UON Assessment Brief

Assessment Details

Module title: Secret State: British Intelligence, 1558-1945
Module code: HIS3027
Assessment code: AS1
Assessment weighting: 40%
Word limit: 1500 words (exclusive of referencing and bibliography)
Submission date: 21 November
Feedback date: within 20 working days of submission
Resubmission date: 10 April 2026
Module leader: Jim Beach

Assessment Task

AS1 document analysis

You are required to comment upon the content and discuss the context of **one** of of two primary sources within the module booklet. Either the extract from Document 2 or the image in Document 4 as reproduced in the AS1 questions document.

See module booklet for word-lengths, anonymity, nomenclature, marking, and submission guidance. Submissions are expected to be fully footnoted, include a bibliography, and conform to all the other referencing requirements in the HIS referencing guide.

Learning Outcome(s) aligned to this assessment:

Your work will be marked according to how well you have evidenced the following learning outcomes:

- Apply insights drawn from intelligence history to Britain's security between 1558 and 1945.

- Select and explain key aspects of the complex literature relating to British intelligence in a coherent and detailed manner.
- Produce historical arguments about British intelligence supported by significant evidence/sources, with convey complex information effectively in written English, which are accurate, clear, and use appropriate syntax and academic conventions.

Academic Practice (referencing style, literature usage, AI Usage):

See History referencing guide on NILE site

Assessment Guidance

Reading List

You will find a link to your online reading list on NILE in the "About this module" section.

Use of Generative AI (Artificial Intelligence) within this Assessment

All assessments in this module are Category I: No GenAI allowed.

Refer to the History and HIS-Code module position statement on the use of GenAI for assessments for further details. This is available on all module NILE sites.

Module Leaders will also discuss this with you in class.

Use of GenAI may led may result in you being referred for investigation into potential academic integrity and misconduct.

Academic Practice support

The Skills Hub is a central repository where you will find a range of support for your study and assessments.

Feedback

Feedback should be received within 20 working days. An announcement will be sent out via NILE to inform you of when feedback is available.

You are to submit anonymously. See module booklet for further details.

Late Submissions and Extensions: What to Do if You are Concerned You May Not Make a Deadline

Unforeseen circumstances do sometimes affect someone's ability to submit work on time.

If you think you may not meet a deadline or are concerned about the number of classes you are missing, speak to the module leader and to your Personal Academic Tutor as soon as possible.

The University has specialist Student Support services to assist you should this occur during your studies.

Please refer to the Student Support pages on the University Student Hub intranet for contact information and overviews of the services offered by different teams.

For more detailed information on extensions, late or missed coursework deadlines, refer to the Student Hub intranet, the Undergraduate Student Handbook, and to the Student Information Desk (SID).

Important – Extensions, Late and Deferred Assessments

This module uses the standard university regulations for extensions, late submissions and deferred course work.

Both of the assignments for this module qualify for the university's extension and deferral processes. This is because they have AS and ES assessment codes.

Guidance on how to apply for an extension is available in the Student Handbook and on Student Hub. Please read the guidance carefully.

If you are concerned that you may not meet the original deadline (first submission point) for this assignment, please speak to the Module Leader and to your Personal Academic Tutor as soon as possible.

Marking Rubric

HIS-code module assignments are evaluated in how the learning outcomes meet the History grade descriptions.
Refer to the History grade descriptions for more detail in each category. These are listed at the end of this document.

Level.	No submission / no evidence. 0%.	Fail. 5-39%	Pass (Third). 40-49%	Commended (Lower Second). 50-59%	Merit (Upper Second). 60-69%	Distinction (First). 70-100%
Learning Outcome A Apply insights drawn from intelligence history to Britain's security between 1558 and 1945.	No submission.	Negligible, insufficient or inappropriate evidence of meeting the learning outcome to threshold pass standards.	Meets the History grade description for 40-49%. Satisfactory compliance with learning outcome content.	Meets the History grade description for 50-59%. Sound compliance with learning outcome content.	Meets the History grade description for 60-69%. Merit. High quality and rigorous compliance with learning outcome content.	Meets the History grade description for 70-100% categories. Distinguished. Very high quality, strong and rigorous and consistent compliance with learning outcome content.
Learning Outcome B Select and explain key aspects of the complex literature relating to British intelligence in a coherent and detailed manner.	No submission.	As above.	As above.	As above.	As above.	As above.

Level.	No submission / no evidence. 0%.	Fail. 5-39%	Pass (Third). 40-49%	Commended (Lower Second). 50-59%	Merit (Upper Second). 60-69%	Distinction (First). 70-100%
Learning Outcome D Produce historical arguments about British intelligence supported by significant evidence/sources, with convey complex information effectively in written English, which are accurate, clear, and use appropriate syntax and academic conventions.	No submission.	As above.	As above.	As above.	As above.	As above.
Academic / Professional quality.	No submission.	Poor command of academic / professional conventions appropriate to the discipline.	Satisfactory command of academic / professional conventions appropriate to the discipline.	Sound command of academic / professional conventions sufficient and appropriate to the discipline.	Rigorous command of academic / professional conventions appropriate to the discipline.	Authoritative command of academic / professional conventions appropriate to the discipline.

History Grade Descriptions and Marking Criteria

Assessments in HIS modules will, in accordance with their specified learning outcomes, be marked using the following guidelines:

Level	Percentage Grades	Description
Distinction / 1st	80-100	Work which fulfils all the criteria of the grade below, but at an exceptionally distinguished standard.
Distinction / 1st	75-79	Distinguished work of very high quality, based on extensive research or strong technical competence, demonstrating an authoritative grasp of historical conventions, concepts, methods and content, as well as an ability to deploy appropriate evidence to construct a strong, robust and consistent line of argument. Originality and insight based on critical analysis or evaluation is evident, as well as the ability to synthesis material effectively and the potential for skilled innovation in thinking and practice.
Distinction / 1st	70-74	Work of threshold distinguished quality displays most but not all of the criteria for the grade above in relation to the learning outcomes.
Merit / 2:1	67-69	Work that is worthy of a strong merit clearly fulfils the criteria for the grade below, but shows a greater degree of capability in relation to the relevant learning outcomes.
Merit / 2:1	63-66	Work of high quality based on a wide range of properly referenced sources, demonstrating an above average level of understanding of historical conventions, concepts, methods and content. There is clear evidence of critical judgement in selecting, ordering and analysing evidence to construct a rigorous and convincing argument which reveals occasional insight or originality.
Merit / 2:1	60-62	Work that is worthy of a threshold merit contains most, but not all, of the characteristics of the grade above in relation to the learning outcomes.
Commended / 2:2	57-59	Work which is highly commended clearly fulfils all the criteria of the grade below, but shows a greater

Level	Percentage Grades	Description
		degree of capability in relevant intellectual / subject / transferable skills.
Commended / 2:2	53-56	Work that is of sound quality, based on sufficient and appropriately referenced sources and demonstrating a sound command of relevant historical materials, conventions, and concepts, together with an ability to structure, organise and communicate arguments or materials effectively. The work will be mostly accurate with no serious omissions or irrelevancies and will provide some evidence of an ability to engage in critical analysis or evaluation.
Commended / 2:2	50-52	Work of threshold commended quality contains some of the characteristics of the grade above in relation to the relevant learning outcomes.
Pass / 3rd	47-49	Work of highly satisfactory quality demonstrates evidence of reliably achieving the requirements of the learning outcomes. Highly satisfactory command of academic / professional conventions appropriate to the discipline.
Pass / 3rd	43-46	Work of satisfactory quality which covers basic historical subject matter and is organised and presented appropriately, but which is primarily descriptive rather than analytical. There may be misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, or in communication or other relevant key skills, so that the work may be flawed by errors, omissions, or irrelevancies. There will be evidence of appropriate research and ability to construct an argument, using appropriate conventions, but this may be narrowly focused.
Pass / 3rd	40-42	Work of a threshold (bare) pass standard demonstrates evidence of achieving the requirements of the learning outcomes, but only to a threshold level. Command of academic / professional conventions appropriate to the discipline, but only to a threshold level.

Level	Percentage Grades	Description
Marginal Fail	35-39	Work which indicates some evidence of addressing the learning outcomes, but which contains some significant omission or misunderstanding, or otherwise just fails to meet threshold standards.
Fail	20-34	Evidence included or provided but with some very important aspects missing. Poor command of historical conventions appropriate to the discipline.
Comprehensive Fail	1-19	Negligible or inappropriate evidence. Unsatisfactory command of historical conventions appropriate to the discipline.
Non-submission OR Academic Misconduct	0	Work submitted but academic misconduct proven and penalty given was to award an Academic Misconduct AG grade OR for non-submission of assessment