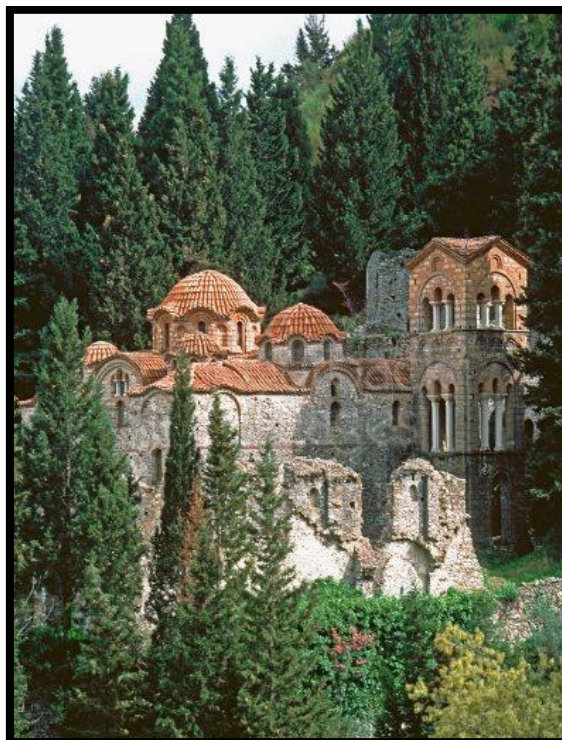




ST ANDREW'S GREEK ORTHODOX THEOLOGICAL COLLEGE

H8134A

The Orthodox Church: Yesterday and Today



Semester Two, 2022

Teaching Staff:

Name: Very Revd Fr Anastasios Bozikis

Mobile: 0404 003 903

Email: abozikis@sagotc.edu.au

Consultation times by appointment

H8134A THE ORTHODOX CHURCH: YESTERDAY AND TODAY

Semester Two, 2022

Unit Weighting:	9 credit points
Mode of Study:	Distance (asynchronous learning)
Pre-requisite unit:	H8133A – Byzantium: Resplendence and Twilight
Co-requisite units:	None
Units excluded:	H7234A – Modern Orthodox History

Scheduled times and Venues: All pre-recorded lectures will be uploaded on Moodle.

Teaching Staff: Name: Very Revd Fr Anastasios Bozikis
BCom (UQ 1990), BTh (SCD 1995), MTh (Syd 1997)
Mobile: 0404 003 903
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Consultation times: By appointment

Learning Management System: <http://sagotc.moodle.com.au/>

Workload:	Weeks in Teaching Session:	12 weeks
	Timetabled lectures/week:	3 hours
	Study & assignments:	9 hours
	Total Workload/week:	12 hours

Curriculum Objectives

Building upon Byzantium: Resplendence and Twilight, this course unit examines the place of the Orthodox Church(es) in the historical context of the pre-modern and modern eras (1453-today). It is an Elective unit and forms part of a Specialisation in Church History within the postgraduate awards.

Learning Outcomes & Threshold Concept

At the end of this unit students will be able to:

1. analyse the impact of the major events, movements, and concepts in the history of the modern Orthodox Church
2. assess the significance of the contribution of major personalities in the modern Orthodox Church
3. interpret a range of primary historical documents of the modern Orthodox Church
4. utilise appropriate methods of historiography and historical research in the analysis of significant theme or issues in the modern Orthodox Church
5. apply key lessons from the history of the modern Orthodox Church to an issue/s in the contemporary Orthodox Church

Learning Activities

The usual pattern for each three-hour session will include:

- two-hour lecture, presenting the content of the week's topic;
- recordings of the weekly lecture along with a PowerPoint presentation will be made available on Moodle;
- in place of tutorials students will be required to make regular contributions to the Forum Discussions on Moodle;
- students must read the weekly material uploaded onto Moodle.

Content

Unit Weekly Schedule

Week 1 –	Thursday 28 th July
Topic 1:	The Aftermath of 1453
Week 2 –	Thursday 4 th August
Topic 2 :	The Orthodox Church under the Turkish yoke
Week 3 –	Thursday 11 th August
Topic 3:	Reformation and Counter-Reformation and Repercussions in the East
Week 4–	Thursday 18 th August
Topic 4:	The Age of Enlightenment and its Ramifications for the Orthodox Church

Non-Teaching Week – Aug. 22 - 28

Week 5 –	Thursday 1 st September
Topic 5:	The Church of Russia until Peter the Great
Week 6 –	Thursday 8 th September
Topic 6:	The Age of Revolution

Week 7 – Thursday 15th September
Topic 7: Nationalism and Autocephalies

Week 8 – Thursday 22nd September
Topic 8: Orthodoxy under Communism

Mid-Semester Recess - Sept. 24- Oct. 9

Week 9 – Thursday 13th October
Topic 9: Orthodoxy and the Ecumenical Movement

Week 10 – Thursday 20th October
Topic 10: Reaction and Schism

Week 11 – Thursday 27th October
Topic 11: Towards a Pan-Orthodox Council

Week 12 - Thursday 3rd November
Topic 12: Orthodox Diaspora and the Orthodox Church in Australia

Learning Resources

- Alfeyev, Hilarion [Metropolitan]. *Orthodox Christianity Volume 1: The History and Canonical Structure of the Orthodox Church*. Bush. B. (trans.) Yonkers, NY: St Vladimir's Seminary Press, 2011.
- Behr J., Conomos D. and A. Louth (eds). *Abba: The tradition of Orthodoxy in the West*. Crestwood: SVS Press, 2003.
- Chaillot, Christine, ed. *A Short History of the Orthodox Church in Australia*. Zurich: Lit Verlag, 2021.
- Chrysostomos [Archbishop] et al. *The Old Calendar Orthodox Church of Greece*. Etna, CA: Center for Traditionalist Orthodox Studies, 2009.
- Clogg, Richard, ed. *The Movement for Greek Independence 1770-1821: A Collection of Documents*. London: Macmillan, 1976.
- Demacopoulos, George E. and Aristotle Papanikolaou, eds. *Orthodox Constructions of the West*. New York: Fordham University Press, 2013.
- Elpidophoros (Lambriniadis) [Metropolitan]. *The Institution of the Synaxis of Hierarchs of the Ecumenical Throne 1951-2004* [in Greek]. Np: Holy Theological School of Halki Publication, 2015.
- Hupchick, Dennis P. *The Balkans from Constantinople to Communism*. New York: Palgrave Macmillan, 2004.
- Joseph (Harkiolakis) [Metropolitan]. *God in the Antipodes: The Church in Oceania* [in Greek]. Athens, 2021.
- Kitromilides, Paschalis M. *Enlightenment, Nationalism, Orthodoxy: Studies in the culture and political thought of south-eastern Europe*. Aldershot, Hampshire: Variorum, 1994.
- Kitromilides, Paschalis M. and Thanos Veremis, eds. *The Orthodox Church in a Changing World*. Athens: Hellenic Foundation for European and Foreign Policy, 1998.
- Leustean, Lucian N., ed. *Orthodox Christianity and Nationalism in Nineteenth-Century Southeastern Europe*. New York: Fordham University Press, 2014.
- Maloney G.A. *A History of Orthodox Theology since 1453*. Nordland Publishing Company, 1976.
- McGuckin, J. A. *The Orthodox Church: An Introduction to its History, Doctrine and Spiritual Culture*. Chichester: Wiley-Blackwell, 2011.
- Meyendorff, J. *Rome, Constantinople, Moscow - Historical and Theological Studies*. Crestwood: SVS Press, 1996.

- Papadopoulos T. *Studies and documents relating to the history of the Greek Church and People under Turkish domination*. 2nd ed. Aldershot: Variorum, 1990.
- Patapios [Hieromonk] and Chrysostomos [Archbishop]. *Manna from Athos: The Issue of Frequent Communion on the Holy Mountain in the Late Eighteenth and Early Nineteenth Centuries*. Bern: Peter Lang, 2006.
- Pospielovsky, Dimitry V. *The Orthodox Church in the History of Russia*. Crestwood, NY: St Vladimir's Seminary Press, 1998.
- Pospielovsky, D. *The Russian Church under the Soviet Regime (2 Vol.)* Crestwood, NY: SVS Press, 1984.
- Roudometof, Victor, and Vasilios N. Makrides, eds. *Orthodox Christianity in 21st Century Greece: The Role of Religion in Culture, Ethnicity and Politics*. Farnham, Surrey: Ashgate, 2010.
- Runciman, S. *The Great Church in Captivity*. Cambridge: Cambridge University Press, 1992.
- Sabev T. *The Orthodox Churches in the World Council of Churches: Towards the Future*. Geneva: WWC Publications, 1996.
- Sherrard, Philip. *The Wound of Greece: Studies in Neo-Hellenism*. London and Athens: Rex Collings with Anglo-Hellenic, 1978.
- Simmons H. *Orthodoxy in Australia*. Brookline: Holy Cross Orthodox Press, 1986.
- Stavrianos, L. S. *The Balkans Since 1453*. Second Impression. London: Hurst & Company, 2001.
- Strickland, J. *The Making of Holy Russia: The Orthodox Church and Russian Nationalism before the Revolution*. Jordanville, NY: Holy Trinity Monastery, 2013.
- Ware, Timothy. *Eustratios Argenti: A Study of the Greek Church under Turkish Rule*. Oxford: Clarendon Press, 1964.
- Yannaras, C. *Orthodoxy and the West: Hellenic Self-Identity in the Modern Age*. Translated by Norman Russell. Brookline, Mass: Holy Cross Orthodox Press, 2006.
- _____. *The Church in Post-Communist Europe*. Berkeley, CA: Inter Orthodox Press, 2003.
- Yannoulatos A. *Facing the World: Orthodox Christian Essays on Global Concerns*. Crestwood: SVS Press, 2003.
- Yiannias J. (ed). *The Byzantine Tradition after the fall of Constantinople*. Charlottesville: University Press of Virginia, 1993.

Assessment Profile

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

1. Critical analysis of and engagement with a range of significant historical primary and secondary sources [Outcomes 1, 3]
2. Analysis and evaluation of key social, cultural, historiographical, and/or religious aspects relevant to the modern Orthodox Church [Outcomes 1, 2, 4]
3. Application of lessons from the history of the modern period to an understanding of developments in the contemporary Orthodox Church context [Outcomes 1, 2, 4, 5]

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Chapter Review (1200 words)	20%	18 th August	1 & 2
Essay (3600 words)	60%	29 th September	1, 2, 3 & 4
Regular Forum Discussion Contributions	20%	Throughout the semester as indicated on the Forum posts	1, 3 & 5

Detailed information on assessment tasks and assessment standards

1. Chapter Review (1200 words – 20%)

Students are required to write a review of Vrasidas Karalis, “Greek Christianity after 1453,” in *The Blackwell Companion to Eastern Christianity*, ed. Ken Parry (Blackwell Publishing, 2007), 156-185 (this chapter can be accessed on Moodle within Assessment Task 1).

In this chapter the author explores the historical and theological currents impacting the state of the Orthodox Church in Greece from 1453 until the early twenty-first century . Examine and critically assess the issues raised.

A critical review treats the analysed topics in the 3rd person (“the author states” etc.). To substantiate their assertions, students should give appropriate citations from the book and indicate where, i.e. at what page(s), the information appears in the text. The references to the relevant pages must be included in the text, since the reviewed source is indicated in the title of the piece; footnotes are required only when other sources are referred to. If footnotes are utilised, you must follow the style of the [Assessment Guidelines](#) available on Moodle (failure to reference according to the Guidelines will incur a penalty). The review should conclude with an assessment of the contribution (and weaknesses, if any) of the selected chapter in terms of scholarship and ecclesial experience.

The marking criteria for this assignment:

- Overall accuracy of the summary
- Capacity to critically discuss the indicated themes within the analysed work
- Illustration of the indicated themes by carefully selected **and** briefly analysed quotations
- Correct references
- Logical consistency and literary quality

The assignment is 1200 words (+/- 10%) in length. It comprises 20% of the overall mark, is due in Week 4 and corresponds to Outcomes 1 and 2. This assignment, accompanied by a Cover Sheet, should be uploaded to Moodle **as a Word document (not PDF)** by the due date. (Failure to provide a properly completed Cover Sheet will incur a penalty).

2. Essay (3600 words – 60%)

With the approval of the lecturer, **students are to formulate a question** based on one of the topics covered in lectures.

The emphasis in an essay is on your skill in mounting an argument and supporting it with evidence. You will need to show evidence of wide reading, including primary source documents. A minimum requirement for the essay amounts to **10-15 bibliographical titles**. You are expected to:

- **identify** the main historical ideas,
- **support** your assertions with textual evidence,
- **interpret** the author's ideas and thoughts,
- **evaluate** critically the relevant primary and secondary sources, and
- **express** your opinion briefly as a conclusion of your essay

The essay should be edited in accordance to the standard scholarly requirements, as expressed in the *Assessment Guidelines* available on Moodle (failure to reference according to the Guidelines will incur a penalty) . As a rule, students should remain within a 10% range of the prescribed word limit which includes footnotes but not bibliography.

The assignment, with an assessment cover sheet attached, should be uploaded onto Moodle **as a Word document (not PDF)** by the due date. (Failure to provide a properly completed Cover Sheet will incur a penalty).

Please also consult the 'General Criteria for the Allocation of Grades' below.

3. Forum Discussion (20%)

This assessment task examines student participation and responses to the regular Tutorial questions and discussions posted on Moodle.

Instructions

Students will be expected to contribute to the regular forums responding to the questions provided.

[Please note: the goal of this task is to see the extent to which students not only engage and respond to the set questions but also the extent to which they respond to answers provided by others students. For this reason, students will be expected: first to respond to the questions and secondly: to comment on answers uploaded by other students].

Your responses should be **300-400 words** must be submitted no later than the Thursday of the week following the publication of the question.

Marks will be awarded for:

- a timely response that meets the minimum word limit;
- evidence of careful reading of prescribed text; ability to express fairly the main ideas dealt with in this material; evidence of some personal engagement with and critical appreciation of the historiographical themes under consideration; evidence of development in understanding to make use of material already covered;
- active interaction with your peers;
- clarity of thought and expression, accuracy of grammar, spelling and

- punctuation in properly structured sentences and paragraphs (NOT POINT FORM);
- e. appropriate referencing where required.
-

Course Unit Revision

The material for this course unit was created in July 2022 to align it with the new curriculum and the revised Course Unit Outlines.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50x4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

If the unit's assessment includes an examination and an extension is granted then arrangements will be made for an alternative examination to be given to the student within the extension period.

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to section 6.1 in the Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

Library

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at <http://www.sagotc.edu.au/library>.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice.

Staff and students also have access to:

Online Student Resources

Moodle



St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database



Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via

mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: <http://sagotc.softlinkhosting.com.au>

JSTOR

JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organisation helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.



JSTOR

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: <https://guides.jstor.org/how-to-use-jstor/>

EBSCOhost Research Platform



EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Detailed video tutorials for navigating and using general content on EBSCO are available here: <https://ebSCO.libguides.com/home>

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link:

<https://ebSCO.libguides.com/ebooks/basics>

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

<https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html>

<https://www.adobe.com/au/solutions/ebook/digital-editions/download.html>

Oxford Reference Online

Oxford Reference Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries, Companions, and Encyclopedias*.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: <https://www.oxfordreference.com/help>

Early Church Texts



The Early Church Texts website gives students access to numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

See the following **video tutorial** for navigating and using Early Church Texts:

<https://www.youtube.com/watch?v=lec6TJ8ajoQ&feature=youtu.be>

Studiosity



Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: <https://studiosity.com/connect/users/pin/new>

(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- College librarian at library@greekorthodox.org.au or (02) 9549 3105.
- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.

Demand Hours, Grading System and Attendance

The student workload is 143 hours per 9 credit point unit, typically comprised of 12 teaching weeks with 3 hours contact per week in class (except for distance education units) and 9 hours per week of private study (including assessment preparation).

As a general suggestion, regular 2-3 hour study periods are better than isolated bursts of 5-6 hours. Students are therefore encouraged to:

- a. set aside an appropriate number of private study periods in the week of 2-3 hours duration
- b. select study times when you are not likely to be tired or interrupted
- c. space your study out over the week
- d. aim for 8-9 hours of private study per week per unit (if also attending classes) or 10-12 hours of study per week per unit (if studying via distance education)
- e. plan some rest from study during the mid-semester recess
- f. maintain church, social, and recreational activities at a reasonable level since you are more likely to study effectively if you maintain other interests and commitments, even if you may have to reduce them.

Some online units may have a compulsory residential component that includes classroom contact. Please consult your Course Unit Booklet handout.

Typically, undergraduate students should expect to devote 4 hours per week to actual assessment preparation (approx. 13 hours preparation per 1,000 words of written assessment or almost 20 hours preparation for a 1.5 hour examination).

All students should allocate sufficient time to visit the College's Library or another library with useful resources. Please contact the College Librarian for assistance with inter-library loans and research needs.

General Criteria for Allocation of Grades

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)

Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

NOTE: Beyond the General Criteria above a grade of High Distinction will only be awarded to papers that conform precisely to the requirements of each Assessment Task, especially in terms of timeliness (due date), adherence to the word length limits, proper referencing and provision of a completed cover sheet.