

Assessment Criteria for the course

The Emergence of Judaism, Christianity and Islam, TRVN 11

Learning Outcomes	E	C	A
Account for the holy books of the three religions, their reception and their roles in early Judaism, Christianity and Islam	Has demonstrated awareness of the content, form and role of the three holy books and has in brief recounted their early reception.	Has, with illuminative examples, described the content, form and role of the three holy books and has explained their early reception.	Has, with illuminative examples, and with a comparative approach, described the content, form and role of the three holy books and with authority demonstrated their early reception.
Explain how the three religions emerged and developed in relation to each other and to the surrounding society	Has demonstrated awareness of how the three religions emerged and their interrelation with each other and the surrounding society	Has narrated the emergence of the three religions and integrated explanations and examples of how they developed in relation to each other and to the surrounding society	Has, with in-depth knowledge critically explained the interconnectedness between the three religions in their formative phases with clear references to the surrounding society
Account for the history of scholarship on early Judaism, Christianity and Islam	Has demonstrated basic knowledge of the history of scholarship on early Judaism, Christianity and Islam	Has shown trajectories and developments in the scholarship on early Judaism, Christianity and Islam	Has, with examples, critically analysed the trajectories, influences and developments in the study of early Judaism, Christianity and Islam
Analyse, discuss and compare key concepts and distinguished features of all three religions	Has discussed some key concepts and distinguished features of the three religions and noticed similarities and differences between them	Has discussed the most relevant key concepts and distinguished features of all three religions and compared some of them to each other	Has in-depth and in a comparative way analysed the most relevant key topics and concepts of all three religions
In writing, with an accepted system of quotations, references and bibliography, presented structured arguments	Has in writing, with an accepted system of quotations, references and bibliography, presented somewhat arguments	Has in writing, with an accepted system of quotations, references and bibliography, and with reference to different scholarly views, presented structured arguments using mostly appropriate academic style and expression	Has in writing, with an accepted system of quotations, references and bibliography, presented clear, well structured arguments using appropriate academic style and expression
Assess the ideological character of primary sources and take a critical position on their description of historical processes,	Has identified ideological positions in primary texts and described some implications on the description of historical processes	Has discussed the ideological character of primary texts and analysed the implications on the description of historical processes	Has critically analysed the ideological character of primary texts and demonstrated implication and alternative understandings of the historical processes in question

<p>Critically approach the description of the emergence and development of the three religions in secondary sources</p>	<p>Has identified descriptions of the emergence and development of the three religions in the course literature that require critical examination</p>	<p>Has critically discussed descriptions of the emergence and development of the three religions in the course literature and accounted for the implications of these descriptions</p>	<p>Has critically discussed and compared the descriptions of the emergence and development of the three religions in the course literature and assessed the implications of how these processes are described.</p>
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