



**Trinity College Foundation Studies  
Subject and Assessment Outline**

**HISTORY OF IDEAS**

<b>Semester 1 Curriculum</b>	<b>Assessment</b>
<p>The influence on the modern world of ancient ideas about what it means to be human, how we find 'truth', and how society should be organised, including:</p> <ul style="list-style-type: none"><li>• Ideas of human power to organise and improve society, including ideas of social justice, democracy and the prevention of tyranny</li><li>• The development of reason and debate as a route to 'truth'</li><li>• The spread of these ideas throughout a unified 'Western' cultural world</li></ul>	<ul style="list-style-type: none"><li>• Mini-Essay (400 words) 5%</li></ul>
<p>The influence on the modern world of Medieval to 17<sup>th</sup> century ideas about what it means to be human, how we find 'truth', and how society should be organised, including:</p> <ul style="list-style-type: none"><li>• The formation and influence of Christianity</li><li>• The development of ideas about the use of reason into modern academic and scientific approaches</li><li>• The influence of different views of human potential and ability to achieve success on politics and education</li></ul>	<ul style="list-style-type: none"><li>• First Essay (1000 words) 15%</li></ul>
<b>Semester 2 Curriculum</b>	<b>Assessment</b>
<p>The influence on the modern world of Enlightenment to 19<sup>th</sup> century ideas about what it means to be human, how we find 'truth', and how society should be organised, including:</p> <ul style="list-style-type: none"><li>• Attempts to understand or transform human society through the application of reason and the methods of science</li><li>• Theories which have questioned the view of humans as rational beings and the power of reason to explain the universe</li><li>• The growth of ideas of liberty and equality</li><li>• The effects on society of the development of modern industrial economies and of international contact across continents</li></ul>	<ul style="list-style-type: none"><li>• Second Essay (1500 words) 30%</li></ul>
<p>20<sup>th</sup>-21<sup>st</sup> century ideas about what it means to be human, how we find 'truth', and how society should be organised, and challenges and transformation of the 'Western tradition' including:</p> <ul style="list-style-type: none"><li>• Feminism</li><li>• Existentialism</li><li>• Post-Modernism</li><li>• Globalisation</li></ul>	<ul style="list-style-type: none"><li>• Final exam 35%</li><li>• Participation marks 15% (for work throughout Semesters 1-2)</li></ul>



## Assessment Criteria

*Participation marks are awarded on the basis of effort and attitude in tutorials, including, for example:*

1. Active participation in both small and large groups, including contribution to class discussions and special activities, such as mini-drama and debate;
2. Preparation of tutorial materials;
3. Response to tasks and challenges set.

Notes on performance in all these areas are recorded throughout the year.

Attendance and punctuality, and appropriate use of technology, such as iPads, will be taken into consideration when determining the final participation mark. **Students must attend at least 70% of all HOI tutorials in order to pass participation.**

If students are absent from a HOI tutorial for legitimate reasons, they need to bring supporting documentation to their teacher (eg. a medical certificate).

Participation marks are not decided until the assessment has been completed at the end of semester two. Participation marks are subject to a moderation process across lecturers and intakes to ensure consistency.

## Essay marking criteria

**To pass, an essay must:**

1. Give an analysis which responds to the question asked
2. Use evidence to support the answer
3. Be based on appropriate reading
4. Use references and correct referencing style
5. Avoid academic misconduct

*The mini-essay is designed to help students develop and apply formal essay-writing skills in preparation for the first essay.*

*The first essay is designed to build upon the formal skills developed in the mini-essay by having students focus on a written primary source/set of primary sources. Students are expected to present a clear thesis statement, and to support their argument by a close analysis of the primary source(s). Students are expected to make some use of secondary sources; however, these should be used chiefly to provide contextual information as needed.*

*The second essay is designed to build upon the analytical skills developed in the first essay by having students undertake and incorporate secondary source research, in addition to critical analysis of primary source documents. Students are expected to engage thoughtfully and critically with the secondary sources, and to use these - and primary sources - to support an argument (introduced with a clear thesis statement in the introduction).*

**Essay marks for all essays are allocated on the basis of the following rubric:**

		Excellent (5)	Good (4.25)	Satisfactory (3.5)	Needs Improvement (3)	Needs Much Improvement (2.5)	Fail (1.5)	No attempt (0)
	<b>Thesis</b>	Your essay provides a clear, relevant and detailed thesis statement that makes a definite and specific claim. Your thesis statement is nuanced and complex and demonstrates evidence of a thoughtful response to the question.	Your essay provides a generally clear, relevant and detailed thesis statement in response to the set question and makes a definite and specific claim. It is strong in some areas but a little weak in others. For instance, it might be clear and relevant but would benefit from slightly more detail. You could perhaps have answered the set question more directly or with a more nuanced and complex approach.	You provide a thesis statement which responds to the set question; however, it does not make a claim that is definite, specific or complex enough. To make it more effective, it may need to be clearer, contain greater detail, or be more relevant to the topic.	Improvement is needed in your thesis statement. It may not be clear, detailed or specific enough, or relevant to the topic. You need to ensure that your thesis statement makes a clear claim that tells the reader what your essay is about.	Your thesis statement is unclear, has limited detail, or is not particularly relevant. In your thesis statement try to make a definite or specific claim that informs your reader clearly about the topic.	Your thesis statement fails to make a solid claim that is clear, relevant or detailed. Try to make it as clear and relevant to the topic as possible, so that the reader knows what the essay is about.	Your essay does not provide a thesis statement. A thesis statement is important as it tells the reader clearly what the essay is about.
	<b>Argument</b>	Your essay has a strong argument that is sustained throughout the essay. Your argument agrees with your thesis statement and structures your essay. You demonstrate your claim well through the use of evidence and reasoning, and your body paragraphs are consistently linked to your argument.	Your essay generally has an argument that is sustained through most of the essay. The argument agrees with your thesis statement and attempts to structure your essay. Your claim is mostly supported by evidence and reasoning and your body paragraphs are generally linked to your argument.	You have presented an argument but you need to develop the skills to make this more clear and consistent throughout your essay. To improve in this area, make sure that your argument matches your thesis statement, and that every paragraph links back to your argument. Also make sure that you do not simply describe or list points, that each part of your essay is consistent and does not contradict another part, and that you have a clear structure to your argument.	The argument of your essay needs to be much clearer and is perhaps only mentioned once or twice (for example, in the thesis statement and/or the conclusion). To improve on this, make sure your paragraphs link back to your argument. It is also important to make sure that you do not simply list points, that each part of the essay is consistent and does not contradict other parts, and that you have a clear structure to your argument.	The argument of the essay needs substantial improvement. It is likely to be fragmentary and disjointed, and may have logical contradictions and/or is just a descriptive list of points. Try to make sure the essay is not just a descriptive list of points, and check that each part of the essay is consistent and does not contradict other parts. You also must make sure you have a clear structure to your argument.	Your essay does not provide a coherent or clear argument. It is important to develop the skills of argument taught in History of Ideas, as these are a fundamental part of university study. Try to make sure the essay is not just a descriptive list of points, and check that each part of the essay is consistent and does not contradict other parts. You also must make sure you have a clear structure to your argument.	Your essay does not provide an argument in response to the set question. It is important to develop skills of argument, as these are a fundamental part of university study. To improve in this area, make sure to demonstrate your claim well through the use of evidence and reasoning, and that your body paragraphs are consistently linked to your argument.
	<b>Evidence</b>	Your essay uses appropriate evidence to support your argument and all claims made. It makes judicious use of paraphrasing and short illustrative quotes of keywords and phrases, and appropriate emphasis is given to the primary sources. Your essay clearly and convincingly demonstrates how the evidence supports your argument.	Your essay mostly uses appropriate evidence to support your argument and claims made. It makes use of paraphrasing but might have too many quotes and/or some quotes that are too long. Some emphasis is given to the primary sources, but perhaps could have been improved. To improve in this area, ensure that you offer evidence at all points in your essay, and that you fully explain the meaning and implications of evidence in relation to your argument.	Your essay sometimes uses appropriate evidence to support your argument and claims made. To improve in this area, make sure that you have supported every point with evidence, that you have considered all the evidence, and that you clearly discuss what the evidence shows in relation to your argument. You must also make sure you use only appropriate evidence and not unfounded opinion or internet sources. Perhaps the essay does not contain enough use of the primary sources, or it may show an over-reliance on long quotes. There may be too many quotes altogether, so the essay may require more paraphrasing.	You have used evidence in your essay, but you need to develop your skills in this area. To improve, make sure that you support every point with evidence, that you use only appropriate evidence (such as primary sources, and not the internet), and that you have considered all the evidence before you decide what to use in relation to your argument. Perhaps your essay uses the primary sources, but is made up of a lot of quotes. So try to explain in your own words how the evidence supports your argument.	You have tried to use some evidence in your essay, but you need to improve substantially in this area. You should support every point with evidence, use only appropriate evidence (such as primary sources, and not the internet), and consider all the evidence before you decide which to use to support your argument. There may be too many long quotes and these might take up a significant amount of your essay, so make sure you explain in your own words how the evidence supports your argument.	You may have tried to use some evidence in your essay, but this is likely unexplained, not meaningfully integrated in any way, or is irrelevant. You may have failed to use the primary sources at all or not made a serious attempt to use them. You must make sure you use primary sources and not just the background iBook reading provided. You must also be careful not to use too many long quotes; these might have taken up more than half of your essay. You must also explain in your own words how the evidence supports your argument.	Your essay has not used appropriate evidence. Academic work in all disciplines requires discussion of evidence. Without evidence, an essay does not meet academic requirements.

	<b>Evaluation</b>	Your essay demonstrates a critical and thoughtful engagement with the primary sources. It considers their reliability, assumptions and biases and provides a specific and detailed interpretation of the set texts.	Your essay demonstrates a generally critical and thoughtful approach to the primary sources, although this may not be as strong as it could be. Your essay likely considers the reliability of the primary sources, and their assumptions and biases, but does not engage fully and perhaps is too generalised.	Your essay shows some degree of critical engagement with the primary sources, but improvement is needed in this area. Try to engage more with the primary sources and be more specific. You should also carefully consider the reliability of the primary sources, their assumptions and biases.	Your essay provides a basic evaluation of the sources, but you need to develop this more; it likely expresses a vague opinion regarding the sources rather than a reasoned position based on evidence. To improve in this area, focus more on developing your own independent viewpoint. Consider the reliability of the sources or of different viewpoints, and what reasons and evidence you could find for disagreeing or finding them unreliable.	Your essay shows very limited evaluation of the primary sources. You need to develop the skills of critical evaluation. To improve in this area, focus more on presenting your own independent viewpoint on the sources. Consider the reliability of the sources or of different viewpoints, and what reasons you could find for disagreeing or finding them unreliable.	Your essay attempts to evaluate the sources, but it is neither a serious nor successful attempt to do this. Considerable improvement is needed in this area. You must attempt to develop your own independent viewpoint on the sources. Consider the reliability of the sources or of different viewpoints, and what reasons you could find for disagreeing or finding them unreliable.	Your essay does not evaluate the primary sources. Academic work in all disciplines requires critical evaluation of the information you are examining.
	<b>Bibliography</b>	Your bibliography is complete and correctly formatted. This is good academic practice which will be required at university.	Your bibliography is mostly complete and correctly formatted. Perhaps there are a couple of minor formatting errors. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	You provide a bibliography, but it is either incomplete or some parts are not correctly formatted. To improve, ensure that all works are included and that there are no formatting errors. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	You provide a bibliography, but it is incomplete and/or you have made important errors in format. Nonetheless, it still contains <i>some</i> of the key information required. Make sure all works are included in the bibliography and that there are no formatting errors. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	There are many errors in format in your bibliography and/or it is missing required information. To improve, ensure that all works are included and that there are no formatting errors. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	Your bibliography does not include the necessary information in the required format. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	There is no bibliography present. A bibliography is important, as it gives full details of the sources that you have consulted in developing your essay.
	<b>References</b>	Your essay provides correctly formatted in-text references at all required points. This is good academic practice which will be required at university.	Your essay provides mostly correctly formatted in-text references at most of the required places. Perhaps your formatting is correct, but a few more references are needed at points; or perhaps you have all required references, but these are slightly incorrectly referenced. To improve, refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	Your essay has some correctly formatted in-text references. To improve, you need to ensure that you provide references at all points required, and that they are all correctly formatted in every respect. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	You have tried to use in-text references, but have not referenced thoroughly enough throughout the essay, or have not formatted your references correctly. To improve, reference any material that is not your own argument, explanation or interpretation, including any ideas you have read, even if you have paraphrased the source. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	There is a general lack of correctly formatted in-text references in your essay. Where present, these may be used in inappropriate places. To improve, reference any material that is not your own argument, explanation or interpretation, including any ideas you have read, even if you have paraphrased the source. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	You have only used one or two references in your essay; or used them in inappropriate places. To improve, reference all material that is not your own argument, explanation or interpretation. Reference all quotes, as well as any ideas you have read, even if you have paraphrased the source. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.	Your essay contains no references. References are vital for all academic writing, as they link your discussion to the evidence and acknowledge the work of others which you have used. Refer to the EAP Essay Guide for referencing secondary sources and the HOI Mini-essay iBook for primary sources. If you have used the HOI iBooks containing the lecture reading, check the referencing information in each iBook.

- Late essays will incur a marks penalty of **5% per day**, unless a formal extension has been granted.
- Extensions will only be granted in the case of exceptional circumstances.
- No essay will be accepted for marking after the marking process has been finalised.
- Collusion and plagiarism will be penalised.



## Exam marks are awarded on the basis of the following criteria:

### Section A

Marks	Level Descriptors		
	Response to the question	Knowledge/evidence	Argument/evaluation
13.5-15 (A)	Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question.  Answers are well structured, balanced and effectively organized.	Knowledge is detailed, accurate and relevant. Events and ideas are placed in their historical context, and there is a clear understanding of concepts.  Examples used are appropriate and relevant, and are used effectively to support the evaluation.	The response presents a well-developed evaluation. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
12-13 (B)	The demands of the question are understood and addressed.  Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.	Knowledge is accurate and relevant. Events and ideas are placed in their historical context, and there is a clear understanding of concepts.  Examples used are appropriate and relevant, and are used to support the evaluation.	The response presents an evaluation. Most of the main points are substantiated, and the response argues to a consistent conclusion.
10.5-11.5 (C)	The response indicates an understanding of the demands of the question, but these demands are only partially addressed.  There is an attempt to follow a structured approach.	Knowledge is mostly accurate and relevant. Events are generally placed in their historical context.  Examples used are mostly appropriate and relevant and generally support the discussion.	The response moves beyond description to include some evaluation, but this is not sustained.
9-10 (D)	The response indicates some understanding of the demands of the question.  While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.	Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context.  The answer makes use of specific examples, although these may be vague or lack relevance.	There is some limited evaluation, but the response is primarily narrative/descriptive in nature, rather than analytical.
7.5-8.5 (E)	There is little understanding of the demands of the question.  The response is poorly structured, or, where there is a recognisable essay structure, there is minimal focus on the task.	Little knowledge is present. Where specific examples are referred to, they are likely to be factually incorrect, irrelevant or vague.	The response contains little or no evaluation. It may consist mostly of generalizations and poorly substantiated assertions.
0-7 (Fail)	Response does not reach a standard described by the descriptors above.		

### Section B

Marks	Level Descriptors		
	Extract comprehension/use	Identifying/explaining ideas	Evaluation/synthesis
9-10 (A)	Successful and clear reference is made to the extract for most or all ideas identified.  The overall argument/position of the source is identified correctly and explained effectively.	The selected ideas are clearly explained, demonstrating a solid understanding of concepts and historical context.  Must identify at least 3 ideas.	The response presents a clear and well-reasoned evaluation of the importance of the ideas identified.  The evaluation is supported effectively and consistently through a synthesis of accurate and relevant own knowledge with the source material.
8-8.5 (B)	Successful reference is made to the extract for most ideas identified, although this might not be as clear or precise as possible.  The overall argument/position of the source is identified and explained reasonably well.	The response explains the selected ideas well and demonstrates a reasonable understanding of concepts and historical context.  Must identify at least 3 ideas.	The response presents an evaluation of the importance of the ideas identified.  The evaluation is supported consistently through a synthesis of mostly accurate and relevant own knowledge with the source material.
7-7.5 (C)	Reference is made to the extract for most ideas identified, although this lacks clarity or precision.  The response makes an adequate effort to identify and explain the overall argument/position of the source.	The response offers a reasonable explanation of the selected ideas and demonstrates a basic understanding of concepts and historical context.  Approximately 3 ideas.	The response attempts to evaluate the importance of the ideas identified, although may include errors, and could be better targeted. It may tend to be descriptive rather than evaluative.  Own knowledge is demonstrated and there is an attempt to synthesize own knowledge and source material although this is not sustained.
6-6.5 (D)	Reference is made to the extract for only some of the ideas identified, often lacking clarity or precision.  The response makes some effort to identify and explain the overall argument/position of the source.	There is an attempt to identify and explain ideas, although this generally lacks relevance or precision. There is, at best, a very superficial understanding of historical context and ideas.  Maybe less than 3 ideas.	The response makes little attempt to evaluate the ideas and is mostly descriptive.  Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.
5-5.5 (E)	The response makes no real reference to the extract.  There is no attempt or an incomplete attempt to identify and explain the overall argument/position of the source.	There is some attempt to identify ideas. Little or no understanding of concepts and historical context is demonstrated.  Maybe less than 3 ideas.	The response does not attempt an evaluation but does refer to the ideas identified in some manner.  No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.
0-4.5 (Fail)	Response does not reach a standard described by the descriptors above.		



*The exam is designed to test both breadth and depth of knowledge of the Subject, as well as critical analytical skills developed throughout the intake. Section A examines the ability to present and sustain an argument based on independent thought, critical evaluation and knowledge of the Subject materials. Section B examines the evaluation of a series of extracts based on an understanding of relevant historical context and knowledge of the Subject materials.*

*To ensure consistency, fairness and the integrity of marks all stages of assessment will be subject to selective double marking, moderation and overview by the Associate Dean Teaching & Learning, and the relevant university Shepherd.*

#### **Requirements to Pass This Subject**

- Students must achieve a cumulative score of 50% or above to pass this subject. All students must sit the final exam.