



C.C.R.S.

Catholic Certificate

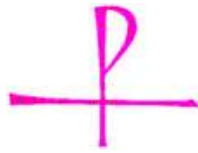
in

Religious Studies

**IN SCHOOL HOURS *and* Week-End Editions
2017 - 2018**

Mr John Adams CCRS Coordinator.

September 2017



MISSION STATEMENT

BDES serves the Kingdom of God in enabling the enablers to develop the growth in Faith, Knowledge and Understanding of God, in schools.

INTRODUCTION

The Catholic Certificate in Religious Studies (CCRS) is managed and awarded by the Board of Religious Studies on behalf of the Bishops' Conference of England and Wales. It was introduced in 1991 to replace its predecessors, The Catholic Teachers' Certificate and the Certificate in Religious Education. Any person who is or wishes to be involved in Catholic education and formation may apply for this course. This includes those involved in Religious Education in school, Parish Catechesis and other ministries in the Church and anyone who wishes to follow the course for faith development or personal interest. The course seeks to ensure that participants have at least a basic knowledge and understanding of the beliefs of the Catholic Faith. It also provides a basis for further study.

COURSE AIMS

Study for the Catholic Certificate in Religious Studies aims to:

- provide teachers and those involved in parish ministry with knowledge and understanding of the teaching and beliefs of the Catholic Faith
- develop an appreciation of the principles of Catholic education at all levels
- employ and encourage sound adult education processes which express Gospel values
- enhance understanding of education within the Church as a life-long process
- enable all participants to make an informed contribution to their chosen field of work in the Church
- highlight the role and function of Religious Education within the school curriculum.



COURSE STRUCTURE

Certification is awarded following the study and completion of **eight** modules:

- Six **core** modules: Old Testament, New Testament, Christology, Sacraments, Christian Morality and The Church.
- Two **specialist** modules: Sex and Relationship Education and Religious Education

The Catechism of the Catholic Church begins its definition of faith, with the human search for meaning, the Divine Revelation of God who comes to meet us, and the individuals response in faith (*CCC # 26*). This is the process that is adapted in all the modules explored with the participants.

**Search
Revelation
Response**

UNDERSTANDING THE CORE MODULES

Each module consists of:

- Pre-module task
- Full-day release from school (8am-2.30pm)
- Reading for and production of one piece of written work (**1500 words**).

"We are all the Church: from recently baptised child to the bishops, to the Pope; we are all the Church, and we are all equal in the eyes of God. We are all called to be educators in faith to proclaim the Gospel." *Pope Francis*



Core Module 1: THE BIBLE: OLD TESTAMENT

The Old Testament is an indispensable part of Sacred Scripture. Its books are divinely inspired and retain a permanent value, for the Old Covenant has never been revoked.
(CCC#121)

Aim

The purpose of this module is to introduce participants to the writings in the Old Testament in order to help them to recognise God's Revelation contained there and its continuing relevance in Christian life today.

Learning outcomes

Participants should:

- be familiar with the books and types of literature which make up the Old Testament and be able to set them in their context
- be able to make connections between a particular type of literature and the belief the words express
- recognise the diversity of images of God in the Old Testament
- appreciate the significance of the covenant relationship for the people of Israel
- understand the relevance of the Old Testament and its use in the Catholic community today
- be able to communicate what they have learned from an adult stance.

Pre-module Task

Look at two creation stories in chapters 1 and 2 of Genesis and identify similarities and differences.

Assignment

Answer **ONE** question (maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. Identify **three** images related to God in the Old Testament and explain why these images are used.

or

2. How does the Old Testament inform our understanding of the New Testament?

Reading

E. Charpentier, *How to Read the Old Testament* (London: SCM Press – 2006)

M. Evans, *Old Testament Introduction* (Oxford: Lionhudson-2010)

G. Perego, *Interdisciplinary Atlas of the Bible*, (London: St Pauls)

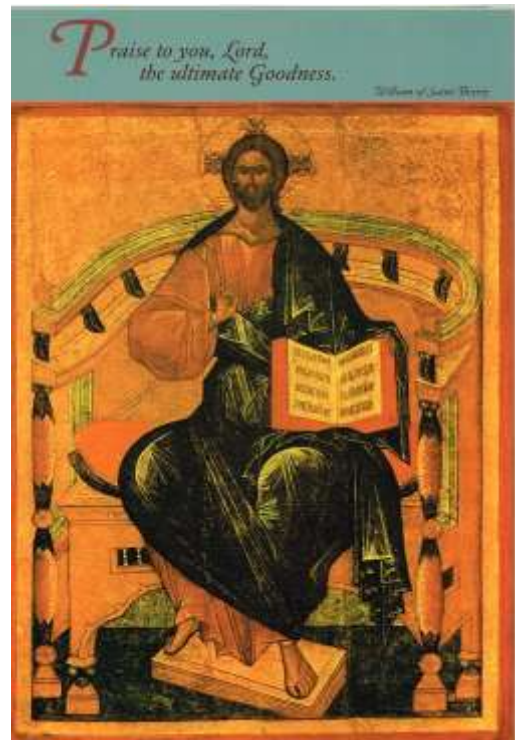
Vatican II document: *Dei Verbum* www.vatican.va .

Bible

Catechism of the Catholic Church.

*Ignorance
of
Scripture
is
ignorance
of
Christ.*

St Jerome





Core Module 2: THE BIBLE: NEW TESTAMENT

The Word of God, which is the power of God for salvation to everyone who has faith, is set forth and displays its power in a most wonderful way in the writings of the New Testament which hand on the ultimate truth of God's Revelation. Their central object is Jesus Christ, God's incarnate Son: his acts, teachings, Passion, and Glorification, and his church's beginnings under the Spirit's guidance. (CCC#124)

Aim

The purpose of this module is to familiarise participants with the process through which the New Testament writings came into being and to help them interpret the material presented and understand its significance for the life of a Christian today.

Learning outcomes

Participants should:

- be familiar with the books and types of literature which make up the New Testament
- appreciate the centrality of the Resurrection experience in Christian belief
- recognise the New Testament writings as the basis for subsequent developments in Christian theology and worship
- understand the use of the New Testament in the Catholic community today
- be able to communicate what they have learned from an adult stance.

Pre-module Task

Read Gospel of Mark. (Shortest and oldest gospel)

Assignment

Answer one question (maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. Compare the perspectives of two of the synoptic Gospels with special reference to their portrayal of Jesus.
2. Discuss some of the special characteristics of St John's Gospel.
3. Choose 1 Gospel and show how it teaches about Jesus' mission.

Reading

E. Charpentier, *How to read the New Testament* (London: SCM Press -2007)

S.Motyer, *New Testament Introduction* (Oxford: Lionhudson – 2010)

Vatican II document: *Dei Verbum* www.vatican.va .

Bible

Catechism of the Catholic Church

The Bible bears fruit if held with pure hands, read with pure eyes and received with pure hearts.
Christian East

"The New Testament has put an end to the invisibility of the Father. The Son of God, by His Incarnation, Death and Resurrection has freed us from the slavery of sin, giving us the freedom of sons and daughters of God: He has shown us the face of God, which is love. We can see God, He is visible in Christ."

Pope Benedict XVI (May 2011)



Core Module 3: CHRISTOLOGY

All Christ's riches 'are for every individual and everybody's property.'
Christ did not live his life for himself but for us, from his incarnation 'for us and for our salvation' to his death 'for our sins' and Resurrection 'for our justification'. He is still 'our advocate with the Father', who 'always lives to make intercession' for us. He remains ever 'in the presence of God on our behalf, bringing before him all that he lived and suffered for us'. (CCC#519)

Aim

The purpose of this module is to deepen participants' awareness of the significance and centrality of the person and work of Jesus Christ in the daily life of the Christian as well as in the worship of the Church.

Learning outcomes

Participants should:

- recognise the diversity of images of the Person of Jesus
- relate these images to the social and cultural context in which they were shaped and expressed
- appreciate the mission of Jesus to proclaim the Kingdom of God
- recognise the centrality of the Person of Jesus, both fully human and divine
- be able to communicate what they have learned from an adult stance.

Pre-module Task

Read and reflect on 'Christ at the Centre' ~ www.catholiceducation.org.uk

"There is only one strong prayer: CHRIST

There is only one voice that rises over the face of the earth: the voice of CHRIST."

Bl. Teresa of Calcutta

The Church has no other meaning or aim than living and bearing witness to Jesus.

Pope Francis

Assignment

Answer one question (Maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. Discuss the titles *Son of God* and *Son of Man*. Did Jesus see himself as either or both?
2. “The Church has no other meaning or aim than living and bearing witness to Jesus.” *Pope Francis*. Discuss the implications of this statement for the Catholic school and teacher.

Reading

G O’Collins, *Christology* (Oxford: University Press 2009)

Dominus Jesus - Vatican Website

DVD - *The Face of Christ*.

E. Charpentier, *How to read the New Testament* (London: SCM Press – 2007)

www.advent.org

The witness which the Church brings to the world is the love of Christ. Through Christ is revealed to us both the capacity of humanity to love deeply, and through his Spirit the grace to do so. Christ shows us what redeemed humanity can achieve.

Cardinal Basil Hume

“In Christ you can find the answers to the questions that accompany your journey, not in a superficial or facile way but walking and living with Jesus.

Do not be afraid to face difficult situations, moments of crisis or the trials of life, because the Lord accompanies you, He is with you. I encourage you to grow in friendship with Him through frequent reading of the Gospel and of all Sacred Scripture, faithful participation in the Eucharist as a personal meeting with Christ, committed efforts within the ecclesial community, and follow a good spiritual guide.

Allow the mystery of Christ to illuminate your entire being! Then will you be able to bring others to this novelty which can change relations, institutions and structures, and so build more just and united world animated by the search for the common good.”

Benedict XVI - 2011



Core Module 4: THE CHURCH

The Church is Trinitarian love and life lived in a structured community by men and women who are sent to give the love and message of Jesus to others. This Trinitarian love is: received in Baptism, celebrated in the Eucharist, taught in Scripture and poured out on the world by the Holy Spirit.

Fr. Christopher O'Donnell, O. Carm.

Aim

The purpose of this module is to enable participants to reflect on the nature of the Church and its mission in the world today.

Learning outcomes

Participants should:

- be familiar with the Vatican II teaching on the Church
- be aware of the variety of roles in the Church of today
- recognise the relationship of the Church to the world as one of service
- appreciate the relationship between the Catholic church and other faiths
- be able to communicate what they have learned from an adult stance.

Pre-module Task

Read and reflect on Vatican II - *Lumen Gentium*

The Church is the 'house of harmony' where unity and diversity know how to come together to create richness. The Church is like a great orchestra we are not all the same, each person offers what God has given to him or her. The Church is a merciful mother, who understands, who always tries to help, to give encouragement even when her children have made mistakes or continue to do so. I see the Church as a field hospital after battle.

Pope Francis.

Assignment

PRACTICAL ASSIGNMENT

Set up a meeting with your local priest. If possible, spend some time with him reflecting on and sharing his vision of “Church”; where he hopes to lead his parish community in terms of his “Model of Church”; what has influenced his views?

Possible questions to ask your parish priest:

1. What model of ‘Church’ guides and directs your vision for the parish?
2. What influences have shaped your vision?
3. How would you interpret ‘Collaborative Ministry’?
4. What importance do you give to the schools which serve your young people?

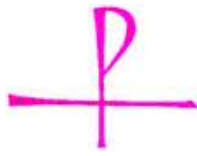
Reading

A. Flannery, *Vatican Council: Dogmatic Constitution on the Church (Lumen gentium)* revised edition, 1996
G Collins, art. ‘I have seven dreams’ Published in Tablet 19.9.09 pp8-9

The Church is the community of those who confess the Lordship of Jesus (that he is “the way, the truth and the life” – John 14:6) and who strive to live their lives in accordance with his example and teachings. The Church is also known as the People of God, the Body of Christ, and the Temple of the Holy Spirit among other names. Those three names, however, accentuate the Trinitarian context for an understanding of the Church, a context that is also employed by Vatican II’s Dogmatic Constitution on the Church (*nn.2-4*). *R McBrien.*

The Church has her roots in the teachings of the Apostles, authentic witnesses to Christ, but looks to the future and has the fixed awareness of being sent by Christ, of being Christ’s missionary, of bringing forth Christ’s name by prayer, proclamation and witness. *Pope Francis.*

The Church is the house where the doors are always open not only to welcome everyone in to breathe love and hope so that we can take this love and hope outside. We need the oxygen of the Gospel, the breath of the Spirit of the Risen Christ to reignite hope in our hearts. *Pope Francis*



Core Module 5: SACRAMENTS

Sacraments are 'powers that comes forth' from the Body of Christ, which is ever living and life-giving. They are actions of the Holy Spirit at work in his Body, the Church. They are 'the masterworks of God' in the new and everlasting covenant. (CCC#1116)

Aim

The purpose of this module is to develop participants' understanding and appreciation of Sacrament in the life of Catholics as a sign of Christ's continuing presence with the Church.

Learning outcomes

Participants should:

- recognise the symbolic use of word and action in daily life
- understand the relevance and purpose of the seven sacraments in the life of the individual and the Christian community
- appreciate Baptism, Confirmation and Eucharist as sacraments of Christian initiation
- appreciate the sacraments as celebrations of the covenant relationship between Christ and the Church
- be able to communicate what they have learned from an adult stance.

Pre-module Task

* Read *Directory of Masses with Children*.



God never wearies of forgiving us, never! The Lord forgives and forgets. *Pope Francis*.

Assignment

Answer one question (Maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. What are the spiritual effects of the Seven Sacraments in the life of the Christian community?
2. From your study of the Sacraments, choose one, and present the history and key developments of that Sacrament in terms of what the Church believes and how she uses it.
3. Choose a Sacrament and explain its significance with regard to the receiver's life in the Church.
4. Suggest some ways in which young people might be stimulated to more active participation in the Eucharist.

Reading

C. O'Donnell, *Worship Prayer & Ritual* (Dublin: Veritas publications, 2004)

A. Flannery, *Vatican Council: Sacrosanctum Concilium* 1964, revised 1996 – www.vatican.va
www.carmelites.ie

Our Parishes are centred upon the celebration of the Sacraments and especially the celebration of the Mass. Catholics are rightly orientated toward the centrality of the Eucharist. The Eucharist builds up the Body of Christ but all the Sacraments are essentially communal and are best celebrated in a community. The Sacraments of Anointing, Reconciliation, Baptism, Confirmation are best celebrated in a whole parish setting. The Sacraments of Ordination and Marriage are to be celebrated in such a way as to underline that they too belong to the whole community.

The Church gives us life in Baptism: that is, the moment in which she enables us to be born as children of God in which she generates us as a mother. She nourishes us in the Eucharist, she brings us God's forgiveness through the Sacrament of Penance, she supports us in times of sickness through the Anointing of the Sick. *Pope Francis*



Core Module 6: CHRISTIAN MORALITY

St Thomas Aquinas wrote, 'There is nothing to prevent human nature's being raised up to something greater, even after sin; God permits evil in order to draw forth some greater good. Thus St Paul says' "Where sin increased, grace abounded all the more"; and the *Exsultet* sings " Oh happy fault... which gained for us so great a redeemer!" (CCC#412)

Aim

The purpose of this module is to help participants develop the skills of moral decision-making, to examine Christian teaching in its relation to the universal search for what constitutes "human good", and to explore the application of Christian understanding to some contemporary moral issues.

Learning outcomes

Participants should:

- have a knowledge of the foundations of Christian morality and an understanding of the role of the Church as moral teacher
- recognise the importance of individual conscience and understand what is involved in the formation of Christian conscience
- be able to appreciate and respect different, yet conscientiously held, positions in regard to moral questions
- be able to communicate what they have learned from an adult stance.

Pre-module Task

Research one current moral question.

Assignment

Answer one question (Maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. What role does the Church play in the formation of conscience?
2. Research the most recent questions raised in medical ethics e.g. abortion, cloning, euthanasia, same gender marriage, etc., and explain the position taken by the Catholic Church.
3. 'Christ is the foundation of the whole educational enterprise'. What are the implications of this for the Catholic teacher?

Reading

P. Hannon, Moral Decision Making (Dublin: Veritas publications,2007)

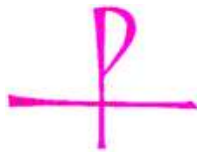
V. McNamara, The Call to be Human (Dublin: Veritas,2006)

Catechism of the Catholic Church

Bible.

Our Lord Jesus himself clearly taught us the first principles
of Catholic morality:

"You shall love the Lord your God with all your heart, and with all your soul,
and with all your mind. This is the great and first commandment. And a
second is like it, you shall love your neighbour as yourself. On these two
commandments depend all the law and the prophets." (Mt 22:37-40)



Specialist Module 1: SEX AND RELATIONSHIP EDUCATION

"Everyone, man and woman, should acknowledge and accept his sexual *identity*. Physical, moral, and spiritual *difference* and *complementarity* are oriented toward the goods of marriage and the flourishing of family life. The harmony of the couple and of society depends in part on the way in which the complementarity, needs, and mutual support between the sexes are lived out."

CCC#2333

Course content:

- How biblical teaching informs our understanding and vision of the human person. Basic conflict - Christian-v-humanist anthropology.
- Study texts from Vatican II and the Catechism of the Catholic Church which inform, deepen and contribute to our understanding of the theology of the body historical, geographical, cultural, political and religious background
- Study key texts from the writings St John Paul II on the Theology of the body with attention to current cultural trends and practices - Phenomenology.
- How Catholic Theology informs Relationship and Sex Education in Catholic Schools and prepares young people for conflicting models of relationship in the wider world_ contemporary materialistic culture.

Aim

The purpose of this module is to introduce participants to a deeper understanding of Church teaching on what it means to be fully human and 'fully alive' with an exploration of its implications for Catholic Schools and relevance in Christian life in British culture today.

Learning outcomes:

- Reach an understanding of Catholic teaching on the theology of the body
- Identify ways in which policies and programmes in SRE in schools that can best facilitate the growth and maturation of individuals
- Identify some important elements in SRE in terms of content, method, assessment and resources
- Be able to assess how the Christian community can best ensure that children receive gradual, positive sexual education that is both age sensitive and age specific
- Establish the role of parents, school, governors in the provision of SRE
- Be able to communicate what they have learned and reflected upon from an adult stance

Pre-module Task

The Sacred Congregation for Catholic Education - *Outlines for Sex Education.*

"Sexuality affects all aspects of the human person in the unity of his/her body and soul. It especially concerns affectivity, the capacity to love and to procreate, and in a more general way the aptitude for forming bonds of communion with others." *CCC#2332*

Assignment

Answer one question (Maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. What guidance can be found in *Amoris Laetitia: The Joy of Love* to enable the growth and development of positive relationships?
2. Take one aspect of your school's policy for SRE and offer your own thoughts and impressions on it.

Reading

St John Paul II, *Theology of the Body*.

Veritatis Splendor

The Sacred Congregation for Catholic Education – *Outlines for Sex Education*.

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19831101_sexual-education_en.html

Amoris Laetitia: The Joy of Love

Catechism of the Catholic Church, You cat

Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, Family Publications Bible.

"In creating men 'male and female,' God gives man and woman an equal personal dignity."¹¹⁹
"Man is a person, man and woman equally so, since both were created in the image and likeness of the personal God." CCC#2334

"Each of the two sexes is an image of the power and tenderness of God, with equal dignity though in a different way. The union of man and woman in marriage is a way of imitating in the flesh the Creator's generosity and fecundity: "Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh."¹²¹ All human generations proceed from this union." CCC#2335

"Jesus came to restore creation to the purity of its origins. In the Sermon on the Mount, he interprets God's plan strictly: "You have heard that it was said, 'You shall not commit adultery.' But I say to you that everyone who looks at a woman lustfully has already committed adultery with her in his heart."¹²³ What God has joined together, let not man put asunder.
CC#2336



Specialist Module 2: RELIGIOUS EDUCATION

The Catholic School in many ways embodies the life of the church in a particular place and time. It is an expression of that life. Its purpose and task arise from a sense of purpose of the whole church. *Cardinal Vincent Nichols*

Aim

To distinguish the distinctive aims of catechesis, evangelisation and religious education and to appreciate the significance of key church documents and to enable participants to have a deeper understanding of the distinctive nature of catholic education and the mission of the catholic school in faith formation.

Learning outcomes

- explore ways in which RE can best facilitate religious growth and development of all children in the Catholic primary school.
- discover how liturgy and prayer might contribute to the religious experience of children and to the life of the school.
- examine some important elements of RE in terms of content, method and assessment overview of the pedagogies appropriate for the teaching of religious education
- consider ways of applying some of the national strategy guidance to religious education
- help assess appropriate styles for different types of topic
- address the leaning needs of different groups of children
- incorporate assessment for learning effectively.

Pre-module Task

Read *Educating Today and Tomorrow: A Renewing Passion*

Assignment

Answer one question (Maximum 1500 words)

Assignments should be presented on A4 paper with NAME, full essay title, word count at the beginning and a bibliography at the end.

1. Explain the **three terms** Evangelisation, Catechesis and Religious Education, and explore their relationship to one another.
2. Describe how pedagogy might impact RE outcomes.

Reading

Educating Today and Tomorrow: A Renewing Passion

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

P. Purnell, Our Faith Story (*Chelmsford: Harper Collins 1995*)

Evaluating the Distinctive Nature of the Catholic School. www.cesew.org.uk

Pastoral letter from Bishops' Conference of England & Wales on Catholic schools (*May 2000*)

The Catholic School on the threshold of the new millennium.

Gravissium Educationis – *Vatican Website*.

Vatican Letter 2009

Schools have a key role in the mission of the Church; they exist, as the whole Church does, to communicate Christ to others. Our schools are integral to the life of the Church and are not an 'add on'. Schools must see themselves as a part of the Church community working in partnership with the parishes. Teaching is a ministry within the Church and the vocation of teachers and all those who work in schools, needs to be highly valued.



Further opportunities to secure CCRS

Further to our Diocesan Programme, the following opportunities are available:

Maryvale Institute: www.maryvale.ac.uk - www.maryvale.ac.uk (Tel: 0121 360 8118)

Life-Light Home Study Courses: lifelight@btinternet.com – (Tel: 01926 810798)

Gratitude to officials of the Board of Religious Studies for support and encouragement.

CCRS Online Some Useful Web Links

A) Old Testament, New Testament, Christology

Catechism of the Catholic Church http://www.vatican.va/archive/ENG0015/_INDEX.HTM

Vatican website for church documents www.vatican.va

Bishops Conference of England & Wales (2005) The Gift of Scripture <http://www.catholic-ew.org.uk/.../file/Gift%20of%20Scripture%20text.pdf>

Pontifical Biblical Commission (1993) The Interpretation of the Bible in the Church http://catholic-resources.org/ChurchDocs/PBC_Interp.htm

Old Testament Gateway www.otgateway.com

New Testament Gateway <http://www.ntgateway.com>

Vatican Biblia Clerus http://www.clerus.org/bibliaclerus/index_eng.html

Catholic Online http://www.catholic.org/bible/new_testament.php

Electronic New Testament Educational Resources <http://catholic-resources.org/Bible/>

Catholic Bible Resources <http://www.veritasbible.com/resources/articles>

Crossroads Catholic Bible Study Tools http://www.crossroadsinitiative.com/resource_type/15.html

Catholic Bible Resources Online

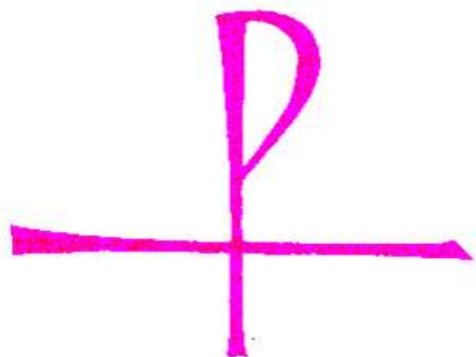
<http://www.radionewjerusalem.com/Catholic/resources.html#Bible>

Agape Catholic Bible Study <http://www.agapebiblestudy.com/index.html>

Thinking Faith articles <http://www.thinkingfaith.org/>

Oxford Biblical Studies Online <http://www.oxfordbiblicalstudies.com>

Catholic Resources <http://catholic-resources.org/index.html>



B) Church, Sacraments, Morality

Catechism of the Catholic Church <http://www.vatican.va/archive/ccc/index.htm>

Compendium to the Catechism

http://www.vatican.va/archive/compendium_ccc/documents/archive_2005_compendium-ccc_en.html

Vatican II documents <http://www.ewtn.com/library/councils/v2all.htm>

http://www.vatican.va/archive/hist_councils/ii_vatican_council/

Pope Francis (2013) *Evangelii Gaudium* (The Joy of the Gospel)

http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20131124_evangelii-gaudium.html

Catholic Bishops' Conference of England & Wales Cherishing Life

<http://www.cbcew.org.uk/page4017.html?pid=443>

Catholic Bishops' Conference of England & Wales Choosing the Common Good

<http://www.cbcew.org.uk/page4017.html?pid=443>

Catholic Bishops' Conference of England and Wales (1996) The Common Good and the Catholic Church's Social Teaching. <http://www.cbcew.org.uk/page4017.html?pid=443>

Major Councils of the Church <http://www.dailycatholic.org/history/councils.htm>

Theology Library: Second Vatican Council <http://www.shc.edu/theolibrary/vaticanii.htm>

Vatican II The Voice of the Church <http://www.vatican2voice.org/>

Thinking Faith articles <http://www.thinkingfaith.org/>

Catholic Resources <http://catholic-resources.org/ChurchDocs/Sacraments.htm>

Catholics: A Sacramental People http://www.bc.edu/content/dam/files/top/church21/pdf/BC-Share/2012%20Spring%20Resource%20Guide_BCSshare.pdf

Catholic Moral Theology <http://catholicmoraltheology.com/>

Catholics Come Home <http://www.catholicscomehome.org/moral-issues/>

Internet Theology Resources <http://www.users.csbsju.edu/~eknuth/itr/index.html>

BISHOPS' CONFERENCE OF ENGLAND & WALES



Board of Religious Studies

CCRS Assignment Assessment Sheet

Participant:		Date:
Module:	Title:	
Presentation:		Comments, if any, on presentation:
As per guidelines (paper size/binding)		
Clear and legible Satisfactory length Word count included Bibliography included		
Organisation:		Comments, if any, on organisation:
Title and module number at beginning Clear introduction and conclusion Logical structure Each paragraph related to title/question All parts given equal consideration Quotations relevant and properly referenced		
Language:		Comments, if any, on language:
Inclusive where possible Not exhortatory ('we should/must/ought')		
Assignment shows evidence of:		Comments, if any, on this evidence:
Adequate reading Understanding of content/area of study Ability to assimilate and criticise this material Necessary skills to communicate from adult stance		
General Comments:		
<i>(Continue overleaf if necessary)</i>		
Marker's Recommendation:		Initials:
Moderated Result (If different):		Initials:

Marking Criteria

Following guidelines given by the Board of Studies, written work is assessed using the following criteria:

Distinction

The work displays all or a significant number of these characteristics.

- Evidence of very good knowledge and understanding of the question and materials
- Use of relevant concepts and methodology
- Reading beyond the recommended minimum
- Independent reflection
- Good level of critical analysis
- Clear and coherent argument supported by appropriate examples
- Good, clear written style within the specified word count
- Full and accurate referencing and bibliography.

Pass

The work displays all or a significant number of these characteristics

- Evidence of some knowledge and understanding of the relevant material
- An acceptable range of resources is used
- An argument is attempted though the work is largely descriptive, rather than analytical
- An attempt is made to organise material logically and to focus on the question
- The work is presented clearly and legibly, with an acceptable standard of written English within the specified word count
- Appropriate use of referencing and bibliography.

Fail/Resubmission

This grade is reserved for work that does not gain a passing standard. Either a significant amount of the work is not the participant's own, or the work displays all or some of these characteristics.

- Inadequate understanding of the subject area; misunderstanding of key concept(s)
- Poor use of resources
- Insufficient engagement with the question
- Unfocussed response to the question
- Inadequate use of referencing and bibliography
- The work is illegible and/or shows an unacceptable standard of written English and/or exceeds or falls below the specified word count.

GUIDELINES FOR WRITING CCRS ESSAYS

Essay writing is an art in itself and 'essays' were a proper field for professional writers and men of letters; collections of essays, still, often bring together different authors on a particular theme. Essays were – and are – sociological, some medical, literary, political, etc. The art of the essay reached a dizzy peak in the mid-18th to mid-19th century. One of the most (in)famous of these literary essays was Thomas de Quincey's *On Murder Considered as one of the Fine Arts*, published in 1827.

Obviously we are talking about something rather different here! Essays such as those written for CCRS assignments are short (but not brief), to-the-point and intended to show your knowledge and understanding of a particular subject. This being the case, they need to be concise – concentrated, if you like. Even so, there are guidelines which it is fairly important to follow as best you can; they make it easier on the writer and the reader. Some of them are simply common-sense, while one or two others are a little more specific.

These guidelines are offered according to the general requirements of the Board of Religious Studies of the Bishops' Conference of England and Wales. Hopefully, they will prove helpful.

PRESENTATION

Obviously, the essay must be easy to read; it is very important therefore to use double spacing and a reasonably large font size – depending on which font you use. Essays printed in a font so large that it looks as though it was written for the extremely short-sighted is just as uncomfortable to read as a tiny font that needs a magnifying glass to be seen.

If the requirement for the essay is about 5000 words, that's what it should be. If the requirement is 5000 *or less*, 2000 words are obviously not enough. Aim for the higher limit, although there can always be flexibility here. If you have said effectively what you want to say in 4000 words, no problem.

Always include a word count. The computer will do this for you, of course – otherwise the reader has to count it.

Always, too, include a bibliography. This needn't be the size of the British Museum Library – but one book simply isn't enough. Obviously, teachers are very busy people and don't have the luxury of sitting down to read an armful of books, but the CCRS essays are important enough to give a little extra reading time to. Online sites are also okay, but cutting and pasting whole chunks of text isn't; these cut-and-paste passages usually contain tell-tale reference numbers that make it obvious they aren't your own work.

It would be great if books outnumbered URLs, but let common sense prevail: a couple of books in the bibliography – including the recommended reading – would be good.

It is important to reference all quotations; if you put something in inverted commas or quotation marks, a reference should always be given, saying where the quotation comes from. These can be in the form of footnotes or endnotes.

The correct form of bibliographical listing is – just for example – this:

Bradley, Ritamary. (1992). *Julian's Way*. London: Harper Collins.

That is: surname, name, date, title, place of publication and publisher.

ORGANISATION

The title and module number should be given at the front of the essay. This is so that there can be no confusion for the reader. It is quite common to give the title of the assignment but not the module number; however, some modules inevitably overlap in content, so it is important that the number is given.

The correct form of title and module listing is – just for example – this:

Module: 3 Liturgy. Title: Liturgy in Schools

What you say should be relevant to the assignment subject; this may seem pretty obvious, but sometimes there is a temptation to wander!

Also, in an essay that is relatively speaking fairly brief, there simply isn't time to stray into unrelated areas, however fascinating they might be. The essay should be clearly structured, properly paragraphed and balanced in content. For example, a paper comparing St Mark's gospel with St Matthew's, shouldn't have four pages on St Mark, one on St Matthew, and none comparing the two.

Language should be inclusive. So, really, to write about Jesus 'dying to save all *men*' isn't terribly appropriate. And it should not be 'exhortatory' – in other words, it shouldn't sound like a sermon. 'We should' and 'we must' and 'we ought' don't have a place in what is essentially an academic piece – even though they do have a place in this paragraph. This – for example – would not be good:

'St John's gospel tells us that Jesus commended his mother to the beloved disciple, and the disciple to his mother; therefore we should look to Mary, his mother, as our own mother, and pray to her...'

Although language is a living thing, some linguistic developments seem less than organic than others. For example, the gospels do not 'reference' the life of Christ, they describe or relate it. Indeed, what they do is *proclaim* it. Also, when one is writing of Catholic teaching, it is probably best simply to say: 'The Church teaches that...' rather than 'the Church asserts' or 'the Church thinks that', and so on. This is the kind of sentence that would not be appealing to the reader:

'The Catholic Church asserts there are seven sacraments, each one referencing a stage in life.'

Also, it is best to check that what you are suggesting the Church teaches, the Church actually does. In the past there has occasionally been a certain – well, *inventiveness* – in the module on Morality.

And on the subject of Church, it always has a capital 'C' unless one is referring to a particular church, parish or building – then it has a small 'c'.

Points made from personal experience are always welcome – for one thing, they make the essay's voice more authentic. This is particularly important when you are writing about school and parish community. Only one caveat: personal experience has its limits; if you're writing about the Synoptic gospels, don't fill the essay with classroom stories. Balance is always the ideal – in presentation, organization and content.

These are only concluding observations based on solid experience of reading and marking CCRS essays. It's a lot less complicated than it sounds: just write a clear, structured essay showing that i) you've done at least *some* background reading or research; ii) you have understood the contents of the module and can express that understanding in good, plain English. No more than that.

Everyone knows that teaching time and family time are precious; the Diocese is more than glad that Catholic teachers like yourself come forward and generously give of both kinds of time so that they may advance in knowledge and understanding of their faith. After all, you have in your care the Church of the future.

Submission of essays should be electronic and must always be submitted to the email address ccrs@dioceseofbrentwood.org. The subject of your email must contain 'CCRS essay', your name and module title (not just module number). For example: 'CCRS, John Doe, Old Testament.' Failure to include this information in the title may result in a delay in the essay being marked.

Fr David Clemens

CCRS consultant and Special Adviser to BDES

Essays are marked by Fr David Clemens

Additional Information

Registration is with Brentwood Diocesan Education Service (BDES) as an approved centre by The National Board of Religious Studies to educate and approve the successful learning of the student on the 'Catholic Certificate for Religious Studies' course, this will commence the month the student attends or is expected to attend their first module.

It is the preference of BDES that students on the **in school hours course complete it within one year** of starting the course and **weekend students are expected to complete it within 18 months**, although all students, have a maximum of five years from registration date with the centre to complete the course (referred to as five year timeframe).

Successful completion of the course is dependent **on all lectures and pre-module tasks** (in school hour's students only)/ **tutorials** (weekend students only) being attended and all **module assignments being satisfactorily completed within that five year period**. It is the **student's responsibility to sign all attendance sheets/registers** for the lectures and tutorials. Failure to do will be noted in the student's records as 'did not attend', should the situation arise in which a query occurs over attendance and in which the student expresses they have attended the lecture and or/tutorial but did not sign the registration form, the student will not be deemed to have attended and will be required to repeat the lecture / tutorial within the five year time frame. **Under no circumstances** will any student sign the registration form / attendance list for any other person.

Assignments are expected to be submitted **as soon as possible** after the attendance of each module (and if applicable tutorial). Students must adhere to the writing guidelines provided when commencing the course. Failure to do so will result in not satisfactorily completing the assignment irrespective of its content and re-submission will be required. Assignments should only be submitted following attendance of the lecture and (if applicable) tutorial. Assignments submitted without having attended the lecture and (if applicable) tutorial **will not be marked** and will be returned to the student. Upon submission of an assignment, the student will only be advised if it is not satisfactorily completed.

Students will be expected to notify the centre and (if appropriate) the tutor should they be unable to attend any lecture or tutorial.

A module certificate will only be issued by the centre upon satisfactory completion of each of the three module elements (attendance of lecture, pre-module task or attendance of tutorial, and satisfactory completion of the module assignment).

Failure to not attend any lecture or tutorial, or failure to not complete the pre-module task or submit a satisfactory assignment for any aspect of the course within the five year time frame will result in the student **not completing the course**.

It is not possible to carry over previous attendance in lectures, tutorials or satisfactory completion of essays on to a new course should the course not be completed within the five year time frame. In this instance, students would need to reapply, begin the course and pay all fees again.

All fees must be paid to complete the course. If an individual is paying on a modular basis, all fees must be paid before the certificate is awarded, even if the course is fully complete. Payment must be made within the five year timeframe to ensure that the certificate is received or discussions need to have taken place within the five year timeframe, with the centre regarding any issues relating to fees.

It is the **students responsibility to keep the centre updated with any change in personal contact information**, in particular, home address, contact number, email address, school address (if applicable). Failure to do so may result in not receiving communications relating to the course, for which the centre cannot be held responsible.

Catholic Certificate for Religious Studies

2017/ 2018 dates.



All lectures, tutorials and 'Presentation of Certificates' event will be taking place in the Conference Hall at Cathedral House, Ingrave Road, Brentwood, CM15 8AT.

In school hours lecture timings (ish): 8.00a.m. - 2.00p.m.	Week-end timings (w/e): 8.30a.m. - 2.00p.m. Tutorial timings: 5.00p.m. - 7.00p.m.
<p>1. Old Testament Wednesday 20th September 2017 Speaker: Fr. S. Myers</p> <p>2. New Testament Wednesday 11th October 2017 Speaker: Fr. S. Myer</p> <p>3. Sex and Relationship Education Wednesday 8th November 2017 Speaker: Fr. D. Clemens</p> <p>4. Church Wednesday 22nd November 2017 Speaker: Fr. M. Boland</p> <p>5. Religious Education (History & Philosophy) Wednesday 10th January 2018 Speaker: Mr. J. Allen & Sr. J. Groden</p> <p>6. Sacraments Wednesday 24th January 2018 Speaker: Mgr D. Manson</p> <p>7. Christology Wednesday 7th February 2018 Speaker: Fr. D. Clemens</p> <p>8. Christian Morality Wednesday 7th March 2018 Speaker: Fr. M. Boland</p>	<p>1. Old Testament Saturday 23rd September 2017 Speaker: Fr. S. Myers Tutorial: Tuesday 26th September 2017</p> <p>2. New Testament Saturday 18th November 2017 Speaker: Fr. S. Myer Tutorial: Tuesday 21st November 2017</p> <p>3. Christology Saturday 13th January 2018 Speaker: Fr. D. Clemens Tutorial: Tuesday 16th January 2018</p> <p>4. Sacraments Saturday 24th February 2018 Speaker: Mgr. D. Manson Tutorial: Tuesday 27th February 2018</p> <p>5. Church Saturday 10th March 2018 Speaker: Fr. M. Boland Tutorial: Tuesday 13th March 2018</p> <p>6. Christian Morality Saturday 21st April 2018 Speaker: Fr. M. Boland Tutorial: Tuesday 24th April 2018</p> <p>7. Religious Education (History & Philosophy) Saturday 12th May 2018 Speaker: Mr. J. Adams Tutorial: Tuesday 15th May 2018</p> <p>8. Sex and Relationship Education Saturday 9th June 2018 Speaker: Fr. D. Clemens Tutorial: Tuesday 12th June 2018</p>

The Catholic Certificate in Religious Studies 'Presentation of Certificates' will take place on Friday 13th July 2018, at 10.30am, in the presence of Rt. Hon. Rev. Alan Williams, sm. Bishop of Brentwood.

**Diocese of Brentwood
Charity No: 234092**