Typical Offer: A*AA. Admission is based on high achievement in ‘A’ level or equivalent examinations, student profile (incl. personal statement and submitted written work), school recommendations, as well as performance at interview and in the admissions tests. On average there are 20 full-time students in each year.

The two host faculties are based on the Sidgwick Site in Cambridge, where virtually all lectures and seminars take place. The MML Faculty has a library with around 118,000 books, 3,500 videos/DVDs, CDs and audio recordings, a CALL (Computer-assisted language learning) Facility/Media Centre, a Phonetics Laboratory and a dedicated Year Abroad Office. The Seeley Library in the History Faculty has c. 95,000 books and pamphlets, and subscribes to 109 journals. In addition, College libraries hold most of the assigned textbooks and many journals. Students also have access to the University Library which is home to over 8 million books, maps, manuscripts and journals, augmented by an ever-increasing range of electronic resources.

Students are encouraged to make use of the University Language Centre which contains multimedia resources in more than 170 languages and offers formal as well as informal language learning opportunities.

Programme structure

All students combine the study of History with the study of one of the following European languages: French, German, Spanish, and Russian. Russian can be studied either post-A-level (Option B) or ab initio, i.e. from scratch (Option A). The other three languages are only available post-A-level.

The History and Modern Languages Tripos takes four years of study, normally in the following order: Part IA (the first year), Part IB (the second year), the year abroad (the third year), and Part II (the fourth and final year).

Part IA. In their first year, students choose two History papers selected from among seven periods in European History, the History of Political Thought or World History. They also take a scheduled (i.e. non-language) MML paper which introduces them to the literature, linguistics, film, thought, history, and art of the relevant language area. The other MML
papers they take are language papers, including grammar, translation, and oral work.

Part IB. In the second year of their degree, students have the choice to take either two History papers (selected from among seven periods in European History, the History of Political Thought or World History) and one scheduled MML paper on the literature, linguistics, film, thought, history, and art of their target language; or they combine one History paper with two scheduled MML papers. Part IB students continue to improve their language skills by taking advanced translation and grammar classes.

By the end of the second year, Option A students are expected to have reached the same level of proficiency in their target language as post-A-level students.

Part II. Part II of the HML Tripos is a two-year course, comprising the year abroad (which students can spend in any country where their target language is spoken) and the fourth year which they spend studying in Cambridge.

While on their year abroad, students enroll at a foreign university, work as an intern, or teach English as a foreign language on behalf of the British Council. They also research and write an 8,000-word Year Abroad Project on a cultural or historical topic of their choice.

In their fourth year, students take either two History papers (from among a list of Specified Subjects and different periods of Political Thought) and one MML scheduled paper; or two MML scheduled papers and one History paper. One paper, in either History or MML, can be replaced by a 10,000-word dissertation.

Fourth-year students also take advanced language papers, including translation from and into their target language and “Text and Culture” which is taught entirely in the target language.

**Educational aims of the programme**

(i) To enable students to examine critically literary texts as well as historical sources in their original language.

(ii) To give students the historical knowledge necessary for a contextual reading of literary texts; and the linguistic, hermeneutic, and rhetorical skills necessary for the interrogation of historical documents.

(iii) To train students in the methods and theories of critical inquiry and cultural analysis as applied to fictional as well as non-fictional materials.

(iv) To provide students with the knowledge acquisition, analytical, and writing skills that will enable them to successfully pursue graduate work in historical, cultural, and linguistic studies, or to excel outside of academe.

(v) To make students aware of what is necessary and what is contingent about the institutions and values that shape their lives.

(vi) To immunize students against various forms of parochialism, sectarianism, and dogmatism.

(vii) To allow students to appreciate both the otherness and the deep interconnectedness of individuals, social groups, and nations, past and present.
(viii) To establish, maintain and further develop a coherent, supportive, progressive and intellectually rigorous course that allows students to pursue their particular interests in collaboration with teachers whose instruction is informed by their research.

**Teaching methods**

All papers are taught through lectures and/or classes provided by the two host Faculties. History papers and MML scheduled (non-language) papers comprise lectures, which are Faculty-based, as well as supervisions, which are College-based.

History supervisions are normally one-on-one, while MML supervisions are most frequently in groups of two or three. For a History paper, students will have six supervisions (and will have to write six supervision essays) in one term. MML scheduled papers are stretched out over two terms, which means that students will receive three to four supervisions (and write three to four essays) per term.

Language papers are taught in different ways: There are Faculty-based classes, usually comprising between 10 and 15 students, for translation and grammar; but Colleges normally offer weekly language supervisions (oral and grammar) in much smaller groups (2-3).

For the History papers and the MML scheduled papers, students are required to undertake independent reading and research and to regularly produce essays of around 2,000 to 3,000 words. Supervisors will discuss both the content and the form of the essays which gives students an unusually ample opportunity not just to deepen their knowledge of the subject, but also to develop their presentational and rhetorical skills.

Most papers make extensive use of Moodle, the University’s virtual teaching environment, and other web-based resources which contain extensive bibliographies and exam specimens.

**Assessment methods**

Formative assessment is provided through language classes and supervisions where feedback is given in oral and written form. Summative assessment takes place at the end of each academic year, in the form of two- and three-hour examinations, submission of two Long Essays (Part IB), the Year Abroad Project and an Optional Dissertation (Part II). With the exception of the Part II oral, which takes place at the start of the academic year following the year abroad, examinations in oral and aural proficiency are scheduled towards the end of the year.

There is a separate statement detailing the programme’s marking and classing criteria.

**Career Destinations**

Graduates in History and Modern Languages have access to a wide variety of careers, notably in the creative, communicative, and managerial professions, journalism, the media and arts, banking, accountancy, management, administration, marketing, civil service, law, teaching, translation and interpreting. Some will stay in academe to pursue postgraduate research.

**Evaluating the quality of the programme**
There are various ways in which the quality of the course is scrutinized and maintained:

(i) Student feedback for each series of lectures and classes via anonymous questionnaires.

(ii) Annual general student feedback on the quality of teaching and resources.

(iii) Student representation on the MML Faculty Board, the Management Committee for the Joint Tripos and the Staff-Student Liaison Committee (MML).

(iv) Appraisal and mentoring of staff; staff development programmes.

(v) Consideration of the annual reports submitted by External Examiners.

(vi) A regular review, carried out every four years, of all teaching, conducted by the MML Faculty's Undergraduate Studies Committee.

(vii) The General Board's programme for reviewing Faculties and Departments every six years.

**Indicators of Quality**

The Faculty of Modern and Medieval Languages has been ranked first in the country for modern languages and linguistics in the Guardian's 2017 University guide. MML scored 90.7 for course satisfaction and 93.8 for satisfaction with teaching. The MML Faculty is currently ranked second in the world in the QS World Rankings for Modern Languages and is the highest ranked UK institution in this list. The Faculty of History is ranked also first in the country in the Guardian league tables and third in the world in the QS World Rankings for History.

99% of MML Finalists and 97% of History Finalists achieved Firsts or Upper Seconds in 2015.

Seven current members of the MML teaching staff and six members of the History teaching staff have been awarded the University Pilkington Prize for teaching excellence.

In the 2014 Research Excellence Framework (REF), 40% of the publications submitted by members MML Faculty were judged 4* (world-leading) and 42% 3* (internationally excellent).

In that same REF, 44% of the publications submitted by members of the History Faculty were judged 4* and 37% 3* ('internationally excellent').

Times Higher Education (1 January 2015) ranked Cambridge first out of 83 history departments in the UK on its Research Intensity index - a measure of both quality and depth.