk](mailto:o.j.volckart@lse.ac.uk)

Thank you for being part of the delivery of what we feel is one of the best programmes in Economic History in the world. I hope you enjoy your time teaching for the Department. If you have any questions or suggestions with regard to the support provided by the School or the Department, please do not hesitate to let me know. All comments are most welcome!  
Kind regards,

Professor Neil Cummins  
GTA Mentor  
[n.j.cummins@lse.ac.uk](mailto:n.j.cummins@lse.ac.uk)

## Your Role as a Class Teacher at LSE

Class teachers are a vital part of teaching at LSE. You play a key role in the life of the department and are one of the main points of contact with our students.

Your weekly encounters with your students give you the opportunity to build a substantial and intellectually rich relationship with your students. The time they spend with you in class should be engaging, active and stimulating. How you teach will shape how they think about our discipline and the topics they study.

You are in a unique position to identify students' needs, and to spot areas of strength and weakness. At times, this often means you are also one of the first people to learn about matters on which students need pastoral support – and can guide them to the support available from their Academic Mentor or the School – and you may, at times, need to alert the Departmental Tutor to more serious problems as they arise.

As a class teacher, you will also give our students the majority of the feedback they receive on their written or class work. Marking work, writing meaningful comments and helping students learn how to improve their performance is a key part of the class teacher's role.

Your duties in the department include:

- Conducting effective, high-quality teaching that supports the course syllabus
- Preparing appropriate teaching materials, such as discussion questions, agenda etc.
- Offering advice and feedback to students outside class
- Reporting academic problems to the course convenor
- Marking formative and assessed student work
- Assisting with marking exams: this is likely to include work in the Summer Term

### Administration

- Participating in teaching meetings with academics and administrators
- Participation in LSE and Departmental training programmes
- Keeping up to date records of student attendance and grades on LSE for You
- Regularly checking your email and responding to student queries in a timely manner
- Writing termly reports on your students' performance

## How teaching works at the LSE

Almost without exception, undergraduate students take four 'full unit' courses each year (or three full units and two half units). In addition, each student is allocated an Academic Mentor (i.e. a personal tutor) for their time at the School. The Mentor's role includes ensuring that the student makes well-informed decisions as to what courses to take. They also provide general guidance, based on class teachers reports, to the student on how they are doing and how to get the most out of their studies. You can identify a student's mentor via their entry on LSE for You.

The Departmental Tutor is the faculty member in overall charge of undergraduate academic and pastoral development within the department, and has, for example, to approve applications for students to 'suspend regulations' if the student wants to take a course that is not generally allowed. The Undergraduate Programme Director oversees the academic development of the programme as a whole.

Most courses are taught on a lecture plus class basis, with 20 one-hour lectures, one per week, in each of the weeks of the Autumn and Winter terms. Classes last for 50 minutes (starting at 5 minutes past and ending at 5 minutes before the hour) and are usually held weekly from the second week in term up to and including the first week of the summer term. Attendance at lectures is optional but strongly recommended for students, classes are compulsory. Over the year students are generally required to produce three or four pieces of written work, depending on the course.

Student's exam entry requires satisfactory attendance and performance in each course. The student needs to have completed all the required pieces of work. A class teacher may be asked to express views on a student's performance in cases where there are doubts about their work, but the decision is made by the Departmental Tutor and, ultimately, by the Senior Advisor to Students. Students have been banned from sitting exams in the past, and no doubt some will be banned in the future. Please ensure that your records are up to date, so that no students face unjustifiable exam bars.

This is just a brief summary of systems of teaching. The formal regulations for all aspects of teaching at LSE, including details of all courses, dates and so on, can be found in the LSE Calendar. There is also a detailed code of good practice for teaching, which can be found here:

<https://www.lse.ac.uk/resources/calendar2014-2015/academicRegulations/codeOfGoodPracticeForUndergraduateProgrammesTeachingLearningAndAssessment.htm>

## Training & Orientation

The School and the Department will ensure that you are trained to teach well. In addition, you may want to work towards an independently accredited teaching qualification – the Postgraduate Certificate in Higher Education (PGCERT). Post-graduate teaching qualifications are increasingly required by academic employers and the department will support you if you take the opportunity to earn the qualification during your time at the LSE, time permitting. The Eden Centre run these courses within LSE and you can find out more about them via their website.

Since 2018-19, prospective GTAs starting the PhD programme in Economic History have participated in a **departmental training programme** working alongside experienced GTAs. This is described separately in documentation for that course.

### **1) Eden Centre induction course.**

The Eden Centre at LSE runs an annual GTA induction course for new teachers at the beginning of each academic year, which teaches you how the school works, and how to teach effectively. *It is compulsory for all newly appointed occasional teachers to attend these courses, even if they have attended similar courses elsewhere, or if they have prior teaching experience, unless they have a specific exemption from the GTA mentor.* The course covers effective teaching, feedback, and assessment. Feedback on the course is highly positive.

The Eden Centre should send invitations to new GTAs over the summer. Any GTAs who join after the induction programme has occurred will be invited to attend a catch-up session later in the year.

The School covers the cost of the course, in addition students are paid to attend it. If you missed this course, please let the Department Manager know immediately, so that we can arrange for you to attend a subsequent one.

### **2) Departmental induction meeting for GTAs & occasional teachers.**

This meeting is intended to answer any questions you may have about teaching. We will also review various issues specific to teaching on economic history courses. At this meeting you will also have the opportunity to meet your fellow occasional teachers, who are a valuable source of new ideas and feedback.

### **3) Later collective feedback and discussion meetings**

Compulsory meetings in Week 1 of Winter and Spring Terms will discuss how to approach teaching and to share ideas on effective practice. This is your opportunity to discuss what has (or has not!) worked in your teaching this year, and get ideas from your colleagues. In addition, they will address issues specific to each term, including mock exams (WT), exam marking (ST), etc. We will also run additional optional meetings during AT & WT to support you in your teaching.

### **4) Individual assessment and feedback.**

As a general rule, a member of the faculty or the Eden Centre team will observe and give feedback on one of your classes, generally during your first term. In addition, the GTA mentor will meet with you once a term to discuss your experience of teaching, and the feedback that you have received from students. Course lecturers may also attend one of two classes to offer support and advice.

## **The mechanics of teaching in the Economic History Department**

### **Working with course convenors**

Each course at LSE has a convenor who is responsible for ensuring that the course is organized and delivered successfully. They will usually be a permanent member of faculty and are normally the main lecturer on the course.

The course convenor for the classes you are teaching should provide you with the course description, the course reading list, a weekly lecture and class topic schedule covering the entire

course, an essay topic list (or instructions regarding the use of prior examination questions as essay topics), essay deadlines, and all other necessary course documentation. You should receive this in timely fashion, normally via either Moodle or email.

You are expected to keep in touch with the course convenor and attend meetings as required to ensure that the classes you teach are aligned with the requirements and goals of the course as a whole. If you have questions about the course content or classes you are teaching, the course convenor should be your first point of contact.

### Preparing for class

Occasional teachers are responsible for preparing classes professionally by attending lectures and reading the relevant texts.

- **Attending lectures in the first year teaching a particular course is required** and is a time-effective method of mastering material and identifying the key issues for a class.
- GTAs often find it useful to meet others teaching the same course before classes, to discuss approaches to a topic.

### Taking classes

The Eden Centre induction course will equip you to take classes in a way that delivers excellent educational outcomes. This will include planning classes in advance, and preparing agenda, materials for discussion etc. Effective class design is vital to a good class. If you are uncertain about how to teach a topic, make sure you discuss your approach with the course convenor.

- No two classes are ever the same, and you should always feel free, within reason, to experiment with new approaches to classes. Ensure you vary the format of your classes between weeks.
- It is essential to keep in mind that the aim of classes in Economic History is to give students a chance to discuss ideas and materials. They should be active learning experiences. You should never offer additional “lectures” within your class.
- We recommend that you observe an experienced class teacher (or several) to see how they work in the classroom. Most GTAs and faculty will be happy to have you attend if you ask permission in advance. You should also feel free to exchange ideas and experiences with other OTs.
- Except in the first few weeks of the first term, do **not** accept students in your class who are not registered for it, unless requested by the Department’s undergraduate team. Some students try to attend classes but for which they are not registered. This causes imbalances and is unfair to those students who have properly registered for classes. If students want to swap classes, they must apply via LSE for you to the Departmental Tutor. Full details are here: <http://www.lse.ac.uk/finance/study/current-students/student-guides/process-for-requesting-a-class-change>
- Class presentations can be difficult to manage, as it is easy for the class to lose focus if presentations run too long or fail to get their point across. A guide to class presentations is given as an annex in this guide. You may find it helpful to distribute it to your students for their use. If you are using presentations, ensure they keep to time limits.

- Learn from informal student feedback. We recommend that you take a few minutes around the middle of each term to discuss the way the class is working with your students. An effective method is to distribute file cards and ask them to identify one thing about your teaching they would like you to stop, one thing they would like you to start, and one they want you to continue.

### Office hours

All GTAs are expected to **hold an office hour lasting at least one hour each week**. This should occur regularly at the same time each week. The time will be advertised on the department's web pages and a note should also be posted on your office door. At certain times of term, you may need to offer additional office hours to meet student needs (eg: to return essays). However, at other times you may have no students during office hours.

Office hours should start at 30 minutes past the hour, to minimise the number of students unable to attend owing to timetable clashes. You should also find the time to see students who have legitimate reasons (e.g. other classes) why they cannot make your office hour. We discourage you from being available to see students at all times.

Office hours must not start before 9.30am or finish after 6.30pm. Office hours can be made bookable via Student Hub.

### Marking Student Work

GTAs are expected to mark essays and other coursework. Each course is different, so you should discuss the marking schedule and responsibilities with the course leader.

Make sure that your students are fully aware of the requirements for each piece of work and deadlines. Essays handed in on time **must** be marked and returned by the departmental deadline. You should be firm in sticking to the published deadline for work.

In marking **you are required to follow the department's guidance on assessment**. This is necessary for us to meet the demands of the Office for Students.

The first essay that students write in first and second year courses should be followed up by appointment during your office hours to discuss the essay, either individually or in small groups. Appointments should be a minimum of 10 minutes long. Take this time to discuss the essay with your students properly and to discuss their progress in general. Meetings are not required for subsequent essays, but they are best practice – and remember to inform students that they can see you during your office hours.

The department's general marking schema is given as an annex to this guide.

### Plagiarism

If you suspect a student of plagiarism, contact the course convenor and the Department Tutor immediately. Dealing with both the student and the LSE in such cases is part of their role, and you should not try to address this yourself. The School has detailed guidance on plagiarism:

<https://info.lse.ac.uk/staff/divisions/academic-registrars-division/student-services/assets/documents/internal/staff/guidance-for-dealing-with-UG-or-PG-cases-of-suspected-plagiarism.pdf>

### **Recording Attendance (LSE for You)**

You have access to electronic class lists as part of LSE for You. The School requires all undergraduate students to attend classes and you are responsible for maintaining attendance registers for your classes. This applies to online as well as in person teaching

It is of the utmost importance that you maintain accurate class registers by completing the registers after every class. A student who is absent repeatedly, or does not hand in work, may have real problems, and this is often the only way in which the student's academic adviser becomes aware of the problem.

Guidance on how to use LSE for you is available on the IMT website:

<https://info.lse.ac.uk/staff/divisions/dts/essentials/LSE-for-You-Help-and-support>

### **End of term reports (LSE for You)**

You are required to produce individual reports on each student in your class at the end of the two teaching terms. These reports must be completed within a few days of the end of term, or, better still, immediately following the last class of term. They are entered via LSE for You.

It is not necessary to write extensively about each student, simply to highlight strengths, weaknesses and – particularly – to give suggestions for improvement. In general, you should write more for students who need to alter their approaches.

Examples of reports might include 'Works hard and performs well', 'Erratic: must fill in the gaps to be sure of success in the exams', 'reasonable student who needs to read more widely to do well', 'written work disappointing – must think more about essay structure', 'good on paper, needs to be more vocal in class to get the most out of this course', 'clever but not hard working', 'too little work this term for me to be able to comment on this student'.

### **Exam Marking**

The Department includes a *limited volume of exam marking* in GTA contracts. This will be capped at 60 scripts (20 hours work) and you will only be asked to mark work on courses that you have taught. Not all GTAs will be needed to mark exam scripts. Training on the marking process will be given at the start of the ST.

Additional marking may be offered if the need arises, but this will not be a requirement. Grading scripts is one of the best ways to understand how well your students have performed and understood the material. Marking will be arranged towards the end of the Lent Term.

### **Audio-visual & IT Problems**

If the audio-visual equipment is not working, ring Audio Visual Services on the phone in the classroom. Someone is usually able to come out and repair it within a few minutes.

The number to ring (5300 or 5400) is printed next to the phone.

### **Timetabling & Absences**

In the event of a timetabling query, you should contact the Timetables Office, [timetables@lse.ac.uk](mailto:timetables@lse.ac.uk). Do not request a change to your timetable directly: all changes should be submitted via Oli Harrison ([o.harrison1@lse.ac.uk](mailto:o.harrison1@lse.ac.uk)) in order to avoid clashes being created.

If you are forced to postpone a class due to unforeseen circumstances, please let the Timetables Office know as soon as possible and ask them to reschedule the class. Please contact the students in person, through the Class Mailer on LSE For You or via email. Please inform the Undergraduate Programme Administrator of the arrangements made and copy in the Department Manager when providing notification.

If you are ill, or cannot take a class for any reason, if possible, please contact the other class teachers to see if one of them can take your class (on the basis that you will do one of their classes later on). If you cannot do this, or find one who is available, please ring the course convenor, or Departmental Manager (020 7955 7857).

If the class has to be cancelled, ring timetables on 020 7955 6333 or email them on [timetables@lse.ac.uk](mailto:timetables@lse.ac.uk). They will put up a notice on the teaching room door. If you are cancelling a 9am class on the day of the class, please ring the Porters on 020 7955 6760, as timetables do not open until 9.30am. There is time at the start of the summer term to run additional classes to replace any that have been cancelled earlier in the year.

### **Communicating with students**

LSE for You has a class mailer option – this is the best way to send messages to all students in your class(es).

### **Writing references**

The Senior Advisor to Students states that for your legal protection, **GTAs should not write references**, but instead ask the student to ask a faculty member. Faculty may then ask you either for notes on the student, or to comment on a draft that they have prepared.

### **Dealing with Discipline Problems in Class**

Occasionally, you may come across a student who fails to behave appropriately in class. The Department **does not expect you to be responsible for disciplining students** who fail to respond to polite requests to behave appropriately in class, attend the classes they are required to do, or hand in written work. We **do** expect you to provide us with information about any problems that you experience with students. This is the fastest way to resolve a problem.

In the unlikely event that there are serious problems with a student's behaviour, please contact their departmental tutor (see points of contact) and their Department will take action. You are more likely to find that you have some students who are failing to attend classes, hand in work, or who are not participating in a meaningful way in class. The LSE for You system is a key element in recording absences and failure to hand in work. This is one reason why it is **essential** that you complete your registers.

Student performance is monitored using LSE for You by Academic Advisers and the Departmental Tutor. They will also respond to any information you provide about problems as they emerge. Where students are failing to meet their obligation to attend classes and submit work, their department will intervene and impose sanctions upon them until their behaviour improves. The main penalty is barring students from their exams. This prevents them progressing to the next year of their course. If this fails to work, the student will be referred to the Dean of Undergraduate Studies. Every year around 5% of students are given provisional bars. Nearly all of them respond positively, attending classes, handing in work, and thus having their bar lifted.

**As class teachers you cannot bar students.** Nor can course convenors. Only their academic advisers, Department Tutor and Senior Advisor to Students can bar students. If you have concerns about a student, it is vital that you communicate with their academic adviser or their Department Tutor in the first instance.

### **Facilities for GTAs**

- 1) The use of an office, shared with other occasional teachers. The office will have a telephone, a computer for each teacher and a printer. These facilities should be used for your teaching and research only. Please be considerate of your officemates.
- 2) Any stationery you need for teaching purposes.
- 3) Free photocopying for teaching purposes on the 5<sup>th</sup> floor of Sardinia House or in the library (contact the Department Manager for a code).
- 4) Post boxes on the 3rd floor of Sardinia House, to which deliveries will be made by the School's Post Room each day.
- 5) A library card and LSE computer network access, if you do not already have them.
- 6) Access to LSE for You Class Registers, the School's electronic teaching recording system, which allows you to quickly and easily record attendance, marks, etc, as well as see photographs of your students, and be able to email all of them easily.

### **Surveys of Students**

During the year, all our students participate in two surveys that allow them to evaluate the courses they are taking. Part of these surveys asks them for their views of their class teachers, as well as on other aspects of their courses. These usually occur in weeks 8 or 9 of Autumn Term. This is intended as a supportive process to help teachers develop and to identify good practice.

The key quantitative results of the survey are seen by you, as class teacher. In the Department, they are seen by two people: the Head of Department and the Course Convenor for your course. At School level, they are available to the Director of the Academic & Professional Development Division and the Pro-Director for Teaching and Learning. There is also a set of qualitative comments that are only seen by you. You may wish to discuss your results with the course convenor or the GTA mentor.

## **GTA Meeting Dates**

### **Mandatory Meetings**

Required for all GTAs. Details on times and venues will be communicated prior to the meeting.

#### **Autumn Term**

14: 00, 26 September

#### **Departmental Induction**

(introductions and expectations)

#### **Winter Term**

14:00, 16 January

#### **Departmental GTA meeting**

(review of first term)

#### **Spring Term**

14:00, 30 April

#### **Departmental GTA meeting**

(revision sessions & exam marking)

## Points of contact

Issue	Contact
Questions about the course on which you are teaching	Course convenor
Serious matters relating to specific students (including suspicions of plagiarism or long-run absences)	Departmental Tutor (for students from other departments, please refer to their departmental website for the relevant contact)
General questions regarding teaching	GTA Mentor
Questions about visas	Human Resources ( <a href="mailto:HR.pay.info@lse.ac.uk">HR.pay.info@lse.ac.uk</a> )
Questions about pay or contract	Department Manager, or Human Resources ( <a href="mailto:HR.pay.info@lse.ac.uk">HR.pay.info@lse.ac.uk</a> ) General contractual guidance is here: <a href="https://info.lse.ac.uk/staff/divisions/Human-Resources/Assets/Documents/Terms-and-conditions/GTAsGuestTeacher.pdf">https://info.lse.ac.uk/staff/divisions/Human-Resources/Assets/Documents/Terms-and-conditions/GTAsGuestTeacher.pdf</a>
Support for students for whom English is a second language	LSE Life
Moodle and LSE for You, including training courses	IT Services – <a href="https://info.lse.ac.uk/staff/divisions/dts">https://info.lse.ac.uk/staff/divisions/dts</a>
Training & Support for Teaching	Eden Centre <a href="https://info.lse.ac.uk/staff/divisions/Eden-Centre/Eden-Centre">https://info.lse.ac.uk/staff/divisions/Eden-Centre/Eden-Centre</a>

## Who's Who

Role	Name	Contact Details
Head of Department	Professor Patrick Wallis Patrick is responsible for managing the department and its relationship with the school.	<a href="mailto:p.h.wallis@lse.ac.uk">p.h.wallis@lse.ac.uk</a>
Deputy Head of Department (Teaching)	Professor Neil Cummins Neil oversees teaching within the department and leads our engagement with the rest of LSE on teaching matters.	<a href="mailto:n.j.cummins@lse.ac.uk">n.j.cummins@lse.ac.uk</a>
GTA Mentor	Professor Neil Cummins Responsible for training and support for GTAS	<a href="mailto:n.j.cummins@lse.ac.uk">n.j.cummins@lse.ac.uk</a>
Departmental Tutor	Helena Ivins Oversees student progression and mentoring for UG students.	<a href="mailto:h.ivins@lse.ac.uk">h.ivins@lse.ac.uk</a>
Undergraduate Programmes Manager	Responsible for the administration of all UG teaching, and provides first point of contact for students and staff	

UG Programme Director	Professor Oliver Volckart Responsible for overseeing the performance and development of our UG programmes	<a href="mailto:o.j.volckart@lse.ac.uk">o.j.volckart@lse.ac.uk</a>
Departmental Manager	Jennie Stayner Responsible for professional support in the department, including contracts and payments	<a href="mailto:j.c.stayner@lse.ac.uk">j.c.stayner@lse.ac.uk</a>

## **Appendix A: Class presentations**

*The ability to give a good presentation is a useful one, and one that can usefully be learned while a university student. This note has been prepared by the Teaching and Learning Development Office to help both students and class teachers understand what makes a good presentation.*

Oral presentations can be based on a general overview of a particular topic or an aspect of a topic, they can be focused on a specific question related to the topic for discussion or they may take some other form; in any event the development of good practice for ALL types of presentation involve similar principles.

Under no circumstances should presenters read verbatim from prepared essays or other texts. If papers are written out presenters must speak to, rather than from, the paper. However it is important to develop an ability to speak from notes even if English is not the presenter's first language. Ideally these notes should be as concise as possible and be able to fit onto a large file card, given that short presentations are what is required. Brief headings which can be expounded upon during the presentation can also be helpful in developing good examination technique, as in three-hour papers students have rapidly to articulate and develop ideas without reference to detailed notes.

In oral presentations students are expected to express their own ideas and opinions. Merely to explain the views of others is not the mark of a good presentation unless this is specifically requested by your teacher.

In presentations which are not based on specific questions, presenters should draw attention to issues which are of particular interest of significance or have engendered controversy and disagreement. Clear explanations and arguments are vital.

In presentations geared to particular questions, the structure, relevance and logic of argument are more important. It is not enough to talk about general issues or those which the presenter might find interesting. The ideas and arguments must answer the question.

Presentations are not intended to be (and cannot be) comprehensive lectures. Instead, they should raise central issues as an agenda for class discussion and stimulate debate by clarifying issues in a form that generates productive disagreement.

Presenters must ensure that their words are audible and confidently expressed. Clarity of thought and language is also important. All this will involve the presenter being confident in their own ideas and in the understanding of the ideas of others.

Conciseness is important in the delivery of any presentation. Presentations should not normally last longer than 7 minutes, to allow time for responses and discussion. Often teachers give less time – 5 minutes, for example – to ensure that the rest of the students have enough time to engage with the topic.

Presenters may use white boards, ohps, and PowerPoint projectors when these are available.

Class presentations do not usually count as part of the formal assessment, but class teachers are required to give a grade for class performance/contributions, including presentations.

Students who are not native English speakers may find it helpful to attend the Presentation Skills Workshops offered by the School's Language Centre.

Annex B: **Undergraduate marking schema**  
**Marking Criteria for Undergraduate Examinations in Economic History**  
**From Academic Session 2017-18**

Examiners use the following benchmark when assessing summative assessments (examinations and thesis work).

**First Class (70-100)**

*90-100* Analysis of such originality or insight as potentially to change some aspect of conventional understanding on the subject treated; and in the case of a thesis to be potentially publishable.

*80-89* Analysis of exceptional quality, based on comprehensive knowledge (both historical and conceptual) of the topic, and *either* developing an original argument in response to the question, *or* demonstrating independent critical discussion and insight.

*70-79* Analysis which shows both broad and deep knowledge of the historical evidence as well as conceptual command of the subject matter based on close engagement with the question, an informed understanding of the historical period, and the issues raised by the historical literature.

**Upper Second Class (60-69)**

Clearly written and well-argued work which reflects an understanding of the question as well as the historical period and issues under discussion, engages seriously with the question and offers a thorough analysis of the relevant materials.

**Lower Second Class (50-59)**

Work which displays an understanding of the questions set and knowledge of the historical periods and issues under discussion, but which tends to a less than systematic critical analysis of material and to presentation of a discussion which is not consistently focused or relevant.

**Third Class (40-49)**

Work which shows sufficient knowledge to frame a basic answer to the question and which contains relevant information about the historical period and issues under discussion, but which is otherwise characterised by lack of clarity and originality, by an absence of analytical skills, by a tendency to factual error and by straying from the question at hand.

**Fail (0-39)**

*34-39:* Work which provides some material relevant to the question and demonstrates some knowledge of the historical period and issues raised but which is otherwise badly marred by weaknesses of error, omission and relevance, and which demonstrates very little analytical understanding.

*30-33* Work which fails to proceed beyond the most rudimentary acquaintance with the historical period and issues under discussion, which pays little attention to the precise question posed and has persistent factual errors or an inability to frame a consistently coherent argument.

20-30 Characterised by paucity of information, confusion and lack of relevance but with some germane points or information.

0-19 Work which reveals paucity of information or knowledge about the period and question under discussion and is characterised by persistent confusion and error concerning any historical ideas it mentions, as well as by a total inability to engage with the question and frame a coherent argument in response to it. Alternatively, work which is seriously truncated and totally undeveloped.