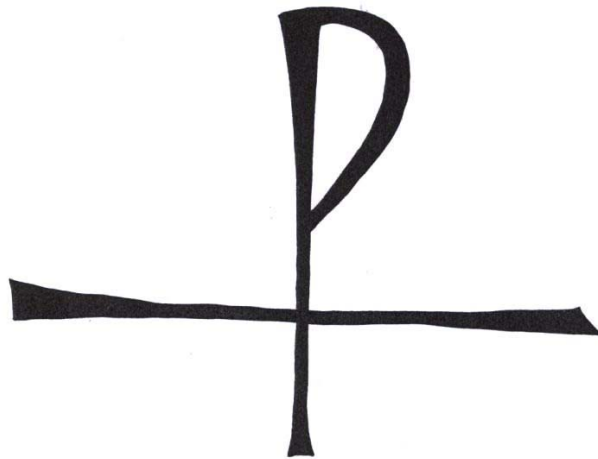


**Archdiocese of Cardiff  
Department for Religious Education  
Catholic Certificate in Religious Studies**



**Student Guidance**

**2009-2010**

**Archdiocese of Cardiff  
Department for Religious Education  
Catholic Certificate in Religious Studies**

**Management Board:**

Mgr R Reardon, VG  
Mrs A Manghan, Director of RE  
Rev Dr P Manghan  
Miss F Bibey

**Administrator: Frances Bibey**

Pastoral Resources Centre 910 Newport Road Rumney Cardiff CF3 4LL  
email: [ccrs@rcadc.org](mailto:ccrs@rcadc.org) Tel: 02920 362599

**CONTENTS**

<b>Contact information</b>	<b>Page 2</b>
<b>Introductory note</b>	<b>Page 2</b>
<b>What does the CCRS require?</b>	<b>Page 3</b>
<b>The Assignment</b>	<b>Page 4</b>
<b>Assessing the assignment</b>	<b>Page 6</b>
<b>Referencing and Bibliography</b>	<b>Page 7</b>
<b>Using the internet</b>	<b>Page 9</b>
<b>Assignment cover sheet</b>	<b>Page 10</b>

**INTRODUCTORY NOTE**

This supplement aims to offer information and guidance about various practical aspects of the Course when studying for the Catholic Certificate in Religious Studies. The usefulness of the information will be relative to the needs of you as a student. If you have not studied for some years, or have no experience of further or higher education, you may find it particularly useful.

In any case, always feel free to ask about any aspect of the course or any related matter.

## **What does the CCRS require?**

Each module requires ten hours of contact time, further reading, and successful completion of an essay or assignment to the value of 1500 words or equivalent.

The Certificate can normally be awarded after a minimum of two years and within a maximum of five years from the date of initial registration.

Credits gained for modules completed within this diocese may be transferred to another diocese, or accredited body, to allow for a continuation of study in another part of the country. It is the responsibility of the student to apply in writing for such credits and to register with the new diocese.

All essays or assignments should be sent (with an assignment cover sheet) by the deadline dates to the

CCRS Administrator, Frances Bibey,  
The Pastoral Resources Centre  
901 Newport Road,  
Cardiff  
CF3 4LL

### **Study options**

There are three options available:

#### **OPTION A: COMPLETING ALL EIGHT MODULES**

Those wishing to be awarded the Catholic Certificate in Religious Studies must attend eight taught modules and successfully complete each Module Assignment.

#### **OPTION B: COMPLETING A SINGLE MODULE**

For those interested in attending and completing the assignment relating to a particular module for personal interest or professional development. Completion of a successful assignment will result in a Module Completion Certificate being issued on request.

#### **OPTION C: ATTENDING A SINGLE MODULE**

For those interested in attending a single module for personal interest or professional development. There is no requirement to complete the assignment and attendance certificates will be issued on request. (Please note: There is also a requirement for participants to have at least 80% attendance per module for any certificates to be awarded.)

## The assignment

### **A successful assignment is**

- well conceived
- well organised
- well written

### **It is:**

- an organised collection of ideas
  - related to the question
  - reflecting the reading which you have covered
  - carefully written
  - professionally presented.
- **An organised collection of ideas:**
    - Whose ideas?
      - Church teaching/theologians/scripture scholars
      - My own ideas
    - Where do I find them?
      - Suggested reading
      - Internet
      - Wider selection of reading if time/availability allow.
    - How do I organise the ideas?
      - Prepare an outline of the main points as a plan
      - Use paragraphs to introduce each new idea
      - Write your introduction at the end when you know what you have said and can introduce it properly
  - **Related to the question:**
    - Always make sure that the question is addressed
    - Avoid anything that is irrelevant
    - Be aware of the difference between 'describe' and 'discuss'
    - Don't be too wide-ranging (answer the question)
  - **Reflecting your reading:**
    - Reading broadens your understanding
    - Try to read both sides of an argument
    - Present both sides
    - Do not steal ideas! (plagiarism)
  - **Carefully written:**
    - Spelling
    - Punctuation
    - Grammar
    - Use the computer – spell check and grammar check.
  - **Professionally presented:**
    - Neatly typed
    - Well spaced

## Putting the assignment together:

Read the essay/assignment titles carefully

- Choose your assignment
- Decide on your particular focus
- Read your session notes, handouts and suggested Bibliography
- (consult the tutor if you need further advice)
- Make relevant notes from the books you are reading
- Write out a plan

The following suggestions may be useful:

- Make a summary of what you think you want to say (this should form the content of the Introduction but it will need to be rewritten when the assignment is finished in order to introduce what you actually write)
- Divide this into sections and/or paragraphs
- List the content/title/theme of each paragraph
- Read your notes once more
- Develop your thoughts, themes, reflections, arguments logically
- Note the content of your conclusion
- Check that your Introduction introduces your assignment
- If necessary, talk over your plan with the tutor.
- Begin writing your assignment based on this plan.
- Retain the plan until your assignment is marked and returned to you.

Remember:

1. to type or word process, which is preferable, but clear handwriting is also acceptable;
2. to write the title at the beginning of the assignment as well as on the title page;
3. to give a source for every quotation including the page number;
4. to give website addresses and dates accessed;
5. to include your Bibliography on a separate page;
6. to include the number of words;
7. to include an Assignment Cover Sheet completed at the top;
8. to keep a copy of your completed assignment.

To sum up:

The assignment should demonstrate:

- adequate reading;
- fulfilment of the learning outcomes as listed in the module description;
- ability to assimilate, reflect on and criticise the material studied;
- skills necessary to communicate the substance of the study from an adult Christian stance.

## **Assessing the assignment**

The Archdiocese of Cardiff currently has three responses to submitted assignments:

- the assignment is sufficient for the candidate to have successfully completed the module
- the candidate must resubmit the assignment in the light of the tutor's comments
- Following resubmission, the assignment has still not met the required minimum standard.

### **A) The successful assignment will exhibit the following characteristics:**

#### **Knowledge and Understanding:**

- There is an adequate level of knowledge and understanding of the relevant material;
- An acceptable range of resources/experts is used.

#### **Argument and Analysis:**

- Where analysis is required, there is some attempt to evaluate alternative points of view

#### **Structure and Coherence:**

- Material is organised logically and is focused on the question.

#### **Presentation:**

- 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 is made.

### **B) The unsuccessful assignment (which may be resubmitted following the advice of the tutor) will exhibit the following characteristics:**

- a significant amount of the work is not the participant's own,
- the work displays all, or some, of the following limitations:
  - 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 the specified word count.

## Referencing and Bibliography

There are several ways of referencing works in essays. The two main ones are the Oxford system and the Harvard system. The Oxford system uses footnote numbers and references at the bottom of the page or at the end of the essay. The Harvard system does not use footnotes but incorporates references into the body of the text. This is the preferred method for most academic work.

### Harvard method of citing a work in the text.

All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised. In the Harvard System cited publications are referred to in one of the forms shown below:

#### **Single author:-**

- White (1995) regards the move away from a religious basis of education as a sign of intellectual and personal maturity.
- There is a growing sense of alienation (Nichols, 1978) especially when life, work and relationships become fragmented

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets

- Francis (2002b) has drawn attention to the disparity between practising Catholics, sliding Catholics and lapsed Catholics.

#### **Two authors:-**

- There is little difference between Catholic and other students regarding their appreciation and experiences of Catholic schools (O'Keefe and Zipfel, 2003, p. 5)

#### **More than two authors:-**

- Benner *et al* (1996) conclude that . . .

#### **If more than one citation is referred to within a sentence, list them all in the following form, by date and then alphabetically:-**

- There are others (for example, Haldane, 1999; McCleod, 2004), who, like Arthur, believe that there has been a general 'dumbing-down' of Catholic teaching and spirituality.

### Harvard method of quoting in the text

When quoting directly in the text use quotation marks as well as acknowledging the author's name, year of publication and page number of the quote in brackets.

Short quotations e.g. up to 2 lines can be included in the body of the text:-

- Weir (1995) states that 'defining roles and their remits is not simple' (p.10).

Longer quotations should be indented in a separate paragraph:-

- Thomas and Ingham (1995) in discussing staff development state that: 'Development is infectious, and staff who previously have recoiled from undertaking a degree or conversion course have been encouraged by the success of others' (p.33).

**If part of the quotation is omitted then this can be indicated using three dots:-**

- Weir and Kendrick (1995) state that 'networking is no longer . . . within the male domain' (p.88).

**Secondary referencing**

Secondary referencing is when one author is referring to the work of another and the primary source is not available. You should cite the primary source and the source you have read e.g. (Fiedler and Chemers, 1974, cited in Douglass, 1996).

Secondary referencing should be avoided if at all possible.

**Harvard method of listing resources at the end of the text**

Resources should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995a, 1995b etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should either be in italics or underlined.

**A Sample Harvard Style Bibliography**

*Examples:*

Bishops' Conferences of England, Wales and Scotland, (2004), 'Final Statement of Holy Land Conference', *Briefing*, vol. 34, no. 2, pp 34 – 35

Charpentier, Etienne, (English Translation 1982), *How to Read the Old Testament*, SCM Press, London

De Sanio, Frank, and Boyack, Kenneth, (1993), *Creating the Evangelising Parish*, Paulist Press, Mahwah, New Jersey

De La Salle Provincialate, (2002), 'Citizenship and Values in a School', *Lasallian*, vol. 1, no. 18, p1

Masterson, Joseph, (1982), 'Genetic Counselling', in: Maurice Reidy, (ed), (1982), *Ethical issues in Reproductive Medicine*, Gill & MacMillan Ltd., Dublin, pp. 12 -20

Peck, M. Scott, (1987), *The Different Drum*, Rider & Co., London

Rafferty, K. (2002), 'Flashpoint Kashmir', *The Tablet*, vol. 256, no. 8416, pp 4 - 5

Sanders, David, (2003a), 'Dialoguing with the Truth', *Priests and People*, vol. 17, no. 1, p 2

Sanders, David, (2003b), 'Partners in Power', *Priests and People*, vol. 17, no. 2, p 48

Note that because there are two articles by Sanders from the same year, a letter is added to the date.

## **Using the Internet**

A great deal of material is available on all kinds of subjects on websites, but it is not all of the same quality. When you use a search engine such as Google you may find yourself accessing websites belonging to individuals or groups with some very curious agendas on religious topics. It is not easy to evaluate these websites for someone who is just getting to know the subject area.

Such is the peculiarity of some of the views offered even on what look like mainstream, well-funded sites, that if you were to include them in an assignment they are usually easily spotted by the tutor. It is also quite easy to check up on parts of essays that look suspiciously like they have been 'lifted' from websites and simply plagiarised.

What we offer below is a list of sites that have been checked by competent people in the subject areas of the modules of the CCRS. Using these sites will give you access to some sound ideas.

### Useful websites

<http://www.ntgateway.com>

- Access to various New Testament websites

<http://www.torreys.org/bible/>

- Studies on biblical themes

[http://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/index.htm](http://www.vatican.va/archive/hist_councils/ii_vatican_council/index.htm)

- Text of Vatican II documents

<http://www.vatican.va/archive/ccc/index.htm>

- Text of Catechism

<http://www.christusrex.org/www1/CDHN/ccc.html>

- Text of Catechism

<http://www.shc.edu/theolibrary>

- Theology resources

[www.linacre.org/](http://www.linacre.org/)

- Material on medical ethics

<http://www.nccbuscc.org/>

- Website of American bishops

[www.catholic-ew.org.uk](http://www.catholic-ew.org.uk)

- English & Welsh bishops website

<http://www.lasalle.edu/~dolan/bibliography/Jesus.htm>

- Bibliography for Christology

### **Bibliographies and other websites**

Each CCRS tutor will provide an additional list of resources to explore.



**Archdiocese of Cardiff**  
**Department for Religious Education**  
**Catholic Certificate in Religious Studies**  
**Assignment Cover Sheet**  
(To be used with every assignment)

Name of student: \_\_\_\_\_

School or parish name: \_\_\_\_\_

Module: \_\_\_\_\_

Tutor's name: \_\_\_\_\_

Date of module attendance: \_\_\_\_\_

Date of assignment submission: \_\_\_\_\_

Please send to:  
Frances Bibey  
CCRS Administrator  
Pastoral Resources Centre  
910 Newport Road  
Rumney  
Cardiff  
CF3 4LL  
ccrs@rcadc.org

\_\_\_\_\_  
Tutor's comments; \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Successful completion of module  (Please sign)

Resubmission required  (Please sign)

Unsuccessful completion of module  (Please sign)