



TH028-712/912

Doctrine of Creation & Christ: Exploring the Relationship

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Doctrine of Creation & Christ: Exploring the Relationship**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2021

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.acttheology.edu.au/documents/ for full details.

Information about this unit

Unit description

The unit *Doctrine of Creation & Christ: Exploring the Relationship* involves an in-depth examination of the relationship between the doctrines of Creation, Humanity, Sin, and Providence on the one hand, and the person and work of Christ on the other. This relationship has been approached differently in both historical and contemporary theology. In general, it is not uncommon to find a framework where the doctrines of creation, humanity and providence are established first, and then they provide some of the raw material for Christology. This is on the reasonable grounds that if someone is to affirm that Christ became truly human, one first has to know what the concept 'human' entails. Similarly, as the work of Christ is fundamentally orientated towards addressing the problem of sin, an understanding of sin is a precondition to understanding the atonement.

However, there have been many noteworthy Christian thinkers who have at points understood the relationship to work in the other way: that the appearance of the true Man reveals the nature of humanity and creation, and that the atonement reveals the true nature of sin. Irenaeus, Martin Luther, Karl Barth, Jürgen Moltmann are all often included in this strand of thought, but even a figure like John Calvin can argue that the best way to understand the image of God in humanity is to look at how the atonement restores the image in Christian believers. Many questions in the individual doctrinal topics, such as the nature of the image of God, what it means to be a creature, the nature of sin and evil, what it means to confess Christ as truly human, and the nature of the work of Christ to save sinners, are partly questions over how this relationship functions, with different positions on the content of doctrines connected to different understandings of the relationship.

This unit will enable students to work through in some depth the sources and content of Christian understandings of how the reality which God created, and which is now fallen, is related to the saving action of God that has taken place in Christ. It will provide training in articulating this relationship and applying it to life in the contemporary world and Christian ministry.

ACT Census Date

20 August 2021

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 20 August 2021. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: registrar@qtc.edu.au.

Learning Outcomes

TH028-712 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate functional knowledge and understanding of the way the doctrines of creation, providence, anthropology and sin shape approaches to the person and work of Christ and vice versa.

Be able to:

1. Critically analyse the interrelationship between Christology and Atonement with the doctrines of Creation, Providence, Anthropology and Hamartiology.
2. Demonstrate skill in engaging with significant historical and contemporary theological perspectives on the doctrines of Christology, Atonement, Creation, Providence, Anthropology, Hamartiology and how they mutually inform each other.
3. Present critical evidence-based perspectives on the way in which the person and work of Christ shapes an understanding of God's work in the fallen creation and vice versa.

Be capable of:

1. Applying functional perspectives and skills from 'Theologians of Glory and the Cross' to ministry practice and Christian living as a reflective practitioner.

TH028-912 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate specialised knowledge and understanding of, and research principles and methods applicable to, the way the doctrines of creation, providence, anthropology and sin shape approaches to the person and work of Christ and vice versa.

Be able to:

1. Evaluate specialised methods and issues in investigating the interrelationship between Christology and the atonement with the theological topics of Creation, Humanity, Providence, and Hamartiology.
2. Integrate the contributions of significant historical and contemporary theological perspectives on selected aspects of the doctrines of Christology, Atonement, Creation, Providence, Anthropology, Hamartiology and how they mutually inform each other.
3. Present independent research-driven perspectives on the way in which the person and work of Christ shapes an understanding of God's work in the fallen creation and vice versa.

Be capable of:

1. Applying research-based perspectives and skills from 'Theologians of Glory and the Cross' to ministry practice and Christian living as a reflective practitioner.

How this Unit Contributes to the Course

The Theology units in the ACT courses are designed to sum up biblical teaching in key areas and integrate your understanding of the content of the biblical texts taken as a whole with the insights of historical and contemporary theology on the matters in question.

The purpose of this unit is to help students to understand the ways in which conceptions of humanity, creation, sin and providence help shape one's view of who Christ is and what he has done to save sinners, and the ways in which conceptions of Christology and the atonement help shape one's view of creation, anthropology, sin, and providence. This unit aims to enable students to formulate their own understanding of how Scripture unfolds this relationship in conversation with a notable theologian or two and to begin reflecting on the implications of this for contemporary life and ministry.

Pre-requisites and Co-requisites

TH028-712 is an advanced unit in the Bachelor of Theology, Bachelor of Ministry and Associate Degree of Theology. The pre-requisites for this unit are 96 credit points of study, including 36 credit points at AQF Level 6 (and including 12 credit points of TH and 12 credit points of TH/CH which may be taken as co-requisites).

TH028-912 is an advanced unit in the Master of Divinity and Master of Theological Studies. The pre-requisites for this unit are 48 credit points of Level 8 and 12 credit points of TH and 12 credit points of TH/CH.

Exclusions: Students who have completed TH102 or TH002 (previously TH404/TH602) cannot enrol in this unit.

How this unit is organized & what we expect of you

The unit is taught week by week over 13 weeks of Semester. There are three classes each week, of 50 minutes duration. Some of these classes will be in traditional lecture format, others will be variously seminar-type discussions involving the whole group, small group discussions, or in-class student exercises.

This unit is worth 12 credit points towards your degree. A 12cp unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on TH028.

Students are expected to attend all lectures, complete any set pre reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments please contact the QTC Registrar as early as possible.

Teaching staff

UNIT CO-ORDINATOR & LECTURER

Mark Baddeley

P 07 3062 6939

E: mbaddeley@qtc.edu.au

Please feel free to contact Mark if you have any problems or concerns about the unit.

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E registrar@qtc.edu.au

P 07 3062 6939

Moodle and Turnitin functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle or Turnitin.

E registrar@qtc.edu.au

P 07 3062 6939

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

E library@qtc.edu.au

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Unit timetable: topics & teaching and learning activities

Subject to adjustment

WEEK	LECTURE TOPICS
Week 1	Creation
Week 2	Humanity
Week 3	Sin
Week 4	Providence, Person of Christ
ESSAY WRITING WEEK: 9 August – 13 August	
Week 5	Person of Christ, Atonement
Week 6	Atonement
Week 7	Relationship of Creation and Christ in the Patristic Era
Week 8	Relationship of Creation and Christ in the Middle Ages
Week 9	Relationship of Creation and Christ in Luther
MID-SEMESTER BREAK: 18 September – 4 October	
Week 10	Relationship of Creation and Christ in the Reformed tradition
Week 11	Relationship of Creation and Christ in the modern era
Week 12	Relationship of Creation and Christ in the modern era
Week 13	Identifying key issues in the relationship of Creation and Christ; Applying the implications to contemporary life and ministry
ASSESSMENT WEEKS: 1 November – 19 November	

In the case of this unit, we will cover the following topics over the course of the Semester, typically looking at them biblically and in terms of how they have been understood historically and in the present era. Attention will also be given to how these teachings can be related, communicated and practiced in the context of ministry.

TH028-712 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
Take Home Exam 2600 words total 40% of final grade	Four compulsory questions, approximately 650 words each (2600 words total). Students will be required to answer four questions, of equal weight, on creation and providence, anthropology and sin, and the person and work of Christ. The Take Home Exam will be made available four days before the due date.

See over for next assessment item.

<p>Research Essay 3900 words 60% of final grade</p>	<p>Write a 3900 word essay that outlines the key features of how the doctrines of Creation and Christ shape each other, written in conversation with ONE of the following writers:</p> <ul style="list-style-type: none">Martin LutherJohn CalvinThomas AquinasBavinck <p>The final section of the essay (roughly 500 words) is to trace the implications of your answer for ONE of the following issues of contemporary life and ministry:</p> <ul style="list-style-type: none">SinglenessSexual OrientationEnvironmentalismPreaching
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TH028-912 Assessments

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Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
Take-Home Exam 3000 words total 40% of final grade	Four compulsory questions, approximately 750 words each (3000 words total). Students will be required to answer four questions, of equal weight, on creation and providence, anthropology and sin, and the person and work of Christ. The Take-Home Exam will be made available four days before the due date.

See over for next assessment item.

<p>Research Essay 4500 words 60% of final grade</p>	<p>Write a 4500 word essay that constructs a framework to understand the relationship between the doctrines of Creation and Christ and how they mutually inform each other in conversation with TWO of the following figures:</p> <ul style="list-style-type: none">IrenaeusAthanasiusThomas Aquinas *Martin Luther *John Calvin *Jonathan EdwardsBavinck *Karl BarthWolfhart PannenbergJürgen MoltmannOliver O'Donovan <p>A student may include in their essay at most one of the figures marked with an asterisk.</p> <p>The final section of the essay (roughly 500 words) is to trace the implications of your answer for ONE of the following issues of contemporary life and ministry:</p> <ul style="list-style-type: none">Loneliness and communityTransgenderismEvangelismPreaching
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Guide to Assessments

What are we looking for?

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for TH028-712 or TH028-912. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

In a Take-Home Exam, all direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take-Home Exam.

For all TH028 assessments

In this unit we are looking for the research essay and the take home exam essays to offer a *sustained persuasive argument*. This involves several factors.

First, it requires you to have *articulated a clear answer to the question*—preferably one that you have written out in a sentence or two before you begin writing the essay. This answer should be clearly stated in the essay—often in the introduction, but certainly in the conclusion. Stronger essays are ones whose answers demonstrate one or more of: grasping the essence of the issues, offering something comprehensive, demonstrating a deeper understanding of the issues rather than one that, while accurate, is at a more introductory level, and showing an understanding of the implications of the answer.

Second, it requires you to *offer evidence* for your answer. There should be information in the essay that is relevant to the question and which supports your answer. Some essays may also want to discuss evidence that could be used to reject your answer and show why it doesn't actually do that when understood correctly.

Third, it requires you to *show how* the evidence you include actually does support your answer. A common mistake students make is to include information—quotes, Scriptural passages or the like—and do nothing with them but to have them in the essay as though their significance for their answer is self-evident. It almost never is to the reader (however much it might be to the writer) without explicit commentary that takes the reader by the hand and explains how that information helps supports the case they are making.

Fourth, it requires you to try to *persuade your reader that your answer is the correct one*. Good doctrine essays don't treat the exercise as a case of 'show and tell'—where the idea is simply to get all the ideas and information out and the order in which they come doesn't matter.

Instead, the writer thinks about how to organize their material to build a case for their answer in the most persuasive fashion they can.

Finally, it requires you to engage with both Scripture and scholars and theologians. Ideally there should be signs that your answer is the way it is because you are convinced that that is what Scripture teaches. It should also be evident that you are standing on the shoulders of others—modern scholars, and theologians modern and ancient, to help you read Scripture and think through the issues better than you could do on your own.

For TH028-712 Assessments

Research Essay

This task is intended to encourage you to begin to develop the skill of harnessing the theological insights of one significant theological voice to assist you in formulating the most significant components of the relationship between the doctrines of creation and Christ.

This involves understanding the key features of the theological thinking of the figure you have chosen in at least some of these doctrines and, for essays at the higher grades, understanding that theological thinking as an integrated whole. You then need to critically evaluate those views, determining where you agree with the person you have selected, where you disagree, and where their views need to be supplemented by other features of the relationship that are either not present, or underplayed, in their writings.

The essay should then be written to help the reader to come to see what you have concluded are the most important elements of the relationship between creation and Christ and how each shapes our understanding of the other. As this is written, the insights of the theologian you have selected should be highlighted as appropriate, indicating where (and why) their insights are important for those elements you discuss

The final section of the essay is intended to encourage you to begin applying the insights you have developed to the practices of the Christian life. Essays will select a specific issue of practical import and discuss how your view of the relationship between Christ and creation shapes our practice in that domain of contemporary life and ministry.

Take Home Exam

This item is intended to encourage you to develop the knowledge and understanding of the doctrines of Creation and Christ necessary to ground reflection upon how they relate to each other and shape each other.

For TH028-912 Assessments

Research Essay

This task is intended to further the development of harnessing the theological insights of significant theological voices to assist you in constructing a framework for how the doctrines of creation and Christ relate to each other and shape each other.

This involves understanding the theological thinking of the two figures you have chosen on at least some of these key doctrines and understanding how the two figures navigate the relationship between Christ and creation. You then need to critically evaluate those views, determining where you agree with each person you have selected, where you disagree, and where their views need to be supplemented by other features of the relationship between these doctrines that are either not present, or underplayed, in their writings. For most students this task will be made easier if two writers are chosen whose views on the

relationship diverge to some degree from each other, as each can be used to help critique the other—particularly if one figure tends to see the doctrines of creation as more constitutive for the doctrines of Christ and the other tends to see the relationship in the other way.

Having reflected on two substantial examples of navigating this relationship, you should then sketch out what you now consider to be the nature of this relationship, particularly focusing on the ways in which the relationship shapes how we approach key issues or debates in the relevant doctrines.

The essay should then be written to help the reader to come to see what you have concluded regarding the nature of the relationship between the doctrines of creation and Christ. As this is written, the insights of the theologian you have selected should be highlighted as appropriate, indicating where (and why) their insights are important for those elements you discuss. There is no one structure that is required to accomplish this—essays could expound each theologian’s views, critically reflect and then propose its own understanding, or just as validly expound its own understanding throughout and bring in each theologian’s views as they are significant for each element discussed, or some other approach.

The final section of the essay is intended to encourage you to further develop your facility in applying the insights you have developed to the practices of the Christian life. Essays will select a specific issue of practical import and discuss how your view of the relationship between Christ and creation shapes our practice in that domain of contemporary life and ministry.

For TH028-912 Take Home Exam

This item is intended to further the development of the knowledge and understanding of the doctrines involved in reflecting upon the relationship between these doctrines.

Learning Resources

Due to the wide-ranging nature of this unit, there is no single book (or even two) that can function as a textbook.

Students aware that they need grounding in the basics of the relevant doctrines are encouraged to acquire some of the following and read them before the lectures begin in week one, and over the first six weeks of the Semester:

Hoekema, Anthony. *Created in God's Image*. Grand Rapids, MI: Eerdmans, 1994.

Jeffery, Ovey, M. & Sach, A. *Pierced for Our Transgressions*. Wheaton, IL: Crossway, 2007.

Letham, Robert. *The Work of Christ*. Leicester: IVP, 1997.

Wellum, Stephen J. *God the Son Incarnate: The Doctrine of Christ (Foundations of Evangelical Theology)*. Wheaton, IL: Crossway, 2016.

Other Useful Expositions

Athanasius of Alexandria. *Contra Gentes and Incarnation of the Word*. (any good translation)

QTC Library has multiple copies of:

Athanasius. *Contra Gentes and de incarnatione*. Translated and edited by Robert W. Thomson. Oxford: Clarendon, 1971.

Aquinas, Thomas. *Summa Theologiae*. 61 vols. London: Eyre and Spottiswoode, 1964–81.

Barth, Karl. *Church Dogmatics*. 31 vols. London: Bloomsbury, 2009.

Bavinck, Herman. *Reformed Dogmatics*. 4 vols. Grand Rapids, MI: Baker Academic, 2003-08.

Blocher, Henri. *Original Sin: Illuminating the Riddle*. Downers Grove, IL: InterVarsity, 1997.

Calvin, John. *Institutes of the Christian Religion*. (any good translation)

QTC Library has multiple copies of:

Calvin, J. *Institutes of the Christian Religion*. Edited by J.T. McNeill. Translated by F. L. Battles. Louisville, KY: Westminster John Knox, 1960.

Copan, Paul and Craig, William Lane. *Creation out of Nothing: A Biblical, Philosophical, and Scientific Exploration*. Grand Rapids, MI: Baker Academic, 2004.

Crisp, Oliver. *Divinity and Humanity*. Cambridge: Cambridge University Press, 2007.

Crisp, Oliver. *God Incarnate: Explorations in Christology*. London: T & T Clark, 2009.

Jonathan Edwards. (no single work, Edwards' thoughts on these topics are found in a number of different works)

use the library catalogue to search Jonathan + Edwards + works

Elliott, Mark. *Providence Perceived: Divine Action from a Human Point of View*. Berlin: De Gruyter, 2015.

Forsyth, Peter. *The Work of Christ*. Blackwood, NJ: New Creation, 2006.

Gunton, Colin. *The Triune Creator: A Historical and Systematic Study*. Grand Rapids, MI: Eerdmans, 1998.

Hodge, Charles. *Systematic Theology* 3 vols. Peabody, MA: Hendrickson, 2008.

Horton, Michael. *The Christian Faith*. Grand Rapids, MI: Zondervan, 2011.

Irenaeus of Lyons. *Against the Heretics* 5 books. (any good translation, most of the important material is in books 3-5).

QTC Library has multiple copies of:

Irenaeus. *Against Heresies*. In vol. 1 of *The Ante-Nicene Fathers*. Edited by Alexander Roberts, James Donaldson 1885-1887. 10 vols. Repr., Peabody, MA: Hendrickson, 1994.

Levering, Matthew. *Engaging the Doctrine of Creation: Cosmos, Creatures, and the Wise and Good Creator*. Grand Rapids, MI: Baker Academic, 2017.

Lombard, Peter. *The Sentences* 4 vols. Toronto: St Michael's College Mediaeval Translations, 2007.

Luther, Martin. *Luther's Works* 69 vols. Concordia: Concordia Publishing House, 1957.

Use the library catalogue to search Luther + Works

Meister, J. B. and Stump, Chad. *Original Sin and the Fall: Five Views*. Downers Grove, IL: InterVarsity Press, 2020.

Moltmann, Jurgen; Bowden, John and Wilson, R.A. (Translator). *The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology*. Minneapolis, MN: Augsburg Fortress, 1972.

O'Donovan, Oliver. *The Resurrection and the Moral Order: An Outline for Evangelical Ethics*. Grand Rapids, MI: Eerdmans, 1994.

Pannenberg, Wolfhart. *Systematic Theology* 3 vols. Grand Rapids, MI: Eerdmans, 1991-97.

Pawl, Timothy. *In Defence of Conciliar Christology: A Philosophical Essay*. Oxford: Oxford University Press, 2016.

Pelikan, Lehmann and Mayes eds. *Luther's Works* 73 vols. Saint Louis, MO: Concordia, 1955-.

Torrance, Thomas. *Incarnation*. Downers Grove, IL: IVP Academic, 2008.

Van der Kooij, Cornelis and Van den Brink, Gijbert. *Christian Dogmatics: An Introduction*. Grand Rapids, MI: Eerdmans, 2017.

Van Inwagen, Peter and Zimmerman, Dean. *Persons: Human and Divine*. Oxford: Oxford University Press, 2007.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4