Programme Regulations 2019–2020

Divinity and Theology

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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About this document

Last revised 01 May 2019

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. The Programme Regulations will provide the detailed rules and guidance for your programme of study.

In addition to the 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 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 programmes offered under these regulations:

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. The extent to which these are achieved is measured by the programme 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.

Changes to Divinity Programme Regulations 2019-2020

Programme changes

The programmes offered under these regulations have undergone significant redevelopment for 2019-20.
Changes to module titles

1. The names of the following modules have been changed and the study materials (available on the VLE) have been substantially revised:
   - Introduction to the New Testament (Level 4) [DT1001] has been renamed Reading the New Testament.
   - New Testament Greek (Level 5) [DT2003] has been renamed New Testament Greek: Language and Texts.
   - Advanced biblical Hebrew (Level 5) [DT3001] has been renamed Texts in Hebrew.

If you have previously attempted these modules, you may resit the modules with the new titles and any attempts will be carried forward. Students who have attempted and passed these modules in 2018-19 or earlier will retain the old module titles.

New modules

2. The following modules are being offered for the first time in 2019-20:
   - Religion, meaning and value (Level 4) [DT1150]
   - Introduction to Islam (Level 4) [DT1155]
   - Christian doctrine (Level 5) [DT2135]
   - Philosophy of religion (Level 5) [DT2145]
   - Texts in Greek: John and Romans (Level 6) [DT3035]
   - Religion and science (Level 6) [DT3030]
   - Religion and global politics (Level 6) [DT3045]

Exclusions are modules that cannot be taken together. Exclusions may apply to some of these modules. Where this is the case, they are listed in Appendix B.

Assessment changes

3. All new modules listed above will be assessed by a combination of coursework and a written examination, weighted in the ratio 40:60 respectively.

4. The assessment for the following modules has changed:
   - Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
   - Reading the New Testament (formerly Introduction to the New Testament) (Level 4) [DT1002]

Please refer to Appendix A and the VLE for full details of the assessment structure.

5. A penalty will apply for the late submission of coursework for all modules. Two marks will be deducted per day for submissions made after the deadline, up to a maximum of 10 days. Submissions after this point will not be accepted.
Structural changes

6. Church History: Reformation and society c1450 – c1600 (Level 5) [DT2001] is no longer a compulsory module for all students. Please refer to Appendix A for the full programme structures.

Withdrawn modules

7. Notice is served on the following modules:
   - Church History: Reformation and society c1450 – c1600 (Level 5) [DT2001]
   - Christian ethics (Level 5) [DT2007]
   - Theology and atheism (Level 5) [DT2015]
   - Religion and science (Level 5) [DT2010]
   - 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]

Final registrations will be accepted in 2019-2020 with examinations in May 2020. The modules will be available for final resits only in 2020-2021.

Please note: The programme structures for the BD, DipHE in Theology and the CertHE in Theology, offered under these regulations, are currently under review. Any withdrawn modules will be replaced with alternatives from 2020 - 2021 onwards.

8. Notice has been served on the following modules:
   - Christian doctrine (Level 4) [DT1003]
   - Philosophy of religion (Level 4) [DT1004]
   - Islam (Level 5) [DT2008]
   - Romans in Greek (Level 6) [DT3003]
   - Johannine writings in Greek (Level 6) [DT3004]

New registrations on these modules will no longer be accepted. They are available for final resits only in 2019-2020.
1 **Awards**

1.1 The following named awards are offered under these regulations:

- Bachelor of Divinity (BD)
- Diploma of Higher Education in Theology (DipHE)
- Certificate of Higher Education in Theology (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;
- **Seven** elective modules, at least two 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;
- **Four** elective modules chosen from a list.

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

**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 [6.15 to 6.17](#) 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 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 or CertHE in Theology 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 or CertHE in Theology, 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

Assessment methods

4.1

Modules are summatively assessed by a variety of methods. For some modules this will involve a combination of coursework and a written examination. Your module mark will be based on a weighted average of all summative assessment elements.
Refer to Appendix C for details on the assessment for each module and the relative weightings for each module. Refer to the VLE for submission deadlines. Refer to our website for information on the submission of mitigating circumstances.

4.2
Some modules may have formative assessment. Any marks obtained for these elements will not contribute towards your final module mark.

4.3
The pass mark for any given module is 40%. For modules assessed by coursework and written examination, you must achieve a weighted mean mark of 40% across the elements of assessment.

4.4
You must submit coursework by the prescribed deadline. Two marks will be deducted per day for submissions made after the deadline, up to a maximum of 10 days. Submissions after this point will not be accepted.

Date of examinations

4.5
Written examinations take place in May each year.

See the website for the list of examination centres.

The Dissertation module

4.6
The Dissertation module is assessed by means of 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 assessment

5.1
You have a maximum of three attempts at any element of assessment taken as part of the programmes offered under these regulations, including the Dissertation.

5.2
Where applicable, you are required to attempt all elements of summative assessment in order to complete a module.

5.3
If you fail to complete a module:
  • any marks obtained will be carried forward;
you will not be deemed to have made an attempt at any element of assessment which you failed to submit or did not attend;

you should complete the module at a later date. Your next opportunity to do so will be one full year later. You will be required to pay a resit fee for written examinations.

Refer to our website for a full list of fees for this programme.

5.4

If you fail a module overall, you should resit any elements of assessment for which you obtained a mark less than 40%. You will not be permitted to resit any assessment element you have passed.

Students with an effective date of registration of 30 November 2018 or earlier

5.5

If you have failed Christian Doctrine [DT1003] or Philosophy of Religion [DT1004], you may choose to replace it with one of the new Level 4 modules, Religion meaning and value [DT1150] or Introduction to Islam [DT1155], subject to any exclusion rules.

5.6

Where you choose to replace either of these modules, you will be given three attempts at the new module.

The Dissertation module

The Dissertation fee combines the fee for supervision of the Dissertation and the examination fee for its submission. See the fee schedule for full details.

5.7

If you fail your Dissertation module, 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 for each new attempt.

5.8

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 outlining your reasons. You must also communicate your decision to your Dissertation supervisor.

5.9

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.

5.10

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 assessments per year

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

Maximum periods of registration for each programme offered under these regulations are noted in the programme specification. You should plan accordingly to ensure that you complete your programme of study within this time.

If you have an effective date of registration of 30 November 2019 or later, it is strongly recommended that you register for Religion, meaning and value in your first year of study. You may register for other modules concurrently.

6.2 You must keep to the prerequisites, exclusions and other rules that apply for the modules you study.

Any prerequisites are listed alongside the module in Appendix A. A full list of exclusions can be found in Appendix B.

Progression from the CertHE in Theology to the DipHE in Theology or the BD

6.3 If you have registered for the CertHE in Theology you may progress to the BD or DipHE in Theology provided that:
   - you have been awarded the CertHE; or
   - you already satisfy the entrance requirements for the degree/diploma.

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

6.5 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.

6.6 If you transfer to the BD or 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

6.7 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.
6.8
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.

6.9
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

6.10
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.

6.11
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.

6.12
To enter for the Dissertation you must have passed at least eight modules.

Progression from individual modules

6.13
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.

6.14
If you already meet the entrance requirements for the BD/DipHE in Theology you may apply for entry onto the BD/DipHE.

6.15
The mark/s for your individual module/s will count towards your degree/diploma classification.

See section 8 Transfer of registration
7 Schemes of award

Bachelor of Divinity

7.1

The BD assessments are marked in line with the following scale:

<table>
<thead>
<tr>
<th>Mark range</th>
<th>Degree class equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 and over</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60 – 69</td>
<td>Second Class Honours (Upper Division)</td>
</tr>
<tr>
<td>50 – 59</td>
<td>Second Class Honours (Lower Division)</td>
</tr>
<tr>
<td>40 – 49</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>0 – 39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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 the summative assessment 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 an average 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 RPL 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 summative assessment in a total of eight modules.

7.12
Students who previously progressed from the CertHE in Philosophy, Religion and Ethics to the DipHE in Theology will not have credit carried forward for the Christian ethics (Level 4) module. You will need to complete a total of nine.

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:

<table>
<thead>
<tr>
<th>Mark range</th>
<th>Diploma grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 and above</td>
<td>Pass with Merit</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Pass with Credit</td>
</tr>
<tr>
<td>40 – 49</td>
<td>Pass</td>
</tr>
</tbody>
</table>

CertHE in Theology

7.16
You are required to have passed the summative assessment 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 with a given grading, you must achieve a final mark within the following ranges:

<table>
<thead>
<tr>
<th>Mark range</th>
<th>Certificate grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 and above</td>
<td>Pass with Merit</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Pass with Credit</td>
</tr>
<tr>
<td>40 – 49</td>
<td>Pass</td>
</tr>
</tbody>
</table>

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 to the DipHE in Theology or BD by transferring your registration.

8.2
If you have previously completed the CertHE in Philosophy, Religion and Ethics you may progress to the DipHE in Theology or the BD.

Transfer from a higher award to a lower award

8.3
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
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 assessment entry forms.

Bachelor of Divinity (BD)

Note: 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.

Students with an effective date of registration of 30 November 2018 or earlier

Two compulsory introductory modules:
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+ Two further modules chosen from:
- Religion, meaning and value (Level 4) [DT1150]
- Introduction to Islam (Level 4) [DT1155]
- Christian Doctrine (Level 4) [DT1003] *(Resits only, no new registrations. Final examinations in May 2020. Please note that a redeveloped version of this module is now available at Level 5.)*
- Philosophy of Religion (Level 4) [DT1004] *(Resits only, no new registrations. Final examinations in May 2020. Please note that a redeveloped version of this module is now available at Level 5.)*

+ Seven elective modules (a minimum of three of which must be at FHEQ Level 6) chosen from:
- Foundations in Biblical Hebrew (Level 5) [DT2002]
- Sacrifice, praise and wisdom (Level 5) *(Prerequisite: Reading the Hebrew Bible/Old Testament [DT2014]*)
• New Testament Greek: Language and Texts (Level 5) *(formerly New Testament Greek)* [DT2003]

• Christian doctrine (Level 5) [DT2135] [Prerequisite: Reading the New Testament [DT1002]

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

• Christian ethics (Level 5) [DT2007]

• Islam (Level 5) [DT2008] *Resits only, no new registrations. Final examinations in May 2020*

• Philosophy of Religion (Level 5) [DT2145]

• Theology and atheism (Level 5) [DT2015] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)

• Religion and science (Level 5) [DT2010] *(Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021. A redeveloped version of this module is now available at Level 6 and you are recommended to take this module if possible.*)

• Texts in Hebrew (Level 6) [Prerequisite: Foundations in Biblical Hebrew] [DT3001]

• Texts in Greek: John and Romans [DT3035]

• Johannine writings in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3004] *(Resits only, no new registrations. Last examinations in May 2020. Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek. You are recommended to take this module if possible.*)

• Romans in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3003] *(Resits only, no new registrations. Last examinations in May 2020. Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek. You are recommended to take this module if possible)*

• New Testament Theology: Texts in English (from 2020-21)
• Liturgical studies (Level 6) [DT3006] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)

• The theology of Christian-Jewish relations (Level 6) [DT3015] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)

• Christian-Muslim relations (Level 6) [DT3016] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)

• Buddhism (Level 6) [DT3009]

• Religion and science (Level 6) [DT3030]

• Religion and global politics (Level 6) [DT3045]

• The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6) [DT3013] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)

+ The Dissertation module (Level 6) [DT3012]

Students with an effective date of registration of 30 November 2019 or later

Note: It is strongly recommended that you register for Religion, meaning and value in your first year of study. You may register for other modules concurrently.

Four compulsory introductory modules:

• Religion, meaning and value (Level 4) [DT1150]

• Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]

• Reading the New Testament (Level 4) [DT1002]

• Introduction to Islam (Level 4) [DT1155]

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

Level 5 modules:

• Foundations in Biblical Hebrew (Level 5) [DT2002]
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(BD/DipHE/CertHE/Individual modules)

- Sacrifice, praise and wisdom (Level 5) [Prerequisite: Introduction to the Old Testament] [DT2014]
- New Testament Greek: Language and Texts (Level 5) [DT2003]
- Christian doctrine (Level 5) [DT2135] [Prerequisite: Reading the New Testament [DT1002]
- Church history: Reformation and society c1450 – c1600 (Level 5) [DT2001]
- Christian ethics (Level 5) [DT2007]
- Philosophy of Religion (Level 5) [DT2145]

Level 6 modules:

- Texts in Hebrew (Level 6) [DT3001]
- Texts in Greek: John and Romans [DT3035]
- New Testament Theology: Texts in English (from 2020-21)
- Buddhism (Level 6) [DT3009]
- Religion and science (Level 6) [DT3030]
- Religion and global politics [DT3045]

+ The Dissertation module (Level 6) [DT3012]

Additional modules at Level 5 and/or 6 will be introduced from 2020-21.

Diploma of Higher Education in Theology (DipHE)

**Note:** 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.

Students with an effective date of registration of 30 November 2018 or earlier

**Two** compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+
Two further modules chosen from:

- Religion, meaning and value (Level 4) [DT1150]
- Introduction to Islam (Level 4) [DT1155]
- Christian Doctrine (Level 4) [DT1003] *(Resits only, no new registrations. Final examinations in May 2020. Please note that a redeveloped version of this module is now available at Level 5.)*
- Philosophy of Religion (Level 4) [DT1004] *(Resits only, no new registrations. Final examinations in May 2020. Please note that a redeveloped version of this module is now available at Level 5.)*

+ Four elective modules chosen from:

Level 5 modules:

- Foundations in Biblical Hebrew (Level 5) [DT2002]
- Sacrifice, praise and wisdom (Level 5) [Prerequisite: Reading the Hebrew Bible/Old Testament [DT2014]
- Christian doctrine (Level 5) [DT2135] [Prerequisite: Reading the New Testament [DT1002]
- Church History: Reformation and society c1450 – c1600 (Level 5) [DT2001]
- Christian ethics (Level 5) [DT2007]
- Islam (Level 5) [DT2008] *(Resits only, no new registrations. Final examinations in May 2020)*
- Philosophy of Religion (Level 5) [DT2145]
- Theology and atheism (Level 5) [DT2015] *(Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)*
- Religion and science (Level 5) [DT2010] *(Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021. A redeveloped version*
of this module is now available at Level 6 and you are recommended to take this module if possible.)

Level 6 modules:

- Texts in Hebrew (Level 6) [Prerequisite: Foundations in Biblical Hebrew] [DT3001]
- Texts in Greek: John and Romans [DT3035]
- Johannine writings in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3004] (Resits only, no new registrations. Last examinations in May 2020. Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek. You are recommended to take this module if possible.)
- Romans in Greek (Level 6) [Prerequisite: New Testament Greek] [DT3003] (Resits only, no new registrations. Last examinations in May 2020. Please note that Texts in Greek: John and Romans is a redeveloped version of Johannine Writings in Greek and Romans in Greek. You are recommended to take this module if possible)
- New Testament Theology: Texts in English (from 2020-21)
- Liturgical studies (Level 6) [DT3006] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)
- The theology of Christian-Jewish relations (Level 6) [DT3015] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)
- Christian-Muslim relations (Level 6) [DT3016] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)
- Buddhism (Level 6) [DT3009]
- Religion and science (Level 6) [DT3030]
- Religion and global politics (Level 6) [DT3045]
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6) [DT3013] (Notice has been served on this module. Final registrations in 2019-20. Final resits will be in May 2021.)
Students with an effective date of registration of 30 November 2019 or later

Four compulsory introductory modules:

- Religion, meaning and value (Level 4) [DT1150]
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]
- Introduction to Islam (Level 4) [DT1155]

+ Four elective modules chosen from:

Level 5 modules:

- Foundations in Biblical Hebrew (Level 5) [DT2002]
- Sacrifice, praise and wisdom (Level 5) [Prerequisite: Introduction to the Old Testament] [DT2014]
- New Testament Greek: Language and Texts (Level 5) [DT2003]
- Christian doctrine (Level 5) [DT2135] [Prerequisite: Reading the New Testament [DT1002]
- Church history: Reformation and society c1450 – c1600 (Level 5) [DT2001]
- Christian ethics (Level 5) [DT2007]
- Philosophy of Religion (Level 5) [DT2145]

Level 6 modules:

- Texts in Hebrew (Level 6) [DT3001]
- Texts in Greek: John and Romans [DT3035]
- New Testament Theology: Texts in English (from 2020-21)
- Buddhism (Level 6) [DT3009]
- Religion and science (Level 6) [DT3030]
- Religion and global politics [DT3045]

Additional modules at Level 5 and/or 6 will be introduced from 2020-21.
Certificate of Higher Education in Theology (DipHE)

Students with an effective date of registration of 30 November 2018 or earlier

**Two** compulsory introductory modules:

- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Reading the New Testament (Level 4) [DT1002]

+ **Two** further modules chosen from:

- Religion, meaning and value (Level 4) [DT1150]
- Introduction to Islam (Level 4) [DT1155]
- Christian Doctrine (Level 4) [DT1003] (*Resits only, no new registrations. Final examinations in May 2020.*)
- Philosophy of Religion (Level 4) [DT1004] (*Resits only, no new registrations. Final examinations in May 2020.*)

Students with an effective date of registration of 30 November 2019 or later

**Four** compulsory introductory modules:

- Religion, meaning and value (Level 4) [DT1150]
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Introduction to Islam (Level 4) [DT1155]
Appendix B – Exclusions

Exclusions are modules that cannot be taken together. If you are registered for, or have passed one of the listed modules, you cannot register for the other.

- Christian doctrine (level 4) [DT1003] and Christian doctrine (level 5) [DT2135]
- Christian ethics (level 4) [DT1005] and Christian ethics (level 5) [DT2007]
- Introduction to Islam (level 4) [DT1155] and Islam (level 5) [DT2008]
- Philosophy of religion (level 4) [DT1004] and Philosophy of religion (level 5) [DT2145]
- Religion and science (level 5) [DT2010] and Religion and science (level 6) [DT3030]
- Johannine writings in Greek (level 6) [DT3004] and Texts in Greek: John and Romans [DT3035]
- Romans in Greek (level 6) [DT3003] and Texts in Greek: John and Romans [DT3035]

Appendix C – Individual modules

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

- Religion, meaning and value [DT1150]
- Reading the Hebrew Bible/Old Testament (Level 4) [DT1001]
- Introduction to the New Testament (Level 4) [DT1002]
- Introduction to Islam (Level 4) [DT1155]
- New Testament Greek: Language and Texts (Level 5) [DT2003]
- Philosophy of religion (Level 5) [DT2145]
- Religion and science (Level 6) [DT3030]
- Religion and global politics (Level 6) [DT3045]
Appendix D – 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.

Level 4

Religion, meaning and value [DT1150]

This module provides an introduction to the study of religion which outlines key aspects of five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and five methods for studying them (anthropology of religion, sociology of religion, psychology of religion, philosophy of religion, ethics in religion).

Topics covered:

Section A: What is religion?

- Introduction:
  - Definitions, including the relationship between religion, meaning and value,
  - Types of religion (e.g. theism, pantheism, panentheism, non-theistic religion),
  - Major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism).
- Judaism and Christianity
- Islam
- Hinduism
- Buddhism

Section B: Studying religion

- Anthropology of religion
- Sociology of religion
- Psychology of religion
- Philosophy of religion
- Religion and ethics

Assessment: A two thousand word essay (40%) and a 1.5-hour seen written examination (60%).
Reading the Hebrew Bible/Old Testament [DT1001]
This module provides an introduction to key books of the Hebrew Bible/Old Testament, a knowledge of which is essential for those wishing to gain an understanding of Judaism and Christianity and their cultural, social and political influence during the last two millennia through to the present day.

Topics covered:
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)

Assessment: A two thousand word essay (40%) and a 1.5-hour unseen written examination (60%).

Reading the New Testament [DT1002] (formerly Introduction to the New Testament)
This module provides a basic introduction to key books of the New Testament, a knowledge of which is essential for those wishing to gain an understanding of Christianity and its cultural, social and political influence during the last two millennia through to the present day.

The module will cover the four Gospels, the book of Acts, the letters of Paul, with attention to Romans and 1 Corinthians, the letter to the Hebrews, and the book of Revelation. Students will thus engage with the different kinds of literature we find in the New Testament.

Topics covered:
Section A: The four Gospels and Acts, with reference to set passages.
- Introduction to the Study of the Gospels
- The Gospel of Mark
- The Gospel of Matthew
Programme Regulations 2019–2020 Divinity and Theology 
(BD/DipHE/CertHE/Individual modules)

- The Gospel of John

Section B: The Pauline Epistles, with a focus on Romans and 1 Corinthians
- Introduction to the Study of Paul and his Letters
- 1 Corinthians
- Romans

Section C: Hebrews and Revelation
- Hebrews
- Revelation

Assessment: A two thousand word essay (40%) and a 1.5-hour unseen written examination (60%).

Introduction to Islam [DT1155]
This module provides a basic introduction to key themes in the study of Islam, a knowledge of which is essential for those wishing to gain an understanding of Islam and its cultural, social and political significance in the world today.

Topics covered:
- Islam’s beginnings
- The role of the Prophet
- The centrality of the Qur’an
- Sects and Schisms
- Islam in practice
- Islamic law
- Islamic theological thinking
- Philosophical traditions in Islam
- Reformism and modernity

Assessment: A two thousand word essay (40%) and a 1.5-hour seen written examination (60%).

Christian doctrine [DT1003]
This module is being withdrawn at FHEQ Level 4. This module is available for final resits only in 2019-20.

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.

**Assessment:** This module is assessed by means of a three-hour unseen written examination.

**Philosophy of religion [DT1004]**

This module is being withdrawn at FHEQ Level 4. This module is available for final resits only in 2019-20.

This module provides 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.

**Assessment:** A 3-hour unseen written examination.

**Level 5**

**Foundations in Biblical Hebrew [DT2002]**

This module looks at the translation, grammar (including parsing of words and phrases), and exegesis of a set portion of the Hebrew text of the Old Testament – Genesis 42-45.

**Topics covered:**

- Hebrew alphabet
- Hebrew vowels
- Open and closed syllables, weak and strong dagesh, vocal and silent sheva
- The guttural, the definite article, maqqef
- Prepositions
• Vav conjunction
• Nouns, adjectives, prepositions and pronouns
• Construct state
• Pronominal suffixes
• Roots and stems
• Qal perfect weak verbs, Qal perfect plus vav, the interrogative, numerals
• Qai imperfect strong and weak verbs: Jussive and cohortative
• Vav consecutive
• Remaining stems (strong and weak verbs)
• Pronominal suffixes on verbs
• The imperative forms

Assessment: A 3-hour unseen written examination.

Sacrifice, praise and wisdom [DT2014]
This module will enable students to build upon and develop an existing awareness and understanding of the field of Hebrew Bible/Old Testament scholarship by means of a study of three core texts, namely:

• the Book of Leviticus
• the Psalms
• the Wisdom Literature of Job, Ecclesiastes and Proverbs.

Prerequisite: You must already have passed the module Reading the Hebrew Bible/Old Testament or Introduction to the Old Testament at Level 4.

Topics covered:
Selected texts in English taken from Leviticus, Psalms, Proverbs, Job and Ecclesiastes. Leviticus will be examined from a literary, theological and sociological perspective, drawing out its unique contribution to the Pentateuch.

Psalms will be investigated from a historical and theological perspective, introducing students 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 students 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.

Assessment: A 3-hour unseen written examination.

New Testament Greek: language and texts [DT2003]

This module allows students at Level 5 to develop the linguistic skills in koiné Greek needed to move beyond the basic textual interpretation involved in the Level 4 module. It will focus on Mark 8-10 and John 18-21 and will equip you for a more detailed exegetical study of substantial portions of New Testament text at Level 6, for example, in Texts in Greek: John and Romans.
Topics covered include:

- The Greek alphabet
- Verbs
- Nouns
- The definite article
- Prepositions
- Adjectives
- Conjunctions
- Pronouns
- Asking questions
- Translating the prescribed texts

**Assessment:** A 3-hour unseen written examination.

**Christian doctrine [DT2135]**

This module is for anyone who wishes to gain an understanding of key Christian beliefs and the study of Christian 'theo-logy' that is, how Christians 'speak' about God. It builds on theological ideas about the nature of Jesus Christ, the doctrine of a Trinitarian God, and the salvation of humankind, drawing on key theological discussions and their developments.

**Prerequisite:** In order to take this module, you must already have passed the module Reading the New Testament or Introduction to the New Testament at Level 4.

**Topics covered:**
The module is divided into three major themes: Christology, Trinity, and Salvation.

**Christology**

- The 'Historical Jesus' vs The 'Christ'
- The Incarnation
- The Hypostatic Union

**Trinity**

- The Trinity as Love and Self-Gift
- Persons and Relations
- The Processions and the Relation to Creatures

**Salvation**

- 'The Paschal Mystery': Jesus' Suffering, Death, and Resurrection
- Justification and Salvation: How the 'Work' of Jesus is Applied to Human Beings
- Consummation: Rising from the Dead

**Assessment:** A two thousand word essay (40%) and a 1.5-hour seen written examination (60%).
Church history: Reformation and society c.1450 - c.1600 [DT2001]

This module provides 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.

**Topics covered include:**

- late 15th century desire for reform
- late medieval popular belief, and links between reform of religious and social life
- Christian humanism and its influence
- The five great European reforming movements of the sixteenth century, namely:
  - Lutheran
  - Reformed or Calvinistic
  - English
  - Radical
  - Catholic Reformation and the Counter Reformation

**Assessment:** A 3-hour written examination.

Christian ethics (Level 5) [DT2007]

This module is intended to provide a ‘way in’ to examining the how and the why of moral decision-making and especially how such decision-making might be influenced by the standpoint of Christianity.

**Topics covered:**

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.

**Assessment:** A 3-hour unseen written examination.

Islam [DT2008]

This module is being withdrawn at FHEQ Level 5. This module is available for final resits only in 2019-20. Please note that a redeveloped version of this module is now available at Level 4. It is recommended that you take the redeveloped version of the module if possible.

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.

**Assessment:** A 3-hour unseen written examination

**Philosophy of Religion [DT2145]**

The Level 4 module Religion, meaning and value includes a brief introduction to the philosophy of religion. This Level 5 module provides an opportunity to study the philosophy of religion in greater depth, focusing on what we can reasonably say about the nature of the divine and whether there are sound arguments for the existence, or non-existence, of the divine.

**Topics covered may include:**

- the nature of divine power
- the nature of divine wisdom
- divine action: miracles and petitionary prayer
- cosmological arguments for the existence of the divine
- design arguments for the existence of the divine
- ontological arguments for the existence of the divine
- the problem of evil
- the problem of religious diversity; life, death and hope.

**Assessment:** A two thousand word essay (40%) and a 1.5-hour seen written examination (60%).

**Theology and atheism [DT2015]**

This module is being withdrawn at FHEQ Level 5. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21.

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.

**Assessment:** A 3-hour unseen written examination.

**Religion and science [DT2010]**

This module is being withdrawn at FHEQ Level 5. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21. Please note that a redeveloped version of this module is now available at Level 6. It is recommended that you take the redeveloped version of the module if possible.

**Note:** this module was 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.

Assessment: A 3-hour unseen written examination.

Level 6

Texts in Hebrew [DT3001] Formerly Advanced Biblical Hebrew

This Level 6 module provides an opportunity to use the skills learned at Level 5 to engage in depth with the language and interpretation of a selection of longer texts from the Hebrew Bible.

Prerequisite: In order to take this module, you must already have passed the module Foundations in Biblical Hebrew at Level 5.

Topics covered:
Students will conduct a detailed study of Exodus 1-15 and Proverbs 1-9 in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

Assessment: A 3-hour written examination.

Texts in Greek: John and Romans [DT3035]

This module allows students who have passed the module New Testament Greek: Language and texts at Level 5 to use and develop their skills in reading and interpreting New Testament Greek through detailed study of more extensive sections of the Gospel of John and the Epistle to the Romans in Greek.

Prerequisite: In order to take this module, you must already have passed the module New Testament Greek at Level 5.

Topics covered:
John’s Gospel
- John 1. The Prologue and its Prospects in the Gospel
- John 2-6. “Signs” and Debates
- John 7-12. Conflicts and context
- John 13-17. Farewell discourses

Romans
- The Romans Debate. Why did Paul send this letter to Rome? Does it matter?
- Romans 1-4. Jew and Greek, faithfulness and unfaithfulness
- Romans 5-8 Sin, flesh, Adam and righteousness
- Romans 5-8 Sin, flesh, law and restoration
- Romans 9-11. Israel, Gentiles and Paul’s mission

**Assessment:** This module will be assessed by a 2,000-word essay (40%) and a 1.5-hour unseen written examination (60%).

**Johannine writings in Greek [DT3004]**

This module is being withdrawn. It is available for final resits only in 2019-20.

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*.

**Prerequisite:** In order to take this module, you must already have passed the module New Testament Greek at Level 5.

**Assessment:** A 3-hour unseen written examination.

**Romans in Greek [DT3003]**

This module is being withdrawn. It is available for final resits only in 2019-20.

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.

**Prerequisite:** In order to take this module, you must already have passed the module New Testament Greek at Level 5.

**Assessment:** A 3--hour unseen written examination.

**Liturgical studies [DT3006]**

This module is being withdrawn. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21.

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.

**Assessment:** A 3-hour unseen written examination.
Theology of Christian-Jewish relations [DT3015]

This module is being withdrawn. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21.

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.

Assessment: This module will be assessed by means of a three-hour unseen written examination.

Christian-Muslim relations [DT3016]

This module is being withdrawn. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21.

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.

Assessment: A 3-hour unseen written examination.

Buddhism [DT3009]

This module provides an opportunity to study the main features of Buddhism as a world religion, with the emphasis on Indian Buddhism.

Topics covered will include:

- 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 of the teachings, especially the role of the Bodhisattva
- key features of Buddhism in Tibet (including Vajrayana), China and Japan
- modern developments in Sri Lanka.

Assessment: A 3-hour unseen written examination.
Religion and Science [DT3030]

The module aims to explore the multiple relationships between science and religion in the light of the cutting-edge developments in science and technology which are reshaping our lives. Key topics which will be explored include robotics, bioengineering and genetic modification, the prospects for human life-extension, the development of neurophysiological accounts of what is going on inside our brains and bodies when we meditate or pray, and the discussion about what ‘life’ is, why it has emerged, and where else we might expect to find it.

These cutting-edge topics will be securely rooted in an initial overview of the historical relations between religion and science and more specifically in an exploration of Ian Barbour’s classic ‘four types’ of relationship: conflict, independence, dialogue and integration. The first half of the module will provide students with a clear grasp of the historical tensions and methodological differences between science and religion. The second half will look to extend this understanding by looking at a series of specific problems.

**Topics covered:**

**Section A:**
- The Relations between Religion and Science
- Problematic Models of these Relations: New Atheism and Intelligent Design

**Section B:**
- A Key Historical Dispute: Galileo
- The Idea of Scientific Method
- Cosmology and the Anthropic Principle
- Teleology and Biology
- The Neuroscience and Evolutionary Psychology of Religion
- Religion and Technology 1: Robotics
- Religion and Technology 2: The ethical implications of life extension
- Faith and the Crossing of Biological Boundaries

**Assessment:** A 2,000-word essay (40%) and a 1.5-hour unseen written examination (60%).

Religion and Global Politics [DT3045]

Religion plays an increasingly prominent role in our world today. Religion is central to political developments across the globe, ranging from presidential elections in the United States to Hindu nationalism in India, and from inter-state conflict to peace and reconciliation. In this module we will begin with the study of various models of how states structure their relationship with religion, such as the established church and the separation of church and state. We will then look at how the political motivations of religious people can shape a range of political issues, from the anti-apartheid movement of the late 20th century to terrorism today. Finally, we will take a fully global perspective to consider the roles of religions in large-scale issues of conflict, peace, and democratization.
Topics covered:

- Introduction to Religion and Global Politics

Section A

- Religion-State Relations
- Religion and State in Europe
- Religion and State in the United States
- Religion and State in India and China

Section B

- Political Engagement and Activism
- Religion in 20th Century Political Movements
- Islam in Europe
- Religion and Politics in a Global City

Section C

- Global Conflict, Peace, and Democracy
- The Clash of Civilizations
- The Changing Politics of Global Christianity
- Religion and Democracy

Assessment: A 2,000-word essay (40%) and a 1.5-hour unseen written examination (60%).

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

This module is being withdrawn. New registrations on this module are being accepted for the last time in 2019-20 with final resits only in 2020-21.

This module will examine four significant thinkers - Blaise Pascal, Franz Kakfa, 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.

You will study the following topics:

- 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.
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- **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.

**Assessment:** This module will be assessed by means of a three-hour unseen written examination.

**Dissertation [DT3012]**

A Dissertation of 8,000-10,000 words on an agreed topic.
## Appendix E – Assessment criteria

<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
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<tbody>
<tr>
<td>First Class Honours (70 and above)</td>
<td><strong>Knowledge and understanding</strong></td>
<td><strong>Knowledge and understanding</strong></td>
<td><strong>Knowledge and understanding</strong></td>
</tr>
<tr>
<td>Work of outstanding quality, generally displaying:</td>
<td>• Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td>• Excellent knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Intellectual and cognitive skills</strong></td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>• Excellent use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td><strong>Intellectual and cognitive skills</strong></td>
</tr>
<tr>
<td></td>
<td>• Clear identification of key issues</td>
<td>• Clear identification of key issues</td>
<td>• Very clear identification of key issues</td>
</tr>
<tr>
<td></td>
<td>• Excellent focus on key issues</td>
<td>• Excellent focus on key issues</td>
<td>• Excellent focus on key issues</td>
</tr>
<tr>
<td></td>
<td>• Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered, with limited evidence of own assessment</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Clear, coherent argument running throughout, concisely summarised in the conclusion</td>
<td>• Clear, sustained argument running throughout, concisely summarised in the conclusion</td>
<td>• Strongly sustained argument throughout, concisely summarised in the conclusion, which may also show the implications of the findings for further study of the subject</td>
</tr>
<tr>
<td><strong>Transferable skills</strong></td>
<td>• Excellent selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</td>
<td>• 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</td>
<td>• Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>• Balanced account and assessment of opposing views</td>
<td>• Balanced account and assessment of opposing views</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Clear structure – overall, and within sections/paragraphs</td>
<td>• Clear structure – overall, and within sections/paragraphs</td>
<td>• Highly-developed ability to offer an accurate</td>
</tr>
<tr>
<td></td>
<td>• Clear and fluent style</td>
<td>• Clear and fluent style</td>
<td><strong>Transferable skills</strong></td>
</tr>
<tr>
<td></td>
<td>• Minimal inaccuracies in grammar and punctuation</td>
<td>• Minimal inaccuracies in grammar and punctuation</td>
<td><strong>Transferable skills</strong></td>
</tr>
</tbody>
</table>

University of London
<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Class Honours</strong> <em>(Upper division) (60 – 69)</em></td>
<td><strong>Knowledge and understanding</strong></td>
<td><strong>Knowledge and understanding</strong></td>
<td><strong>Knowledge and understanding</strong></td>
</tr>
<tr>
<td></td>
<td>• Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td>• Good knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</td>
<td>• Good detailed knowledge and understanding of key texts, events, doctrines, theories interpretations and arguments, showing awareness of a range of approaches/interpretations where applicable</td>
</tr>
<tr>
<td></td>
<td><strong>Intellectual and cognitive skills</strong></td>
<td><strong>Intellectual and cognitive skills</strong></td>
<td><strong>Intellectual and cognitive skills</strong></td>
</tr>
<tr>
<td></td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>• Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>• Good use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
</tr>
<tr>
<td></td>
<td>• Clear identification of key issues</td>
<td>• Clear identification of key issues</td>
<td>• Clear identification of key issues</td>
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<tr>
<td></td>
<td>• Good focus on key issues</td>
<td>• Good focus on key issues</td>
<td>• Good focus on key issues</td>
</tr>
<tr>
<td></td>
<td>• Good use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered</td>
<td>• Good use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered, with some evidence of own assessment</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Coherent argument running throughout and summarised in the conclusion</td>
<td>• Clear, coherent argument running throughout and summarised in the conclusion</td>
<td>• Sustained argument throughout and summarised in the conclusion</td>
</tr>
<tr>
<td></td>
<td><strong>Transferable skills</strong></td>
<td><strong>Transferable skills</strong></td>
<td><strong>Transferable skills</strong></td>
</tr>
<tr>
<td></td>
<td>• Good selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</td>
<td>• 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</td>
<td>• Ability to conduct in-depth, independent research, drawing on a wide range of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>• Balanced account and assessment of opposing views</td>
<td>• Balanced account and assessment of opposing views</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• Appropriate structure – overall, and within sections/paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Good style</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Few inaccuracies in grammar and punctuation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Exceptionally clear structure – overall, and within sections/paragraphs
- Complete and consistent referencing (where appropriate)
- Clear and fluent style
- Minimal inaccuracies in grammar and punctuation
<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge and understanding</td>
<td>• Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td>• Balanced treatment of opposing views</td>
</tr>
<tr>
<td></td>
<td>Intellectual and cognitive skills</td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>• Clear structure – overall, and within sections/paragraphs</td>
</tr>
<tr>
<td></td>
<td>Transferable skills</td>
<td>• Satisfactory selection and organisation of material from a limited range of concise primary and secondary sources at the appropriate level</td>
<td>• Complete and consistent referencing (where appropriate)</td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding</td>
<td>• Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td>• Fluent style</td>
</tr>
<tr>
<td></td>
<td>Intellectual and cognitive skills</td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>• Few inaccuracies in grammar and punctuation</td>
</tr>
<tr>
<td></td>
<td>Transferable skills</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding</td>
<td>• Satisfactory knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual and cognitive skills</td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transferable skills</td>
<td>• Satisfactory selection and organisation of material from a range of primary and secondary sources, some of which may be of greater complexity than at Level 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding</td>
<td>• Satisfactory detailed knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual and cognitive skills</td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transferable skills</td>
<td>• Ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and understanding</td>
<td>• Satisfactory detailed knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual and cognitive skills</td>
<td>• Appropriate use of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transferable skills</td>
<td>• Ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</td>
<td></td>
</tr>
</tbody>
</table>

Second Class Honours (Lower Division) (50 – 59)

Commendable work, generally displaying:
<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sections/paragraphs • Reasonable style • A number of inaccuracies in grammar and punctuation</td>
<td>opposing views • Fairly clear structure – overall, and within sections/paragraphs • Reasonable style • A number of inaccuracies in grammar and punctuation</td>
<td>complexity than at Levels 4 and 5 • 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</td>
</tr>
</tbody>
</table>

Third Class Honours (40 – 49)
Adequate work, generally displaying:

Knowledge and understanding • Adequate knowledge and understanding of key texts, events, doctrines, theories • Intellectual and cognitive skills • Appropriate use of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical • Some attempt to identify 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

Intellectual and cognitive skills • 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 • 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

Transferable skills • 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 views

Knowledge and understanding • Adequate knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments • Intellectual and cognitive skills • 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 • 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

Intellectual and cognitive skills • 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 • 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

Transferable skills • 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 be of greater complexity than at Level 4
<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>views</td>
<td>Some evidence of structure, probably following that found in one or more secondary sources</td>
<td>Fairly balanced account and assessment of opposing views</td>
<td>be of greater length and complexity than at Levels 4 and 5</td>
</tr>
<tr>
<td></td>
<td>Lacks fluent style</td>
<td>Some evidence of structure, probably following that found in one or more secondary sources</td>
<td>Fairly balanced treatment of opposing views</td>
</tr>
<tr>
<td></td>
<td>A significant number of inaccuracies in grammar and punctuation</td>
<td>Lacks fluent style</td>
<td>Some evidence of structure, probably following that found in one or more secondary sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A significant number of inaccuracies in grammar and punctuation</td>
<td>Some attempt at referencing, although this may be neither complete nor consistent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lacks fluent style</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A significant number of inaccuracies in grammar and punctuation</td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td>Partial knowledge and understanding of some key texts, events, doctrines, theories, interpretations and arguments</td>
<td>Partial knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Inadequate grasp of different approaches to the study of religious belief – e.g. exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>Inadequate grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
<td>Knowledge and understanding of key texts, events, doctrines, theories, interpretations and arguments</td>
</tr>
<tr>
<td></td>
<td>Little attempt to identify key issues</td>
<td>Little attempt to identify key issues</td>
<td>Limited grasp of different approaches to the study of religious belief – e.g. linguistic, exegetical, hermeneutical, systematic, historical, philosophical</td>
</tr>
<tr>
<td>Intellectual and cognitive skills</td>
<td>Little attempt to focus on key issues</td>
<td>Little attempt to focus on key issues</td>
<td>Little attempt to identify key issues</td>
</tr>
<tr>
<td></td>
<td>Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered</td>
<td>Poor use of sources to provide an analysis of the texts, events, doctrines, theories or arguments considered</td>
<td>Little attempt to focus on key issues</td>
</tr>
<tr>
<td></td>
<td>No clear conclusion</td>
<td>No clear conclusion</td>
<td>Poor use of sources to provide a critical analysis of the texts, events, doctrines, theories or arguments considered</td>
</tr>
<tr>
<td>Transferable skills</td>
<td>Little attempt to select material from a limited range of concise primary and secondary sources at the appropriate level</td>
<td>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</td>
<td>No clear conclusion</td>
</tr>
<tr>
<td></td>
<td>Little or no attempt to consider opposing views</td>
<td>Little or no attempt to consider opposing views</td>
<td>Little evidence of ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Little evidence of structure</td>
<td>Little evidence of structure</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Very difficult to read</td>
<td>Multiple inaccuracies in grammar and punctuation</td>
<td>Little evidence of ability to conduct in-depth, independent research, drawing on a range of primary and secondary sources</td>
</tr>
</tbody>
</table>

Marginal fail (35 – 39)

Defective work, generally displaying:

Knowledge and understanding
- Partial knowledge and understanding of some key texts, events, doctrines, theories, interpretations and arguments

Intellectual and cognitive skills
- 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

Transferable skills
- 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
<table>
<thead>
<tr>
<th>Class/Mark</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Very difficult to read</td>
<td>• Little or no attempt to consider opposing views</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Multiple inaccuracies in grammar and punctuation</td>
<td>• Little evidence of structure</td>
</tr>
<tr>
<td>Poor fail</td>
<td>Displays the same defects as ‘Marginal fail’, but to a markedly more</td>
<td>Displays the same defects as ‘Marginal fail’, but to a markedly more serious degree.</td>
<td>Displays the same defects as ‘Marginal fail’, but to a markedly more serious degree.</td>
</tr>
<tr>
<td>(21 – 34)</td>
<td>serious degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive fail</td>
<td>The student shows virtually no signs of having understood the subject,</td>
<td>The student shows virtually no signs of having understood the subject, and produces nothing that</td>
<td>The student shows virtually no signs of having understood the subject, and produces nothing that</td>
</tr>
<tr>
<td>(0 – 20)</td>
<td>and produces nothing that begins to answer the questions set.</td>
<td>begins to answer the questions set.</td>
<td>begins to answer the questions set.</td>
</tr>
</tbody>
</table>