

TRTR 5003 / TRTR 6002 Religion in Film Assessment

There are four parts to the assessment:

Level 5:

- A seminar presentation on one of the five films to be screened during the module (10% of the final mark). More information can be found about this below. You will be assessed on the presentation itself but you are required to submit a written version as part of the folio of work.
- A 1000 word diary (20% of the final mark) offering brief evaluative comments on the four films that were not subject to your seminar presentation (250 words each).
- A 1000 word book review. More information can be found about this below.
- A 2000 word essay.

Level 6:

- A seminar presentation on one of the five films to be screened during the module (10% of the final mark). More information can be found about this below. You will be assessed on the presentation itself but you are required to submit a written version as part of the folio of work.
- A 1200 word diary (20% of the final mark) offering brief evaluative comments on the four films that were not subject to your seminar presentation (300 words each).
- A 1000 word book review. More information can be found about this below.
- A 3000 word essay.

Seminar

The class will watch a film during weeks 2, 4, 6, 8 and 11 of semester 2. The following week, a group of students will lead a seminar on the film, based on viewing it and a set text (which is distributed to the class). Level 5 and level 6 students are separated for the seminar. Full guidance is given in a module handbook. Each student presents for 10 minutes and has a 5 minute slot for discussion/questions.

- Those leading the seminar will be assessed on (1) their understanding of the film (2) their knowledge of the reading (3) their ability to evaluate and critique this information (4) their presentation skills (5) the extent to which they enable the group's participation.
- Level 5 students will need to show that they can present the main religious or theological themes coherently, that they have understood the reading utilised and that they can draw on this information in producing a definite argument.
- Level 6 students will need to show that they can evaluate the effectiveness of the film's portrayal of theological or religious themes, that they can approach the reading material independently and that this can be presented clearly and succinctly in the seminar.

Students will submit the material they prepared for the seminar, but will be assessed on the presentation, according to the assessment sheet on the next page.

Presentations Assessment Sheet

Student name:

Date:

Planned learning outcomes	Level of attainment <i>High average low</i>	Tutor's comments
Content		
- Knowledge and understanding of key issues - Critical skills - Application of theory (including sources)	10 9 8 7 6 5 4 3 2 1 10 9 8 7 6 5 4 3 2 1 10 9 8 7 6 5 4 3 2 1	
Structure		
Development of argument (e.g. intro; main body; conclusion; avoidance of repetition; logical flow of argument)	10 9 8 7 6 5 4 3 2 1	
Sources		
Extent of research and how it is used to support the argument	10 9 8 7 6 5 4 3 2 1	
Delivery and communication		
- Timing and Pace - Use of visual aids - whiteboard, handouts, illustrations, PowerPoint, clarity of layout etc.	10 9 8 7 6 5 4 3 2 1 10 9 8 7 6 5 4 3 2 1	
- Clarity and coherency - Engagement with audience (e.g. audible; appropriate body language: eye contact; avoiding reading from text) - Leading discussion and responding to questions and comments raised	10 9 8 7 6 5 4 3 2 1 10 9 8 7 6 5 4 3 2 1 10 9 8 7 6 5 4 3 2 1	
Further comments if applicable		

Marker

Signature

Date

The Diary

Students have to keep a diary in which they record a succinct, religious or theological account of the films shown, apart from the one on which they present the seminar.

1. Level 5 students must write 230-250 words per entry; level 6 students must write 250-300 words per entry.
2. At level 5: students need to show that they are aware of the possible arguments, they can justify the selection of a particular angle, they are aware of its strengths and weaknesses, and that they can express themselves correctly and clearly.
3. At level 6: students need to show that they can analyse and evaluate, that they can apply relevant information to their argument, and that they can express themselves accurately and succinctly.

Full guidance is given in a module handbook, including an example diary entry.

The Book Review

Students choose a book from a set list. The list is slightly different on the two campuses given the different library provision. Books are selected because they are comparable (in length and content) and because there are multiple copies of those books in the two libraries.

1. Level 5 students will be tested on their understanding of the book's argument, their ability to offer a critique of the argument and the clarity of presentation.
2. Level 6 students will be tested on their understanding of the place of the book in the field study, their critical evaluation of the book's argument(s), clarity of presentation and autonomy of thought.

Full guidance is given in a module handbook, including a sample book review.

Essay titles

Level 5

Write a 2000 word essay on one of the following:

Either:

To what extent, if at all, is there any truth in the notion that popular film is taking on the function of traditional religious agencies such as the Christian Church in contemporary society? Give reasons for your answer.

Or:

Is the 'person of Christ' revealed or obscured by the 'Christ figure'? Use examples to illustrate your answer.

Level 6

Write a 3000 word essay on one of the following:

Either:

‘The cinema is the modern myth-making factory’. Critically evaluate this statement and draw particular attention to how it might impact on our understanding of religion.

Or:

To what extent, if at all, can any film be considered to be ‘apocalyptic’? Give examples to illustrate your answer.

1. Level 5 students will need to show that they can analyse and evaluate the portrayal of religious or theological themes in film and discuss the effectiveness of this portrayal in a coherent manner, supported by the analysis of scholarly literature. This material must be presented in a systematic and cogent way in order to construct a particular argument.
2. Level 6 students will need to show that they can apply the scholarly arguments to a thorough evaluation of the portrayal of religious or theological themes in film. A level of critical awareness of the field of study is required as is the ability to nurture independent thinking. The essay must be systematic and the use of language should be succinct and accurate.

Guidance is given in a module handbook.

Learning Outcomes

Level 5

By the end of this module students should be able to:

- Analyse and evaluate the portrayal of religious themes in film;
- Discuss the effectiveness of film as a theological or religious medium;
- Identify and evaluate primary themes in the scholarly literature on the subject;
- Discuss source material systematically in order to construct a clear argument.

Level 6

Learning outcomes: By the end of this module students should be able to:

- Provide a thorough critical evaluation of the portrayal of religious themes in film;
- Discuss thoroughly the effectiveness of film as a theological or religious medium;
- Identify and evaluate primary themes in the scholarly literature on the subject;
- Discuss source material thoroughly and systematically in order to construct a clear argument.

Marking Criteria: TRTR 5003 / TRTR 6002 - Religion in Film

Band	L O s	Content (50%)	Expression /Structure (20%)	Sources / Bibliography (20%)	Style and grammar (10%)
90s	Learning outcomes fully met	Mature and extensive knowledge, insight and originality based on extensive background reading. Ability to understand, analyse and evaluate a variety of positions on the subject in creative and novel ways. A range of material is related in novel and creative ways.	All ideas presented logically, accurately and concisely. Arguments exceptionally well made and/or creative synthesis of ideas.	Extensive, fully up to date, entirely relevant with no obvious omissions. The literature is employed to good effect in shaping the issues and conclusions.	Excellent writing style that is appropriate to the task.
80s		Well-argued and demonstrating extensive knowledge and reading. Clear and critical analysis of more than one position on the subject. Synthesis of subject matter that shows a mature and broad grasp of the issues, but less originality than above category.	All ideas presented logically, accurately and concisely. Clear and thoughtful structure linking different strands of argument. Issues are fully introduced and essay reaches a clear and perhaps creative conclusion.	Extensive, fully up to date, entirely relevant with no obvious omissions. Texts used go well beyond those suggested by the tutor and add to the argument.	Excellent writing style that is appropriate to the task.
70s		Insight and critical ability within subject. Able fairly and sensibly to describe and evaluate ideas. Broad, accurate knowledge incorporating literature from a variety of useful sources. Good and possibly novel analysis of individual points of view. Some synthesis of material, but limited and not original.	Ideas expressed accurately and concisely. Structure built around a coherent, logical argument that flows well. Introduction concisely lays out the issues; conclusion is warranted from the body of the essay.	Thorough use of relevant set texts which are properly quoted and fully understood. Perhaps some relevant and recent texts that the student has unearthed.	Clear and readable style, with few grammatical or typographical errors. Very well presented.
60s		Accurate facts and logical conclusions. Includes relevant reference to lectures and course reading. Clear understanding of all, or nearly all, the relevant concepts. Some analysis and evaluation of particular positions.	Ideas expressed accurately but not always concisely. Coherent, obvious and sensible structure, but some gaps in the flow of the argument. Introduction fits the rest of the essay and essay concludes well.	Uses a range of texts which are mostly relevant, up to date, properly quoted and understood. Some may not be used to best effect.	Clear style that is accurate, but perhaps not always easy to read. Some errors in grammar and spelling but generally well presented.

Band	L O s	Content (50%)	Expression/ Structure (20%)	Sources / Bibliography (20%)	Style and grammar (10%)
50s	Learning outcomes mostly met	Covers all basic knowledge with little or no unnecessary material. Material is understood not merely repeated. May fail to address fully the scope of assignment, may lack some detail, contain some factual errors and occasional signs of poor understanding.	Ideas expressed accurately and clearly. Evidence of structure and organisation of ideas, but this may be rather poorly done with line of argument sometimes unclear. Introduction and conclusion, but these might not always be appropriate.	Uses a limited range of texts, at least some of which are relevant to the assignment. Some may be irrelevant, dated, not correctly quoted or misunderstood.	Generally readable, but may be some awkward expression and odd usage. Some errors in grammar and spelling that may affect meaning in places.
40s		Basic but limited knowledge of relevant material, possibly with considerable gaps in knowledge and much irrelevant material. Understanding of concepts unclear. Scope incomplete and may fail to recognise alternative views. Some misunderstandings and inaccuracies.	Ideas coherent, but expressed without real clarity. Structure and organisation limited or poor.	Little evidence of reading beyond lecture notes. May use single reference that may be narrow in focus and poorly used.	Sometimes difficult to read with poor or inappropriate style. Errors in grammar and spelling are a distraction to meaning.
30s	Learning outcomes not met at all	Evidence of some knowledge of the subject, but alongside some fundamental errors or admissions that indicate lack of understanding. Large sections may be irrelevant to assignment. Dogmatic assertion of limited or questionable ideas with no awareness of other views.	Ideas often incoherent and unclear. Little evidence of any structuring. No introduction or conclusion.	No evidence of reading around the subject. No bibliography or citations in the text. Or there may be some references that are completely misunderstood.	Very poor style making it difficult to understand what is meant. Serious and/or frequent errors in spelling and grammar that means content is hard to decipher.
20s		Lack of detail, relevance, correct information or any real understanding of subject. (Could be a sound answer to a completely different question.)	Ideas almost entirely incoherent and not clearly expressed. No real structuring of ideas and little or no line of argument.	No attempt to examine evidence from other sources. Assignment may be a misunderstanding of lecture notes or entirely based on student's narrow point of view.	Little or no evidence that the student has attempted to write in a coherent manner, or employ normal usage or spelling.
<20		Any knowledge shows fundamental misunderstanding or errors. A few valid points at most, but these are not developed or understood properly. (Could be a trivial response indicating the student has not even tried to answer the question.)	Ideas always incoherent and badly expressed. No line of argument evident.	Evidence of plagiarism. If this is extensive and the student is attempting to pass off other people's work as their own, the University's plagiarism policy will apply.	Work that is sloppy throughout, with no consideration for the reader.