Faculty of Education and Arts  
School of Humanities & Social Science  

Important Additional Information  

SOCA3902 – Religion and Politics in Contemporary Society  

Written Assignment Presentation and Submission Details  

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.  

Hard copy submission:  

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.  
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.  
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.  
- **Staple the pages** of your assignment together (do not use pins or paper clips).  
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)  
- **By arrangement with the relevant lecturer,** assignments may be submitted at any Student Hub located at:  
  - Level 3, Shortland Union, Callaghan  
  - Level 2, Student Services Centre, Callaghan  
  - Ground Floor, University House, City  
  - Opposite Café Central, Ourimbah  
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.  

*NB: Not all of these services may apply to the Port Macquarie Campus.*  

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.  
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.  

**Online copy submission to Turnitin**  

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)  

- Assignment 3 – Major/Final Essay (2000-2500 word worth 50 %)
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one's own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else's ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)
Assignment Re-submission

In this course students are NOT able to resubmit an assignment that has been graded. In consultation with the course co-ordinator the SACO may direct a student to repeat an assignment.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Refer - 'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779’ available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.viii)

Preferred Referencing Style

In this course, it is recommended that you use the the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetized by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - 'Infoskills' available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - 'Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

<table>
<thead>
<tr>
<th>Week</th>
<th>Week of</th>
<th>Lecture Topic</th>
<th>Tutorial topic</th>
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<tbody>
<tr>
<td>1</td>
<td>02/03/2009</td>
<td>INTRODUCTION: Introducing the subject and course administration; Contested meanings of religion, politics, secularism, modernism, modernity, fundamentalism, social movements, etc? Identifying the key issues and historical overview</td>
<td>Discussion of expectations for the subject; discussing the key concepts; <strong>group formation and topic selection</strong></td>
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<td>2</td>
<td>09/03/2009</td>
<td>Religion and Politics: a sociological, anthropological or political question? A theoretical Overview, how to study ‘religion and politics’, A political sociology/anthropology of religion?</td>
<td><strong>Seminar presentations:</strong> a discussion of mainstream approaches to studying the relationship between religion and politics</td>
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<td>3</td>
<td>16/03/2009</td>
<td>Religion, Power, and the State I: Christian Fundamentalism in the US; evangelical movements and new crusaders,</td>
<td><strong>Seminar presentations:</strong> a discussion of relation between Church and the State in the West</td>
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<td>4</td>
<td>23/03/2009</td>
<td>Religion, Power and the State II: Islamism and the quest for the Islamic State; Hamas’ political victory, The Iranian revolution and Beyond; Jihadists and corrupt secularism in the ME.</td>
<td><strong>Seminar presentations:</strong> A discussion of relations between Islam and politics, rise of Islamism</td>
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<td>5</td>
<td>30/03/2009</td>
<td>Religion and Globalization: the role of religion in global change, religious responses and contributions to globalization, globalization of religious fundamentalisms (31st March Last day to withdraw without financial penalty.)</td>
<td><strong>Seminar presentations:</strong> Has globalization fostered or weakened the political role of religion?</td>
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<td>6</td>
<td>06/04/2009</td>
<td>Religion and Political Activism; Catholics for justice in Latin America, Buddhist Monks for democracy in Burma and the Civil Right movement in the US</td>
<td><strong>Seminar presentations:</strong> A discussion of religious social movements and the role that religion can play as a civil societal force in empowering the disempowered 🎉 <strong>Assignment 2 (lit. Review) due on Thursday 9 April.</strong></td>
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13/04/2009 Semester Recess: Friday 10th April – Friday 17th April
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Tutorials/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/04/09</td>
<td>No Lecture; prepare for the tutorial workshop</td>
<td>Tutorials: WORKSHOP for discussing your Essay Plans</td>
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<tr>
<td>27/04/09</td>
<td>Religion and the Politics of Peace and Violence: legitimating violence; suicide bombers in Sri Lanka and Palestine</td>
<td>Seminar presentations: A discussion of how religion can be used to legitimize or delegitimize use of violence</td>
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<td>04/05/09</td>
<td>Religion and the Politics of Soul-Body: Spiritual is Political? Politics of Spirituality, New Religions, and Cults (in S/E Asia)</td>
<td>Seminar presentations: A discussion of new spiritualist movements and their political roles</td>
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<td>11/05/09</td>
<td>Religion and the Politics of Gender: religion and the political disempowerment of women, religious feminist movements and their dilemmas, Hijab and Muslim women’s identity in the West</td>
<td>Seminar presentations: A discussion of the roles that religion can play in women’s political movements</td>
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<td>18/05/09</td>
<td>Religion and the Politics of Identity: Intersections between religious identity and ethnic/sexual identities, civil participation of religious ethnic minorities</td>
<td>Seminar presentations: A discussion of how religion can help minorities to rebuild their identities and what are the challenges</td>
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<tr>
<td>25/05/09</td>
<td>Religion and Public Policy: Education, scientific research, bioethics, civil rights of homosexuals,</td>
<td>Seminar presentations: A discussion of how religion may influence policies on education, scientific research, sexual relations, and immigration</td>
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<tr>
<td>01/06/09</td>
<td>Religion and Politics in 21st century: beyond sacred vs. Secular mentality? How the interactions between religion and politics will evolve in the new century; would both religion and politics move beyond the uneasy relationship they have today? (5th June Last day to withdraw without failure.)</td>
<td>Reading break; No tutorials, Major Essay due on Friday 05 June (submit both the hard copy and electronic copy)</td>
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### Examination period:

Monday 9th June to Friday 26th June 2009

### Assignment tasks and Marking Criteria

Final grades in this course will be based on 3 assessment tasks:

**Assignment 1: One Seminar Presentation worth 10 %, Weeks 2-6 and 8-12**

You need to demonstrate that you have read and tried to understand the set readings for each week. The best way to do this is, first of all, to decide what you think is the central point of the readings, that is, what is the main claim the author wants you to be persuaded of or to think about, and the main lines of the author’s case for that claim. You should come to seminars with clear notes that outline the major ideas or arguments in the readings and be prepared to make critical comments and assessments on how successful the author has been in making a particular case or explaining an argument. One of the aims of seminars is to develop your **spoken** skills through group presentations, arguments, and discussion with others on the problems we consider. Your participation will be appraised according to the regularity and quality of your participation in the seminars, the quality of your preparation, the cases and questions that you raise, and your willingness to contribute to discussions with your fellow students.

In Week 1, your tutor will divide the tutorial group into 5 small groups. These groups should choose ONE week (out of Weeks 2-6 and 8-12) to present a group seminar at the beginning of each session. The members of each group will collaboratively prepare for their presentation and will start their seminar with presenting a summary of related set readings. Then they will carry on with their presentation by referring to some case studies and extra sources. They need to provide a critical assessment of readings. They are also required to ask the class a few questions during their presentations and answer questions asked by the class at the end of
their presentation. Each individual member will be marked in terms of their performance and in accordance with the following criteria:

- Evidence of having read the set readings thoroughly and thoughtfully
- Identification of issues raised in the lecture and readings
- At least, one RELEVANT case study, example or evidence (from outside the Book of Reading) included
- The relevance of the case to the topic is shortly but clearly delineated
- A reasonable number of salient points and stimulating questions are raised

Assignment 2: Literature Review (Reading Assessment) (1250-1500 words) worth 40 %, due on Thursday 9 April (Week 6)

Each student will select ONE reading out of the reading set (from Weeks 1-6), summarize the author’s perspective, and use other perspectives from the Reader (reading set) to critique and reflect on his/her approach. The topic of the selected reading MUST BE DIFFERENT from the topic of Seminar Presentation.

You may use examples to illustrate your discussion. At the end of the Review, you should provide a couple of concluding paragraphs assessing the reading you have selected. You should provide details of all your sources including the case studies and quotes. The literature review will be assessed against the following criteria:

- Evidence of having read a reading thoroughly and thoughtfully (the selected reading must be from the set reading related to a week between Week 1 to 6)
- Identification of issues raised in the reading
- Ability to summarize
- At least, one RELEVANT case study, example or real evidence (from outside the Book of Reading) included to examine/evaluate the author’s perspective
- Ability to CRITICALLY examine the selected reading (reflecting on the merits and flaws of the author’s view by using other perspectives from the Reader)
- Consistency and clarity of written expression
- Ability to develop an insightful conclusion which highlights the critical points in the review
- Lucid writing style, correct spelling, grammar and expression
- Proper referencing (sources are properly acknowledged inside the text and in the bibliography)

Assignment 3: Major Essay (2000 -2500 words) worth 50 %, HARD COPY and ELECTRONIC COPY due on Friday 05 June

Select an essay question from the list of Major Essay Questions (will be distributed later in the semester). You may prefer to develop your own subject. Whether you want to choose a topic from the list or have your own topic, you are required to write an Essay Plan and submit it at your tutorial in Week 7 (Thursday 09 April). We will be discussing your choice and plan at the tutorial.

NB Submitting the essay plan is obligatory although it will not be marked.

Note: the topic of your major essay MUST BE DIFFERENT from the topic of your literature review and seminar presentation.

Your major essay will be assessed according to the following criteria:

- Clearly answers the research question
-Addresses the topic and explores its implications
- Depth and breadth of literature review and research; identifies relevant issues in the literature
- Adequate data or information and appropriate empirical evidence/case provided to support the argument
- Not just descriptive, but also explanatory
- Originality of analysis (able to develop an independent and critical argument beyond the set reading, not just repeating the available analyses)
- Appropriate title
- Insightful introduction (clearly shows the aims of essay and outlines its structure)
- Logically structured argument (easy to follow the logic)
- Insightful conclusion (a short clear answer to the research question as well as a short discussion of implications and findings)
- Proper, correct and consistent style of referencing inside the text
- Adequate number of sources with academic quality
- Consistent Bibliography
NB You must make a reasonable attempt at ALL assessment tasks in order to get a final grade in this course.

Your final Assignment must be submitted in two formats:
1. A hard copy which must be typed, double-spaced, with a readable font, e.g. Times New Roman 12 pt, with a self-addressed envelope so it can be returned to you after marking. It is your responsibility to include an envelope large enough for your assignment and with the right postage stamps.
2. An electronic copy submission to Turnitin.

DETAILED WEEKLY PROGRAM

Week 1 / 4 March
Introduction: Religion and Politics in Contemporary Society

Lecture themes:
Introducing the subject and course administration; contested meanings of religion, politics, secularism, modernism, modernity, fundamentalism, social movements, etc? Identifying the key issues and historical overview

Tutorial Discussion point:
- First round: class introductions, discussing expectations for the subject; discussing the course outline including the assessment requirements and answering any queries that students may have.
- Second round: A brief review of the readings: general discussion of the key concepts; discuss, modernity vs. religion? How valid is this claim? Discuss the perspectives

Tutorial Readings (Reader)
- Van Krieken, R. and et al. (2006) Sociology: Themes and Perspectives, Frenchs Forest, N.S.W.: Pearson Education Australia. Ch. 10

Further reading

Week 2 / 11 March
Religion and Politics: a Sociological, Anthropological or Political Question?

Lecture themes:
A theoretical Overview, how to study ‘religion and politics’, A cross-cultural, political sociology of religion?

Tutorial Discussion point:
- Is the relationship between religion and politics an anthropological, sociological or political question? Discuss the advantages and the limits of each area of study? How would these disciplines can be used in an integrative or multi-disciplinary approach? Draw on some examples/case studies?
Tutorial Readings (Reader)


Further reading


Week 3 / 18 March

Religion, Power, and the State I: Christian Fundamentalism

Lecture themes:
Christian Fundamentalism in the US; evangelical movements and new crusaders, religious lobbyists in Australia, Church and the State relations in democratic societies

Tutorial Discussion point:
- Is religion today a continuation of politics by other means? or vice versa?
- How secular are the liberal-democratic systems like in the US and Australia, discuss the different political roles that the church, different religious groups and organizations play? Has their influence on formal politics become more significant since the 1960s? How would you explain this?

Tutorial Readings (Reader)


Further reading


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**Week 4 / 25 March**

**Religion, Power and the State II: Islamic Fundamentalism**

**Lecture themes:**

Islamism, political Islam and the quest for the Islamic State; the Iranian revolution; Hamas’ political victory, Islamist political parties and anti-government militias, the rise and fall of Taliban, etc.

**Tutorial Discussion point:**

- Discuss the rise of Islamism in Middle East in terms of all major cultural, economic and political factors; use the examples of Iranian revolution, Turkey’s Islamist parties, and Hamas? What are the parallels between Islamism and Christian fundamentalism? What are the differences? Are they both responses to the failures of secularization or modernization?

**Tutorial Readings (Reader)**


**Further reading**


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**Week 5 / 1 April**

**Religion and Globalization**

**Lecture themes:**

Globalization of Fundamentalism, globalization and the rise of fundamentalism, the role of religion in global social change.

**Tutorial Discussion point:**

- Try to explain the rise of religious fundamentalism in terms of globalization; what social, political, economic, social psychological mechanisms are involved? What roles have religions played in the process of globalization? How has globalization affected different religions? You answer depends on how you would define globalization/global change.

**Tutorial Readings (Reader)**


**Further reading**


Week 6 / 8 April
Religion and Political Activism

Lecture themes:
Social movements and religion, religious social movements, civil society and religion, protest, civil rights movement in the US, liberation theology in Latin America, Islamic movements for democracy and peace.

Tutorial Discussion point:
- A discussion of religious social movements and the role that religion can play as a civil societal force in empowering the disempowered. How can religion be used by activists to persuade outsiders to join the cause? How can religion be a component of social movements? What roles can religious social movements play as part of civil society? Are the current social movement theories (which are mostly developed by drawing on secular cases) adequate in explaining religious social movements.

Tutorial Readings (Reader)

Further reading


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**Week 7 / 22 April**

**No Lecture**

**No Lecture this week; Tutorials as normal**

**Tutorial Discussion:** Workshop for the Discussion of Essay Plans

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**Week 8 / 29 April**

Religion and the Politics of Peace and Violence

**Lecture themes:**

Religion and political violence, suicide bombers (religiously motivated or politically motivated?), terrorism, peacemaking and religious pacifist movements, the role of religion in peace/anti-war movements

**Tutorial Discussion point:**
- Discuss the role that religion can play in promoting or preventing violence. Discuss the social roots of religiously motivated violence like suicide bombing.

**Tutorial Readings (Reader)**

**Further reading**

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**Week 9 / 6 May**

**Religion and the Politics of Soul-Body: Spiritual is Political?**

**Lecture themes:**
New age movements, New religions, Rise of Spiritualism and its political aspects

**Tutorial Discussion point:**
- Discuss the rise of spiritualist and new religious movements; Why do, even, the practices of these so-called apolitical movements usually become a political problem? What political roles can these movement play? Is the emergence of these movements a kind response to modernity/secularism? How do they differ from Old religious movements?

**Tutorial Readings (Reader)**

Further reading

Week 10 / 13 May
Religion and the Politics of Gender

Lecture themes:
Religious feminism vs. Secular feminism, religion and the political disempowerment of women, Hijab and Muslim Female diaspora in the West

Tutorial Discussion point:
- Why has the issue of Hijab become a political problem especially in the West? How do women can use religious beliefs to reconstruct their identities? Is there an antagonistic relation between secular and religious feminisms?

Tutorial Readings (Reader)

Further reading
Week 11 / 20 May
Religion and the Politics of Identity

Lecture themes:
Intersections between religious identity and political identities (e.g. nationalism), intersections between sexual and religious identities, construction of new identities in new political situations, civil participation of ethnic minorities and their religious beliefs.

Tutorial Discussion point:
- How would minorities (re)construct their identities in order to respond to new social and political situations? What is the role of religion in this process? How can new historical identities emerge out of political changes? What role may political forces play? How would minorities solve the contradictions between different aspects of their identities (especially when one aspect is religious).

Tutorial Readings (Reader)

Further reading
Week 12 / 27 May
Religion and Public Policy

Lecture themes:
Religion and scientific research, public/private education, freedom of speech/expression, use of condoms, immigration policies, etc.

Tutorial Discussion point:
- Discuss how religious institutions/organizations/beliefs/values can influence policy process. Does religion act like a conscience for science or policymaking? What role can religion play in defining the ethical contours? Would this be mostly progressive or retrogressive?

Tutorial Readings (Reader)

Further reading
Forrest, B. (2008) 'Still creationism after all these years: understanding and counteracting intelligent design', **Integrative and Comparative Biology**, 48 (2): 189-201.
Week 13 / 3 June

Religion and Politics in 21st century: Beyond Sacred vs. Secular?

Lecture themes:
The lecture will discuss how we can envisage the future of religion and politics; how the interactions between religion and politics will evolve in the 21st century; and how social theory can respond to the requirements of current changes in the relation between religion and politics.

Further reading

Grading guide

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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