



**UNIVERSITY
OF LONDON**

Programme Regulations 2018–2019

Divinity,
Theology and Philosophy,
Religion and Ethics

BD

DipHE

CertHE

Individual modules

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study

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Important information regarding the Programme Regulations

About this document

Last revised 14 May 2018

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the University of London which is responsible for the academic direction of the programme. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered. On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the [website](#). The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Theology programmes:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>.

Changes to Theology Programme Regulations 2018-2019

Programme Changes

1. The module Introduction to the Old Testament [DT1001] has been renamed Reading the Hebrew Bible/Old Testament.

Withdrawn programmes

2. Notice has been served on the Certificate of Higher Education in Philosophy, Religion and Ethics. New registrations to this programme will no longer be accepted.

Withdrawn modules

3. Notice has been served on the following modules:
 - Islam [DT2008]
 - Christian Doctrine [DT1003]
 - Philosophy of Religion [DT1004]
 - Romans in Greek [DT3003]
 - Johannine writings in Greek [DT3004]

The last examinations will be held in **May 2019**.

Please note: The programme structures for the BD, DipHE in Theology and the CertHE in Theology, offered under these regulations, are currently under review. Available modules will be updated and any withdrawn modules will be replaced with alternatives from 2019-2020 onwards.

1 Structure of the programmes

See [Appendix A](#) for the full programme structures and [Appendix B](#) for module outlines.

Awards

1.1

The following named awards are offered under these regulations:

- Bachelor of Divinity Honours Degree (BD)
- Diploma of Higher Education in Theology (DipHE)
- Certificate of Higher Education in Theology (CertHE)
- Certificate of Higher Education in Philosophy, Religion and Ethics (CertHE)

Award structures

Refer to [Section 6](#) for rules relating to progression between levels.

1.2

The BD consists of:

- **Four** compulsory introductory modules at FHEQ Level 4;
- **One** compulsory module at FHEQ Level 5;
- **Six** elective modules, at least **one** at FHEQ Level 5 and **three** at FHEQ Level 6; and
- The Dissertation module

1.3

The DipHE in Theology consists of:

- **Four** compulsory introductory modules at FHEQ Level 4;
- **One** compulsory module at FHEQ Level 5;
- **Three** elective modules chosen from a list

1.4

The CertHE in Theology consists of **four** compulsory modules at FHEQ Level 4.

1.5

The CertHE in Philosophy, Religion and Ethics consists of three compulsory modules at FHEQ Level 4 and one elective module at FHEQ Level 5.

Individual modules

1.6

You may take up to **two** individual modules on a stand-alone basis.

See [Appendix C](#) for a full list of modules available for study on a stand-alone basis.

See Regulations [6.12](#) and [6.13](#) for details about progression from individual module/s.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be **30 November** in the year that you initially registered. This allows you to sit your first examinations the following May.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to these programmes.

Refer to the [General Regulations](#) for details about continuation of registration.

2.2

If you transfer from the CertHE in Theology or CertHE in Philosophy, Religion and Ethics to the DipHE in Theology, you will have the maximum period of **five** years to complete counted from the effective date of registration for the CertHE.

2.3

If you transfer from the DipHE in Theology, CertHE in Theology or CertHE in Philosophy, Religion and Ethics to the BD you will have the maximum period of registration of **eight** years for the BD counted from your effective date of registration for the DipHE or CertHE.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

3.1

If you are registered on the BD programme, you may apply for recognition of prior learning for up to four modules at Level 4. We will not recognise or accredit prior learning for modules at FHEQ Level 5 or 6.

3.2

We will not normally recognise prior learning completed more than five years before your registration on this programme.

3.3

We will not recognise or accredit prior learning for the DipHE or CertHE programmes.

Credit transfer from the Combined Degree Scheme programmes

3.4

If you are registered on the Combined Degree Scheme, you may apply to transfer credit for up to three modules (90 credits) at Level 4 for the BD, DipHE, CertHE in Theology or CertHE in Philosophy, Religion and Ethics, where applicable. This will be at the discretion of the Programme Director.

4 Assessment for the programme

See [General Regulations](#) rules for taking written examinations

Date of examinations

4.1

Written examinations take place in May each year.

See the website for the [list of examination centres](#).

Assessment methods

4.2

Each module is assessed by one three hour unseen written examination, with the exception of the Dissertation module.

The Dissertation module

4.3

The Dissertation module is assessed by an 8,000-10,000 word Dissertation.

The Dissertation proposal, drafts and final version should be submitted in accordance with the procedures and deadlines set out in the *Dissertation Subject Guide* which is available via the VLE.

5 Number of attempts permitted at an examination

5.1

You have a maximum of **three** attempts at any examination taken as part of the programmes offered under these regulations, including the Dissertation.

The Dissertation module

The Dissertation fee combines the supervision for the Dissertation and the examination fee for its submission (see the [fee schedule](#) for full details).

5.2

If you fail your Dissertation module then you must re-enter for the Dissertation module, submitting a new Dissertation topic for each new attempt, up to the maximum number permitted. You will be required to pay a new Dissertation fee.

5.3

If you submit an approved proposal and later choose not to submit a final Dissertation during the same academic year, you may apply to defer the submission of your Dissertation. In this case, you must contact us via the student portal <https://my.londoninternational.ac.uk/> outlining your reasons. You must also communicate your decision to your Dissertation supervisor.

5.4

If you have chosen to defer the submission of your Dissertation, your Dissertation fee will be carried over, providing that you submit in the next academic year. The date of your deferral is that on which you applied to defer the submission of your Dissertation.

5.5

If you have chosen to defer the submission of your Dissertation, and do not submit your Dissertation the following academic year, you must re-enter for the Dissertation at the next session. You will be required to pay a new Dissertation fee.

6 Progression within the programme

Maximum and minimum number of examinations per year

6.1

You do not have to enter for examinations every year. In any one year, you may register and enter examinations for up to **five** modules, in either a combination of new courses and resits (with a maximum of **four** new modules) or resits only.

Progression from the CertHE in Theology to the DipHE in Theology

6.2

If you have registered for the CertHE in Theology you may progress to the DipHE in Theology provided that:

- you have been awarded the CertHE; **or**
- you already satisfy the entrance requirements for the degree/diploma.

6.3

If you are allowed to progress from the CertHE in Theology, you will be credited with the modules passed.

6.4

Previous attempts at the module examinations for the CertHE in Theology will count towards the number of attempts allowed for the same module of the BD or DipHE in Theology.

6.5

If you transfer to the DipHE in Theology part way through the CertHE in Theology you will not normally receive the award of the CertHE.

Progression from the DipHE in Theology to the BD

6.6

If you have registered for the DipHE in Theology you may progress to the BD provided that:

- you have been awarded the DipHE; **or**
- you already satisfy the entrance requirements for the degree/diploma.

6.7

You may not take more than two modules at Levels 5 and/or 6 unless you have either passed all four Level 4 modules, or are registered concurrently to complete any remaining Level 4 modules subject to the maximum number of examinations permitted in 6.1.

6.8

You cannot enter the assessment for any module which has a prerequisite unless you have passed the assessment for the prerequisite.

Requirements to progress through the BD

6.9

You may not take more than two modules at Levels 5 and/or 6 unless you have either passed all four Level 4 modules, or are registered concurrently to complete any remaining Level 4 modules.

6.10

Prerequisites for each module are given in Appendix B. You must have passed the assessment for any prerequisite before you will be permitted to register for a module.

6.11

To enter for the Dissertation you must have passed at least eight modules.

Progression from individual modules

6.12

If you achieve a pass mark of 50 or above in a Level 4 individual module you may apply to register for the CertHE in Theology programme.

6.13

If you already meet the entrance requirements for the BD/DipHE in Theology you may apply for entry onto the BD/DipHE. The mark/s for your individual module/s will count towards your degree classification.

See [section 8](#) Transfer of registration

7 Schemes of award

Bachelor of Divinity

7.1

The BD examination scripts are marked in line with the following scale:

Mark range	Degree class equivalent
70 and over	First Class Honours
60 – 69	Second Class Honours (Upper Division)
50 – 59	Second Class Honours (Lower Division)
40 – 49	Third Class Honours
0 – 39	Fail

7.2

If you are progressing from the CertHE in Philosophy, Religion and Ethics you will need to complete a total of thirteen modules (see [Transfer of registration](#)).

7.3

If you have an effective date of registration on or after 30 November 2011: To be awarded the BD you must have passed examinations in a total of **twelve** modules.

7.4

If you have an effective date of registration prior to 30 November 2011: To be awarded the BD you must have passed a minimum of *eleven* modules (including the Dissertation module). You may be compensated for **one** failed module (excluding the Dissertation) if you achieve a mark between 30-39%.

7.5

Once the Board of Examiners decides that you are eligible for award of the degree, you will not be allowed to make any further attempts at failed module(s) or to substitute any failed modules with alternative modules.

7.6

The class of degree awarded is determined on the basis of the median mark received in all modules attempted. To receive a BD with a given classification, you will need to achieve a final median mark within the mark ranges shown at section 7.1.

7.7

Recognition of prior learning and credit transfer are taken into account when deciding the number of modules passed.

7.8

If you have been awarded APL for up to four modules, the final class is based on the median mark obtained in the rest of the modules, as follows:

- When twelve marks are taken into account, the final class is based on the sixth highest mark.
- When eleven marks are taken into account, the final class is based on the sixth highest mark.
- When ten marks are taken into account, the final class is based on the fifth highest mark.
- When nine marks are taken into account, the final class is based on the fifth highest mark.
- When eight marks are taken into account, the final class is based on the fourth highest mark.

7.9

All modules are weighted equally.

7.10

The Examiners may award a higher or lower class on the basis of your overall performance.

DipHE in Theology

7.11

You are required to have passed the examinations in a total of **eight** modules.

7.12

Students progressing from the CertHE in Philosophy, Religion and Ethics will need to complete a total of nine modules (see '[Transfer of registration](#)' below).

7.13

All modules are weighted equally.

7.14

The final mark is decided by a mean average of all eight marks achieved for each of the modules studied.

7.15

To obtain a DipHE in Theology you must achieve a final mark within the following ranges:

Mark range	Diploma grading
70 and above	Pass with Merit
50 – 69	Pass with Credit
40 – 49	Pass

CertHE in Theology and CertHE in Philosophy, Religion and Ethics

7.16

You are required to have passed the examinations in a total of four modules. All modules are weighted equally.

7.17

The final mark is decided by a mean average of all four marks received for each of the four modules studied.

7.18

To obtain a CertHE in Theology or CertHE in Philosophy, Religion and Ethics with a given grading, you must achieve a final mark within the following ranges:

Mark range	Certificate grading
70 and above	Pass with Merit
50 – 69	Pass with Credit
40 – 49	Pass

Exit awards

7.19

BD students who are unable to complete the 360 credits required for the BD may exit with the successful completion of 120 or 240 credits and be awarded a CertHE in Theology or DipHE in Theology respectively.

7.20

DipHE in Theology students who are unable to complete the 240 credits required for the DipHE in Theology may exit with the successful completion of 120 credits and be awarded the CertHE in Theology.

7.21

Exit awards are granted at the discretion of the University and are subject to the Board of Examiners being satisfied that the award represents a coherent programme of study.

8 Transfer of registration

Transfer from a lower award to a higher award

8.1

You may progress from the CertHE in Theology or CertHE in Philosophy, Religion and Ethics to the DipHE in Theology or BD by transferring your registration.

Transfer from a higher award to a lower award

8.2

You may transfer your registration from the BD or DipHE in Theology to the DipHE in Theology or CertHE in Theology.

To request this, you should contact us through the [student portal](#)

Transfer from the CertHE in Philosophy, Religion and Ethics to the BD or DipHE in Theology

8.3

If you choose to transfer from the CertHE in Philosophy, Religion and Ethics to the DipHE in Theology no credit will be carried forward for the Christian ethics (Level 4) module. Subsequently you will need to study a total of nine modules. Fees for the additional module will be payable.

8.4

If you choose to transfer from the CertHE in Philosophy, Religion and Ethics to the BD no credit will be carried forward for the Christian ethics (Level 4) module. Subsequently you will need to study a total of 13 modules. Fees for the additional module will be payable.

8.5

If you are allowed to transfer from the CertHE in Philosophy, Religion and Ethics to the DipHE in Theology or BD, and have passed the Christian ethics (Level 4) module, you cannot select the Christian ethics (Level 5) module.

8.6

If you have registered for the CertHE in Philosophy, Religion and Ethics, you may progress to the BD or DipHE in Theology provided that:

- you have been awarded the CertHE in Philosophy, Religion and Ethics; **or**
- you already satisfy the entrance requirements for the degree/diploma.

8.7

Previous attempts at the examinations for the modules of the CertHE in Theology or the CertHE in Philosophy, Religion and Ethics modules will count towards the number of attempts allowed at the same module of the BD or DipHE.

8.8

If you transfer to the BD or DipHE part way through the CertHE in Philosophy, Religion and Ethics or Theology you will not normally receive the award of the CertHE.

Appendix A – Structures of the programmes

References to Level 4, 5 or 6 below means the [FHEQ levels](#)

The module codes have been appended to each module title and should be used when completing examination entry forms.

Bachelor of Divinity (BD)

The programme structure for the BD is currently under review. Modules available will be updated and any withdrawn modules will be replaced with alternatives from 2019-2020 onwards.

The BD comprises **twelve** modules to the value of 360 credits:

Four compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Christian doctrine (Level 4) [DT1003]*
- Philosophy of religion (Level 4) [DT1004]*

+

One compulsory module:

- Church History: Reformation and society c1450 – c1600 (Level 5) [DT2001]

+

Six elective modules (a minimum of three of which must be at FHEQ Level 6) chosen from:

- Foundations in Biblical Hebrew (Level 5) [DT2002]
- New Testament Greek (Level 5) [DT2003]
- Sacrifice, praise and wisdom (Level 5) [Prerequisite: Introduction to the Old Testament New Testament Greek (Level 5) [DT2014]
- Christian ethics (Level 5) [DT2007]
- Islam (Level 5) [DT2008]*
- Religion and science (Level 5) [DT2010]
- Theology and atheism (Level 5) [DT2015]
- Advanced Biblical Hebrew (Level 6) [Prerequisite: Foundations in Biblical Hebrew] [DT3001]

- Romans in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3003]*
- Johannine writings in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3004]*
- Liturgical studies (Level 6) [DT3006]
- The theology of Christian-Jewish relations (Level 6) [DT3015]
- Christian-Muslim relations (Level 6) [DT3016]
- Buddhism (Level 6) [DT3009]
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6) [DT3013]

+

- The Dissertation module (Level 6) [DT3012]

*Notice has been served on these modules.

Diploma of Higher Education (DipHE) in Theology

The programme structure for the DipHE in Theology is currently under review. Any withdrawn modules will be replaced from the 2019-20 academic year onwards.

The DipHE comprises **eight** modules to the value of 240 credits:

Four compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Christian doctrine (Level 4) [DT1003]*
- Philosophy of religion (Level 4) [DT1004]*

+

One compulsory module:

- Church History: Reformation and society c1450 – c1600 (Level 5) [DT2001]

+

Three elective modules chosen from:

- Foundations in Biblical Hebrew (Level 5) [DT2002]
- New Testament Greek (Level 5) [DT2003]

- Sacrifice, praise and wisdom (Level 5) [Prerequisite: Introduction to the Old Testament New Testament Greek (Level 5) [DT2014]
- Christian ethics (Level 5) [DT2007]
- Islam (Level 5) [DT2008]*
- Religion and science (Level 5) [DT2010]
- Theology and atheism (Level 5) [DT2015]
- Advanced Biblical Hebrew (Level 6) [Prerequisite: Foundations in Biblical Hebrew] [DT3001]
- Romans in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3003]*
- Johannine writings in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3004]*
- Liturgical studies (Level 6) [DT3006]The theology of Christian-Jewish relations (Level 6) [DT3015]
- Christian-Muslim relations (Level 6) [DT3016]
- Buddhism (Level 6) [DT3009]

*Notice has been served on these modules.

Certificate of Higher Education (CertHE) in Theology

The programme structure for the CertHE in Theology is currently under review. Any withdrawn modules will be replaced from the 2019-20 academic year onwards.

The CertHE comprises **four** compulsory introductory modules to the value of 120 credits:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Christian doctrine (Level 4) [DT1003]*
- Philosophy of religion (Level 4) [DT1004]*

*Notice has been served on these modules.

Certificate of Higher Education (CertHE) in Philosophy, Religion and Ethics

This programme is not available for new students.

The CertHE comprises **four** compulsory introductory modules to the value of 120 credits:

- Philosophy of religion (Level 4) [DT1004]
- Introduction to the New Testament (Level 4) [DT1002]
- Christian ethics (Level 4) [DT1005]

+

- Islam (Level 5) [DT2008]

OR

- Religion and science (Level 5) [DT2010]

Appendix B – Individual Modules

The following modules are available for study on a stand-alone basis:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Christian doctrine (Level 4) [DT1003]*
- Philosophy of religion (Level 4) [DT1004]*
- Foundations in Biblical Hebrew (Level 5) [DT2002]
- New Testament Greek (Level 5) [DT2003]
- Christian ethics (Level 5) [DT2007]
- Islam (Level 5) [DT2008]*
- Religion and science (Level 5) [DT1004]
- The theology of Christian-Jewish relations (Level 6) [DT3015]
- Buddhism (Level 6) [DT3009]
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6) [DT3013]

*Notice has been served on these modules

Appendix C – Module Outlines

Where the English text of the Bible is quoted in examination papers, the *Revised Standard Version* will be used. References to the Old Testament in Hebrew are to the enumeration of the Masoretic Text; references to the Old Testament in English are to the enumeration of the *Revised Standard Version*. Students are recommended to use either the *Revised Standard Version* or the *New Revised Standard Version* when preparing for the examination.

Where the New Testament is quoted in Greek in examination papers, the text and apparatus used by the examiners will be the *Novum Testamentum Graece, 26th edition of Nestlé-Aland, ed. K Aland and B Aland, Stuttgart, Deutsche Bibelstiftung, 1979*. Students are recommended to use either the 26th or 27th edition when preparing for the examination.

Students are at liberty to use for study any editions of the other prescribed texts which may be accessible to them, but are advised that quotations in examination papers will be taken from the editions of the texts listed.

Reading the Hebrew Bible/Old Testament [DT1001]

A study of texts which have been selected to cover the most essential aspects of the history, literature and theology of the Hebrew Bible/Old Testament. Indicative texts include:

Section A: The Pentateuch and the Former Prophets (History of Israel and Judah)

- The Primeval History (Genesis 1–11)
- The Pentateuch (Exodus 1–15 and Deuteronomy 1–11)
- The History of the Kingdoms of Israel and Judah (1–2 Kings)

Section B: The Latter Prophets

- Eighth Century Prophets (Hosea and Amos)
- Prophecy in an Age of Exile (Ezekiel and Deutero-Isaiah)
- Post-Exilic Prophets (Haggai and Zechariah 1–8)

Section C: The Writings

- Wisdom Literature (Proverbs, Ecclesiastes)
- Biblical Songs (The Psalms, Lamentations and Song of Songs)
- Historiography after the Exile (Ezra-Nehemiah)

Module level: FHEQ Level 4

Introduction to the New Testament [DT1002]

Section A: The purpose and theology of each of the Synoptic Gospels, with particular reference to the prescribed texts;

The Synoptic Gospels – with particular reference to Mark 3:22-30; Matthew 12:24-32; Luke 11:14-23. Matthew 6:7-15; Luke 11: 1-4.

Section B: Paul's theology, with particular reference to the prescribed texts;

Section B: The Writings of Paul – with particular reference to I Corinthians Chapters 1 and 15. Romans Chapter 8.

Section C: *1 Peter, James, Hebrews.*

Attention should be given to:

- careful exegetical study of the texts, using at least one major commentary per text
- study of relevant texts other than those prescribed
- evaluation of modern scholarly discussion of the texts and principal topics relevant to the syllabus

Set texts are to be studied in English.

Module level: FHEQ Level 4

Christian doctrine [DT1003]

This module is being withdrawn at FHEQ Level 4. Final examinations for this module in its current format will take place in 2019.

A systematic study of three central themes in contemporary Christian theology:

Section A: Christology: Issues such as: the relationship between theological claims regarding Christ and Jesus of Nazareth as a historical figure; the consciousness of Jesus and its theological significance; the normativity or otherwise of the Chalcedonian definition; the designation of Jesus as sinless; claims about the divine and human nature of Jesus Christ; Spirit Christology.

Section B: Issues such as: how the doctrine of God as three-in-one can be elucidated and grounded; the connections between a Trinitarian understanding of God and the concept of Christian revelation; psychological and social analogies for the Trinity; the proper use of the term 'person' in Trinitarian theology; the doctrine of the Holy Spirit; the *filioque* controversy; the ongoing significance of early Church debates regarding the nature of God.

Section C: Issues such as: The strengths and weaknesses of metaphors such as 'sacrifice', 'satisfaction', 'victory'; the truth status of metaphorical language in soteriology; the coherence or otherwise of the idea that God suffers, with reference to its Trinitarian implications; issues about universal salvation; Christian salvation and human liberation.

Special attention should be given to:

- how Christian thought on these three topics developed during the early Christian centuries

- the connections between doctrines and their socio-cultural settings
- the interrelationships between the three different topics
- the methods and criteria deployed in the development of theological positions.

Module level: FHEQ Level 4

Philosophy of religion [DT1004]

This module is being withdrawn at FHEQ Level 4. Final examinations for this module in its current format will take place in 2019.

A study of the main problems in analytic philosophy of religion, including such topics as: The divine attributes (e.g. omniscience, omnipotence and agency); arguments for the existence of the divine; the justification of religious belief; religious diversity; the problem of evil; eternal life.

Module level: FHEQ Level 4

Christian ethics (Level 4) [DT1005]

Please note: the syllabus and subject guide for this module is the same as for Christian Ethics (Level 5) (DT2007). The examination paper will be marked to Level 4 standard.

Students may not take Christian ethics (Level 4) [DT1005] as well as Christian ethics (Level 5) [DT2007]

Section A: The philosophical background in relation to:

The Nature of Humankind: religious accounts of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will;

The Nature of Human Acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.

Section B: The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.

Section C: A consideration of selected contemporary moral problems in the light of the foregoing.

Module level: FHEQ Level 4

Church history: Reformation and society c.1450 - c.1600 [DT2001]

An examination of attempts at religious reform in Europe during the 16th century, which includes both reform of the Church and religious life, as well as reforms of society inspired by religious belief. The term 'Reformation' is understood as applying to both Protestant and Catholic movements of reform.

Topics covered will include: later 15th century desire for reform; late medieval popular belief, and links between reform of social and religious life, Christian humanism and its influence; evangelical movements precipitated by Luther, Zwingli, the Anabaptists and Calvin; the magisterial and radical Reformations, their religious and social implications and the response of different social strata to them; the Papacy and Papal authority, Catholic evangelism,

Catholic Reformation and Counter-Reformation; Church, state and politics, including the Reformation in England.

Module level: FHEQ Level 5

Foundations in Biblical Hebrew [DT2002]

Translation, grammar (including parsing of words and phrases), and exegesis of a set portion of the Hebrew text of the Old Testament.

Set text: *Genesis* 42-45.

Module level: FHEQ Level 5

Sacrifice, praise and wisdom [DT2014]

In order to take this module, you must already have passed the module Reading the Hebrew Bible/Old Testament or Introduction to the Old Testament at Level 4.

Selected texts in English taken from Leviticus, Psalms, Proverbs, Job and Ecclesiastes.

We will examine Leviticus from a literary, theological, and sociological perspective, drawing out its unique contribution to the Pentateuch. We will investigate Psalms from a historical and theological perspective, introducing you to what is known about worship in ancient Israel and to some of its theological distinctiveness. The wisdom texts of Proverbs, Job, and Ecclesiastes will allow you to explore the limits of wisdom as a genre and to reflect on its contribution to timeless questions like the meaning of life, suffering, and whether God is good.

Module level: FHEQ Level 5

New Testament Greek [DT2003]

Translation, grammar (including parsing of verbs and nouns), and syntax of set portions of the Greek New Testament.

Set texts: Mark 8-10; John 18-21.

Module level: FHEQ Level 5

Christian ethics (Level 5) [DT2007]

Please note: the syllabus and subject guide for this module is the same as for Christian ethics (Level 4) (DT1005). The examination paper will, however, be marked to Level 5 standard.

Students may **not** take Christian ethics (Level 4) [DT1005] as well as Christian ethics (Level 5) [DT2007]

Section A: The philosophical background in relation to:

The Nature of Humankind: religious accounts of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will;

The Nature of Human Acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.

Section B: The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.

Section C: A consideration of selected contemporary moral problems in the light of the foregoing.

Module level: FHEQ Level 5

Islam [DT2008]

This module is being withdrawn at FHEQ Level 5. Final examinations for this module in its current format will take place in 2019.

A mainly historical study considering both traditional and radically novel views on the origins of Islam; the beginnings of Islamic theology and law; the doctrines of the sects, especially those of Shi'ism; the development of philosophy, and, in particular, mysticism; the rise of Islamic modernism and reformism; and contemporary practices.

Module level: FHEQ Level 5

Religion and science [DT2010]

Note: module formerly called Science and religion

Section A: The history of the relationship between religion and science: The Medieval period (including Ptolemy); the Renaissance period (including Copernicus and Galileo); the Enlightenment period (including Newton); the nineteenth century (including Darwin).

Section B: Contemporary issues: cosmology and the anthropic principle, quantum physics, Chaos Theory, Neo-Darwinism, genetic engineering, cloning, artificial intelligence.

Section C: Philosophical issues: The aims and processes of religion and science (including Popper and Kuhn), and the relationship between religion and science.

Module level: FHEQ Level 5

Theology and atheism [DT2015]

An examination of the relations (connections, dependences, influences, parallels, interpretations, misinterpretations, etc.) that exist between atheism and Christian theology.

Topics covered will include: Nietzsche's view of the death of God and the genealogy of morality and religion; Freud's account of religion; George Eliot's view of religion and ethics; Feuerbach's view of religion and anthropology; Michael Buckley's account of the emergence of atheism from the debates and apologetics of the Early Modern period; the assumptions and arguments of the 'New Atheism'; Charles Taylor's treatment of 'the secular' and the emerging cultural context.

Advanced Biblical Hebrew [DT3001]

Prerequisite: Foundations in Biblical Hebrew at Level 5.

A detailed study of selected portions of the Old Testament in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

Set texts: Exodus 1-15; Proverbs 1-9

Module level: FHEQ Level 6

Romans in Greek [DT3003]

This module is being withdrawn. Final examinations will take place in 2019.

Prerequisite: New Testament Greek.

The whole epistle should be studied in English, with the following chapters to be studied in Greek:

Chapters 1-11, Chapter 13, verses 1-7.

Module level: FHEQ Level 6

Johannine writings in Greek [DT3004]

This module is being withdrawn. Final examinations will take place in 2019.

Prerequisite: New Testament Greek.

A study of the Fourth Gospel and the Johannine Epistles in English, with special reference to the Greek text of *John* 1-12, and 1, 2 and 3 *John*.

Module level: FHEQ Level 6

Liturgical studies [DT3006]

A general introduction to liturgy, with particular emphasis on the principles underlying the various changes in worship and the liturgical movements.

Topics will include the following: a general introduction to the principles of worship; prayer, covenant, sacrifice, symbolism; the Jewish background; the evolution of forms of worship and the Christian calendar; corporate worship and private devotion in the Middle Ages; worship during the Reformation; the Books of Common Prayer; the modern liturgical movement, Roman Catholic and Reformed; modern revisions of the Book of Common Prayer.

Module level: FHEQ Level 6

The theology of Christian-Jewish relations [DT3015]

Perhaps for the first time since the First Century CE, Christians have begun to develop a positive relationship to Jews that replaces the 'theology of contempt' which treated Judaism as part of the pre-history of Christianity. The Holocaust (Shoah) prompted Christian self-examination, and some Jewish scholars have begun to develop a reciprocal, positive approach to the Christian Church. This module will examine central questions in this

theological dialogue: issues in the parting of the ways in the first century; Rabbinic Judaism and Torah-centred life; how to handle the presence of anti-Jewish sentiments in the New Testament; issues in the theology of supersessionism and the Christian theological negation of Judaism; recent Christian theological approaches to Jewish identity and corresponding proposals from Jewish scholars; Franz Rosenzweig and the theology of a conjoined mission of Jews and Christians; issues in Jewish self-definition and unfinished issues faced by both traditions.

Module level: FHEQ Level 6

Buddhism [DT3009]

A survey of the main features of Buddhism as a world religion, with the emphasis on Indian Buddhism: early Buddhist doctrinal teachings in their religious context, the Buddhist community and monasticism, the scholastic Abhidhamma tradition, and sectarian developments. Mahayana Buddhism as a later form of Buddhism: the changing emphases on the teachings, especially the role of the *bodhisattva*. Key features of Buddhism in Tibet (including Vajrayana), China and Japan; and modern developments in Sri Lanka.

Module level: FHEQ Level 6

The tasks of life: Pascal, Kafka, Weil and Levinas [DT3013]

This module will examine four significant thinkers - Blaise Pascal, Franz Kafka, Simone Weil, and Emmanuel Levinas - who are linked by a shared sense that our knowledge of ourselves, God and our purpose is difficult and tentative; best lived rather than thought; and glimpsed in fragments rather than grasped through extended metaphysical narratives. It will examine the distinctive features of these thinkers in relation to the constraints, possibilities and flourishing of human life and how they view human life in relation to God, religion and ethics. It will engage in a critical and comparative evaluation of the distinctive features of the four writers, their religious anthropology and the contribution of their religious background to their thought. Among the topics covered will be:

- **Pascal's** Augustinian approach to sin, boredom and diversion; the three orders of body, mind, heart in relation to the world and God; God known through religious experience; the challenge of deism and atheism; the hidden God and revelation.
- **Kafka's** stories as metaphysical parables and their diverse interpretations; possible religious background to his thought; cruelty and religion; modernity and religion; alienation and judgement in a secular context.
- **Weil** on Plato's myth of the Great Beast and the allegory of the Cave; how the world expresses divine goodness and beauty, yet is harsh towards humans; divine kenosis and creation; beauty, love of neighbour and religious rituals as implicit ways of loving God.
- **Levinas** on responsibility for the other; the centrality of ethics and religion; the Jewish meaning of suffering; comparison of Judaism and Christianity on suffering, responsibility and mercy; 'universalising' Judaism.

Module level: FHEQ Level 6

Christian-Muslim relations [DT3016]

This module presents the ways in which Islam has responded to the religious “other” and specifically Christianity from its origins to modern times. It shows the significance of the figure of Jesus/Isa in Islam; examines how the impact on Islam of modernity has affected its attitudes to Christianity and Christians; addresses central issues of doctrinal disagreement between the two religions from a theological perspective; engages with Christian thoughts on Islam; and appreciates the contemporary context of Christian-Muslim relations in contemporary Europe.

Dissertation [DT3012]

A Dissertation of 8,000-10,000 words on an agreed topic.

Module level: FHEQ Level 6

Appendix D – Assessment criteria

Class/Mark	Level 4	Level 5	Level 6
<p>First Class Honours (70 and above)</p> <p>Work of outstanding quality, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Excellent focus on key issues • Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered, with limited evidence of own assessment • Clear, coherent argument running throughout, concisely summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Excellent selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Excellent knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Excellent focus on key issues • Well-developed use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, sustained argument running throughout, concisely summarised in the conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> • Excellent selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Balanced account and assessment of opposing views • Clear structure – overall, and within sections/paragraphs • Clear and fluent style • Minimal inaccuracies in grammar and punctuation 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Excellent detailed and systematic knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, at least some of which is at, or informed by, the forefront of the discipline, showing awareness of a range of approaches/interpretations where applicable <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Very clear identification of key issues • Excellent focus on key issues • Sophisticated use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with significant evidence of own assessment • Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject <p>Transferable skills</p> <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources • Excellent selection and organisation of material from a wide range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5 • Highly-developed ability to offer an accurate

Class/Mark	Level 4	Level 5	Level 6
			exposition and fair assessment of opposing views <ul style="list-style-type: none"> • Exceptionally clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Clear and fluent style • Minimal inaccuracies in grammar and punctuation
Second Class Honours (Upper division) (60 – 69) Work of high quality, generally displaying:	Knowledge and understanding <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments Intellectual and cognitive skills <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Coherent argument running throughout and summarised in the conclusion Transferable skills <ul style="list-style-type: none"> • Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Balanced account and assessment of opposing views • Appropriate structure – overall, and within sections/paragraphs • Good style • Few inaccuracies in grammar and punctuation 	Knowledge and understanding <ul style="list-style-type: none"> • Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable Intellectual and cognitive skills <ul style="list-style-type: none"> • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Good use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Clear, coherent argument running throughout and summarised in the conclusion Transferable skills <ul style="list-style-type: none"> • Good selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Balanced account and assessment of opposing views 	Knowledge and understanding <ul style="list-style-type: none"> • Good detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable Intellectual and cognitive skills <ul style="list-style-type: none"> • Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Clear identification of key issues • Good focus on key issues • Well-developed use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment • Sustained argument throughout and summarised in the conclusion Transferable skills <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources • Good selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5

Class/Mark	Level 4	Level 5	Level 6
		<ul style="list-style-type: none"> • Clear structure – overall, and within sections/paragraphs • Fluent style • Few inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> • Balanced treatment of opposing views • Clear structure – overall, and within sections/paragraphs • Complete and consistent referencing (where appropriate) • Fluent style • Few inaccuracies in grammar and punctuation
<p>Second Class Honours (Lower Division) (50 – 59)</p> <p>Commendable work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Satisfactory selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level • Fairly balanced account and assessment of opposing views • Fairly clear structure – overall, and within 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Satisfactory selection and organisation of material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 • Fairly balanced account and assessment of 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Satisfactory detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> • Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical • Fairly clear identification of key issues • Satisfactory focus on key issues • Some use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered • Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> • Ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources • Satisfactory selection and organisation of material from a range of primary and secondary sources, some of which may be of greater length and

Class/Mark	Level 4	Level 5	Level 6
	<p>sections/paragraphs</p> <ul style="list-style-type: none"> Reasonable style A number of inaccuracies in grammar and punctuation 	<p>opposing views</p> <ul style="list-style-type: none"> Fairly clear structure – overall, and within sections/paragraphs Reasonable style A number of inaccuracies in grammar and punctuation 	<p>complexity than at Levels 4 and 5</p> <ul style="list-style-type: none"> Fairly balanced treatment of opposing views Fairly clear structure – overall, and within sections/paragraphs Some attempt at referencing, although this may be neither complete nor consistent Reasonable style A number of inaccuracies in grammar and punctuation
<p>Third Class Honours (40 – 49)</p> <p>Adequate work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories , , interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some attempt to select material from a limited range of concise primary and secondary sources at the appropriate level Fairly balanced account and assessment of opposing 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Adequate knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with limited attention to detail <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Some attempt to identify key issues Some attempt to focus on key issues Limited use of sources to provide a detailed critical analysis of the texts, events, doctrines, theories or arguments considered Argument summarised in the conclusion, but no continuing thread of argument running through the whole piece of work <p>Transferable skills</p> <ul style="list-style-type: none"> Some ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources Some attempt to select material from a range of primary and secondary sources, some of which may

Class/Mark	Level 4	Level 5	Level 6
	<p>views</p> <ul style="list-style-type: none"> Some evidence of structure, probably following that found in one or more secondary sources Lacks fluent style A significant number of inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> Fairly balanced account and assessment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Lacks fluent style A significant number of inaccuracies in grammar and punctuation 	<p>be of greater length and complexity than at Levels 4 and 5</p> <ul style="list-style-type: none"> Fairly balanced treatment of opposing views Some evidence of structure, probably following that found in one or more secondary sources Some attempt at referencing, although this may be neither complete nor consistent Lacks fluent style A significant number of inaccuracies in grammar and punctuation
<p>Marginal fail (35 – 39)</p> <p>Defective work, generally displaying:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Partial knowledge and understanding of some key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Inadequate grasp of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical Little attempt to identify key issues Little attempt to focus on key issues Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Little attempt to select material from a limited range of concise primary and secondary sources at the appropriate level Little or no attempt to consider opposing views Little evidence of structure Very difficult to read Multiple inaccuracies in grammar and punctuation 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Partial knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Inadequate grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Little attempt to identify key issues Little attempt to focus on key issues Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Little attempt to select material from a range of concise primary and secondary sources, some of which may be of greater complexity than at Level 4 Little or no attempt to consider opposing views Little evidence of structure 	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> Partial knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, with no attention to detail <p>Intellectual and cognitive skills</p> <ul style="list-style-type: none"> Limited grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical Little attempt to identify key issues Little attempt to focus on key issues Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered No clear conclusion <p>Transferable skills</p> <ul style="list-style-type: none"> Little evidence of ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources Very limited attempt to select material from a range of primary and secondary sources, some of which may be of greater length and complexity than at Levels 4 and 5

Class/Mark	Level 4	Level 5	Level 6
		<ul style="list-style-type: none"> • Very difficult to read • Multiple inaccuracies in grammar and punctuation 	<ul style="list-style-type: none"> • Little or no attempt to consider opposing views • Little evidence of structure • Little or no attempt at referencing • Very difficult to read • Multiple inaccuracies in grammar and punctuation
Poor fail (21 – 34)	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.	Displays the same defects as 'Marginal fail', but to a markedly more serious degree.
Comprehensive fail (0 – 20)	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.	The student shows virtually no signs of having understood the subject, and produces nothing that begins to answer the questions set.