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**A C A D E M I C S**



***Bachelor of Ministry***

***Assignment***

***Guide 27a***

**AG27a**

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***Mentoring through Advanced e-Learning Technology***

## Assignment Guide — Phase 27a

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# The Assignment Guide 27a

This is the first part of the assignments for the Bachelor of Ministry. It consists of seven modules with 16 assignments and four skills of which one is an IT skill. This guide only describes the assignments. The Praxis book MPX27a deals with the skills and does some preparation for the 16 assignments as well. Please consult Assignment Guide 27b for the next 11 assignments.

## Module 1 – Biblical Studies

### Introduction

This module contains three assignments, one on the first field and two on the second field:

#### 1. Old Testament Survey

#### 2. New Testament Survey

- In the Old Testament Survey you venture out on the interpretation and application of the Old Testament to everyday living.
- In the New Testament Survey A you will study how the kerygma embodies the gospel message in both the Synoptic Gospels and the Gospel of John.
- In the New Testament Survey B you will focus on the teachings of the Apostle Paul according to his epistles.

### Introduction

This course reflects important aspects pertaining to the foundation of every believer's life, namely the Scripture. Studying the New Testament can be an exciting – and intimidating – experience. On the one hand it gives you direction and comfort. On the other hand it is so overwhelming because there is so much to learn.

The Bible is a high stake Book. Those who believed in the Bible as God's Word have risked their lives for it by either refusing to hand it over to hostile authorities or by taking risks to smuggle Bibles to eager readers behind the Iron Curtain. More copies of the Bible have been printed than any other single book in human history. The reason Christians take the Bible seriously is because they believe it has shaped the world in which we live and no one is free from its influence. And the simple fact that you are taking this course is a proof that you are also taking it seriously.

The reason why studying the New testament is worthwhile is twofold: **Firstly**, the New Testament is the fulfilment of God's saving work which started in the Old Testament to undo sin's consequences. The New Testament is God's new covenant with His children through Jesus Christ who came as the Saviour the Old Testament awaited. **Secondly**, study of the New Testament is important because it mediates God's presence, is of ultimate personal significance and is foundational to cultural literacy.

Studying Scripture will help you avoid misinterpretations based on preconceived ideas and what is erroneously attributed to reliance on the Holy Spirit, and to have the appropriate historical foundation for understanding and applying its teachings.

## First Assignment (Old Testament Survey):

In Administrative Management you will study different aspects pertaining to the administrative management of the local church activities, including information management.

### Outcome

The candidate knows how to interpret and apply the Old Testament to everyday living.

### Objectives

At the end of this module the candidate must be able to:

- Recognize the unity of the Old Testament in terms of its message.
- Demonstrate an understanding of the Old Testament as prelude to the New Testament.

### Introductory notes

Of all the literature that has come to us from the world's ancient civilizations, none is as fascinating – or as provocative – as the Hebrew Bible. It is highly esteemed by three of the world's great religions – Islam, Judaism, and Christianity – and yet to many people it seems perplexing to read, and difficult to understand.

So how can we make sense of its contents in a way that says something to people living at the beginning of the twenty-first century? Ever since the Enlightenment, generations of experts have tried to answer that question in relation to the needs of their own day. But they also emphasized that, if we are to understand the books of the Hebrew Bible at all, then we must begin by asking what they originally meant when they were written.

This module to the Old Testament takes full account of all these developments and we trust that at the end you will have acquired extensive knowledge on the Old Testament.

### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### Recommended books

The following CLT student guides:

- All CLT study guides on the Old Testament (E123).

### Other books and resources on the Internet:

- Look for articles and books with the title "Old Testament Message". Also see: Shadows in the Old Testament, OT Prophecy, Jesus in the OT. (Write out OT for better results)

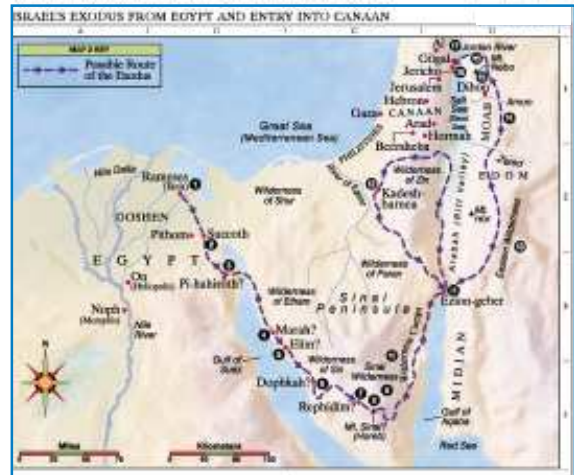
See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)



## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Write an essay on the book Exodus as narrative literature. Use the following headings as a guideline:
  - a. The content of Exodus;
  - b. The structure of Exodus (to understand the meaning of the book);
  - c. The message of Exodus.
2. Discuss the righteousness of God according to the book Job. What message does this book convey?



## Reading topics

Read up on **ONE** of the following two topics:

3. The content and meaning of Esther as post-exilic historical book.
4. The aim and message of Isaiah.

## Second Assignment (New Testament Survey A):

### Outcomes

The candidate is able to explain how the kerygma embodies the gospel message in both the Synoptic Gospels and the Gospel of John.

### Objectives

At the end of this module the candidate should be able to:

- Explain the emphasis each evangelist puts on his Gospel.
- Explain in which way the Gospel of John differs from the Synoptic Gospels.

### Introductory notes

**New Testament Survey A** will focus on the introductory questions (authorship, date, place of writing, outline, purpose and characteristics) and the theology (central themes, Christology, Pneumatology, Eschatology) of the Synoptic Gospels and the Gospel of John.

The Bible has shaped the world in which we live, and no one is free from its influence. The New Testament is the testament of God's saving work in more recent times and announces the Saviour the Old Testament awaits. Study of the New Testament is important because it mediates God's presence, is of ultimate personal significance, and is foundational to cultural literacy. The New Testament canon is an authorized collection of writings that came together over a span of three centuries. It was given to the church for teaching, for reproof, for correction, and for training in righteousness (2 Tm 3:16). One should study the New Testament in order to avoid misinterpretation based on preconceived ideas and what is erroneously attributed to reliance on the Holy Spirit, and in order to acquire the appropriate historical foundation for understanding and applying its teachings.

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guides:

- The following CLT study guides on the New Testament: E125, E125B, E126, E127.

## Books and resources on the Internet:

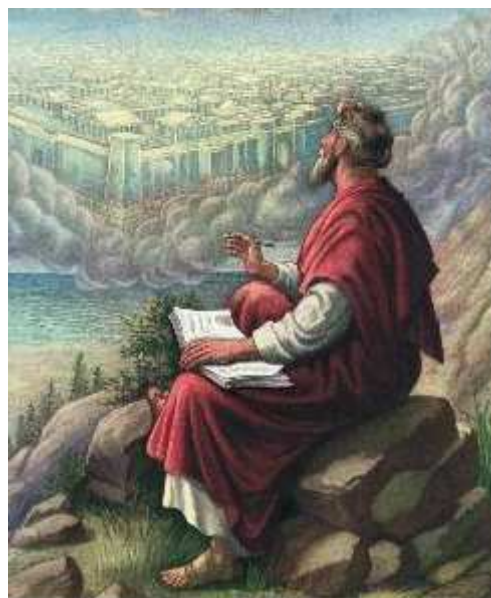
- Look for articles and books with the title "New Testament Survey", and "Synoptic Gospels". Also see: Gospel of John, Letters of Paul, General Letters of the NT.
- Do a search on the related issues of the field. Christology, Pneumatology, Eschatology

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Write an essay on **ANY ONE** of the Synoptic Gospels and give attention to the following:
  - a. The authorship of the Gospel;
  - b. The date and place of writing;
  - c. The outline of the Gospel;
  - d. The purpose and characteristics of the Gospel.
2. Explain the synoptic problem by using the following three headings:
  - a. The nature of the problem at the hand of the following Scriptures: Matthew 8:23-27  
Mark 4:35-41; Luke 8:22-25
  - b. The origin of this "problem"
  - c. The lesson you have learned from the synoptic problem.



## Reading topics

Read up on **ONE** of the following two topics:

3. The main characteristics and objectives of the Synoptic Gospels and the Gospel of John.
4. The Pneumatology of the Synoptic Gospels and the Gospel of John.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover **all three** the topics.

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

## Third Assignment (New Testament Survey B):

### Outcome

The candidate is able to explain the life and teachings of the Apostle Paul.

### Objectives

At the end of this module the candidate should be able to:

- Comprehend the aim and message of Paul's letters.
- Discuss Paul's position on legalism.
- Summarize Paul's teaching on redemption, the cross and the resurrection.
- Illustrate how Paul related ethics to theology.

### Introductory notes

New Testament Survey B will focus on the introductory questions (authorship, date, place of writing, outline, purpose and characteristics) and the theology (central themes, Christology, Pneumatology, Eschatology) of the Pauline Epistles.

**VERY IMPORTANT:** You should familiarize yourself with Paul's missionary journeys in order to understand how his epistles fit into the picture. It will help you understand the circumstances of the assemblies and why he addressed the epistles to them.

### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### Recommended books

The following CLT student guides:

- All CLT study guides on the New Testament (E129, E130, E131, E132, E133, E134, E135, E136, 137, E138).

### Books and resources on the Internet:

- Look for articles and books with the title "The Apostle Paul". Also see: Missionary Journeys, Teachings of Paul the Apostle.
- Do a search on the related issues of the field.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)



## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Write an essay on the Apostle Paul's missionary travels. Give attention to the following points:
  - a. How Paul's letters fit into his travels;
  - b. State in short the reason for writing each of the letters, the problem Paul addressed as well as the message of each of the letters.
2. Discuss Paul's view on grace and law according to the book of Galatians.



## Reading topics

Read up on **ONE** of the following two topics:

3. The Apostle Paul's view on the Second Coming of Christ as expressed in the books of Thessalonians.
4. Discuss the following statement: "Paul's letters go beyond theological teaching and religious directives. Principles and precepts regulating practical behaviour, both individual and social, permeate his writings." [This refers to Paul's view on ethics!]

## Guidelines for the assignments

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.





## Module 2 – Proclaiming Christ

### Introduction

This module contains three assignments, one on each of the following three fields:

#### 1. The Message of Christ

#### 2. Missions — Biblical Foundation

#### 3. Jesus — His Person

### Introduction

This subject reflects important aspects pertaining to the “go” part of the Great Commission (Matt. 28:19-20 & Mark 16:15).

The module on **the Message of Christ** and **World Missions** will inform you of important realities of the missionary’s challenges and will also equip you with the important underpinning knowledge and skills that are needed by those involved in missions and preaching.

The question may arise as to why World Missions are included in the Diploma in Shepherding. Modern communication and travel systems have made the world of today a much smaller place than before. Social, economical, political and other patterns have changed dramatically. The church environment has not been free of the radical changes in its environment and composition over the last decades. Different cultures are coming into close contact at a faster rate and larger measure than ever before.

Even though you may never become a “professional missionary” in a foreign country, your close surroundings probably already display a remarkable cultural and religious diverse composition. This will in itself pose challenging demands to the knowledge and skills of probably the church as a whole, but most certainly to that of church leadership.

- In Jesus – His Person, you will learn how to apply the Biblical principles and Lordship of Christ in your personal Christian life, as you get to know who He is.

### First Assignment (The Message of Christ):

#### Outcomes

The candidate can develop a sound strategy to bring the message of Christ for each (different) cultural environment.

#### Objectives

At the end of this module the candidate should be able to:

- Outline the process of developing a mission plan for a country.
- Design a strategy for winning people to Christ cross-culturally.
- Provide a means of networking with other organisations in order to promote missions through synergy and the serving of mutual interests.

- Show an understanding of using printed media and technological advantages in missions.

## Introductory notes

At the heart of missions lies the **Great Commission** (Matt. 28:18-20; Mark 16:15-18). Jesus did not merely command His followers to make **believers** of all the nations, but to make **disciples**. The implications go far beyond moving someone to recite the so-called sinner's prayer and labelling them as **reborn** at the close of the prayer!

Sheep can only reproduce sheep. In the same way believers will only be able to reproduce believers. **Disciples are needed to make disciples!**

It is important for candidates to have a clear understanding of the concept of discipleship within the context of the culture(s) the Bible was written in, in order to honestly establish their own position in this regard.

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guides:

- *Gospel Survey* (E125 and E125B – or other NT survey)
- *Gospel of John* (E126 and E127 – or other gospel commentaries)

## Books and resources on the Internet:

- Look for articles and books with the title "Message of Christ". Also see: Holiness, Sermon on the Mount, Jesus Christ, historical Jesus, Kingdom.
- Do a search on the related issues of the field. Christian love and forgiveness.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Describe **personal discipleship** as followers of the Christ in the gospels.
2. Give an exposition of the Sermon on the Mount: **The rules of the kingdom proclaimed.**

## Reading topics

Read up on **ONE** of the following two topics:

3. How did Jesus demonstrate God's **love** and **forgiveness** by His life?
4. Identify the **holiness content** in Jesus' message.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### **Assignment length**

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

## **Second Assignment (Missions – Biblical Foundation):**

### **Outcomes**

The candidate has an understanding of the Biblical foundation of missions.

### **Objectives**

At the end of this module the candidate should be able to:

- Explain the Biblical basis for missions by relating Bible texts to mission practice.
- Provide on a personal testimony basis, a spiritual understanding of the role of prayer, dedication, fasting, and devotion in the context of missions.
- Show the importance of technology for the deployment of a mission strategy by indicating how technological helps can make the proclamation of the Gospel more effective.

### **Recommended reading**

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### **Books and resources on the Internet:**

- Look for articles and books with the title "Mission in the Bible". Also see: Mission trip, principles for a missionary, Christian mission tips, planning of a missionary.
- Do a search on the related issues of the field. prayer, fasting and devorion for missionaries.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

### **Assignment topics**

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Discuss the Biblical basis for missions.
2. Explain the missionary principles we learn from Paul's **life** and **teachings**.

### **Reading topics**

Read up on **ONE** of the following two topics:

3. The role of **prayer**, **spiritual warfare** and **training** in missions.
4. The nature and importance of **research**, **goal-setting** and the compilation of a clear

**mission plan**, also taking into account the importance of technology such as the printed media, sun-powered radios, radio stations, computers and other special equipment.

## Guidelines for the assignment

### Preparation

If you do not have first hand experience of going on a mission trip, it would be wise to enquire by **interviewing** missionaries about their reasons for going on a mission trip, as well as their experiences. Ask them questions such as the following:

- Can they give a Biblical foundation for their actions?
- How did they turn their situations into strategic benefits?
- What specific advice could they give you on your intended assignment?

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

## Third Assignment (Jesus – His Person):

### Outcomes

The candidate is able to explain the importance of Jesus as God and man.

### Objectives

At the end of this module the candidate should be able to:

- Explain the controversies and outcomes of the Church Councils regarding the humanity and Deity of Christ and the doctrine of the Trinity.
- Give an account of the Biblical perspective on the question "Who is Jesus?".
- Demonstrate an understanding of the contribution "modern" theologians (after Chalcedon) made to the Christological and Trinity doctrine.

### Introductory notes

One of the most crucial moments in the Gospels is Peter's confession: 'You are the Christ, the Son of the living God' (Mt. 16:16; if. Mk. 8:29; Lk. 9:20). Jesus himself calls for this confession. He knows that people often talk about him and that many regard him as an extraordinary person. This is shown by the answer to the first question he asks: 'Who do men say that the Son of man is?' The answer given by the disciples indicates that there is a great variety of opinions among the people: 'Some say John the Baptist, others say Elijah, and others Jeremiah or one of the prophets.' Then Jesus

goes on to ask: 'But who do you say that I am?' This is the heart of the matter. In the final analysis every one has to give his own personal answer and make his own personal confession. In recent years this question has again been very much at the centre of theological discussion. The answers given, however, are generally quite different from those given by the Christian church throughout the centuries.

The great battle over Christology was fought in the ancient church.

In recent years, however, we observe the remarkable fact that the ancient dogma is opposed by people who up till now were never regarded as liberal. Many contemporary theologians, from both orthodox Protestant and Roman Catholic backgrounds, are of the opinion that the Christology of the ancient creeds is no longer tenable.

It may be helpful to spell them out a little more explicitly. The following three matters must be mentioned, because they are found – albeit with a differing degree of emphasis – in nearly every modern Christology:



**Firstly**, there is *the exegetical angle*. It is claimed that modern historical-critical exegesis of the New Testament has shown that there is a plurality of Christologies within the New Testament; therefore it is not correct to say that one particular Christology, namely, the high, incarnational Christology of the creeds, is *the* New Testament Christology;

**Secondly**, it is argued that the creeds as they stand are not only couched in the *Greek Philosophical language* of the early centuries, but are also deeply influenced and contaminated by the metaphysical modes of thinking of that period. For this reason the Christology of the creeds cannot be regarded as the Christology, which is binding on the church of all ages;

**Thirdly**, we are told that the ancient Christology does not mean anything to people of this age. We no longer think primarily in **ontological categories**, but modern thinking is functional in nature. The basic question is not: 'Who is Jesus Christ and what, therefore, has he done for us?', but rather: 'What has he done and who, therefore, is he for us?' Moreover, can we really visualize anything at all, when we use such terms as 'incarnation'? The question is: 'Are we sure that the concept of an incarnate being, one who is both fully God and fully man, is after all an intelligible concept?'

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guides:

- CLT study guides on God, Jesus Christ, the Holy Spirit and Church History: (E90, E91, E96, E98, E101, E102).

## Books and resources on the Internet:

- Look for articles and books with the title "Christology". Also see: Chalcedonian Creed and Hypostatic union.
- Do a search on the related issues of the field. Ontological categories.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Describe the doctrinal construction in the Ancient Church on the two natures of Christ (324 A.D.), until the completion of the doctrine of the Trinity (431 A.D.).
2. Discuss the following title of Christ:
  - a. Son of Man;
  - b. Son of God;
  - c. Son of David;
  - d. Lord (Kùrois);
  - e. Messiah.



## Reading topics

Read up on **ONE** of the following two topics:

3. The approach to the creeds the following theologians had: Karl Barth, Jürgen Moltmann and Wolhart Pannenberg.
4. The Christological functions with reference to the images of Christ (e.g. Head of the Church, Lamb of God)

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may mostly reflect management in the business environment, they were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.



## Module 3 – Thematic Teaching

### Introduction

This module contains two assignments, one on each of the following two fields:

#### 1. Themes in Genesis

#### 2. Pneumatology

- In Themes in Genesis your focus will be (among others) on understanding that science is not in opposition to the teaching of the Bible concerning creation.
- The module on Pneumatology you will guide you to take a fresh look at the Holy Spirit as the Spirit of God the Father and God the Son.

### Introduction

This course is meant to help you to develop your practical ability to apply your Biblical Studies and Expository Preaching knowledge. The three modules are almost a summary of our statement of faith. In **Themes in Genesis** we believe in God who created the earth in His Almighty. In **Pneumatology** we believe in the power and work of the Holy Spirit who leads and empowers me to translate my belief into deeds as we teach others to obey all He has commanded.

When Thieliicke (1998 : 33) writes on God as Creator He says that the only way we can understand God is because He was so interested in me that He became small. And then he says: “Today we face the frightening and exciting fact that knowledge is indeed power, and that we men have actually become very powerful. But the problem is that we are not mature enough for our own knowledge and ability, and that ... the unleashed powers of nature threaten to outgrow us. God is also Lord in the world of knowledge and technology. We must learn again to recognize that in reality. Not only is God involved in our eternal blessedness, but, since he is involved with that, he is also concerned with laboratories, test tubes, and computers” (Thieliicke, 1998 : 39) Do not be afraid to study the factual evidence of creation. God wants you to understand how big He is and how vast His creation is. And yet, He allows us to search His creation in depth!

The work of the Holy Spirit can be summed up in Thieliicke’s words (1998 : 218): “In plain words, that means that the miracle of the Spirit takes place in this way: the word which I have believed to be dead and which I have carried about, apparently useless, in my memory since my confirmation, suddenly comes to life.”

### First Assignment (Themes in Genesis):

#### Outcome

The candidate will have developed the ability to give the world a factual answer concerning the relationship between the scientific and biblical approach toward creation.

#### Objectives

At the end of this module the candidate must be able to:

- Discern critically between creationism and evolutionism and be able to point to the implications for our faith in God as Creator.

- Demonstrate a clear understanding of the agenda of science in contrast to the scope of the Bible (with special reference to the importance of the scientific and Biblical sequences of Genesis 1) and be able to explain these logically.

## Introductory notes

### AN APOLOGETIC VIEW ON RELIGION'S IMPACT ON SCIENCE

It may seem strange that a subject on science be included in theological and ministry training. Dr. James Kennedy<sup>1</sup> asks: "Hasn't religion always been the enemy of science?" He believes science most likely would never have come into being if Jesus had never been born.

#### When did modern science come into being?

Many scholars agree that the scientific revolution developed in the seventeenth and eighteenth centuries. We therefore need to consider this period.

#### The origins of modern science.

What is the purpose of science? It is to inquire, to test hypotheses, and then to apply knowledge. This started some 600 years before Christ when **Greek philosophers** began seeking the function of the natural world" Why did their efforts never develop into anything near to modern science? They were seeking non-theological answers for life and the origin of the world. The world was not to be used or changed, for all they were interested in was Greek reason. Understanding of the world was their debate.

It is also true that science would not have originated through the **Hebrew** people, for all they were interested in was to bring praise to the Creator. "The heavens declare the glory of God" (Ps. 19:1).

The **Muslim religion** is dominated by fatalism and, therefore, it holds that there is no point in trying to change things. The conclusion can therefore be made that modern science could not have come into existence amongst the Arabs, in spite of them having kept the writing of Aristotle, which was lost to the Western World.

In a way, the same would apply to the Buddhists and Hindus, for both teach that the physical is unreal. To them, the only reality is that of the world's soul, and the most important truth to learn is that the world is not real.

Modern science could not have developed amongst the animists in central or southern Africa, where living souls are attributed to plants or animals and even among ancestral worshippers.

**Christianity** moulded different strains together and produced what is known today as 'modern science'. This happened because of the basic teaching of Christianity, which says that God is rational and the source of all truth, and that this world is a rational world held together by scientific laws, i.e. the sun rises every morning.

The **philosophical view** of today is often irrational, and therefore it would be impossible for science to develop in such an irrational setting because **laws and regularities control the universe**.

However, the Christian concept of the God, who created a rational world, made the sixteenth century Christians realise that, because He said in Genesis 1:28 that man is to have dominion over the earth, man was to take and shape the natural things of the earth to the glory of God.

Further to this, **Kennedy** says that the doctrine of sin led to the development of science, because the **Reformers** of the sixteenth and seventeenth centuries realised that man was sinful and that human reason was not to be depended upon. Therefore it was necessary for reason to be backed by experimentation, because science is a combination of reason and experimentation.

**Francis Bacon** said that there are two aspects to study: firstly, the **Scriptures**, which reveal the will of God and, secondly, **Creation**, which expresses His power. The study of these two aspects gave rise to 'modern science'.



Further, in all of this we may ask the question: “Why should a Christian be concerned with evolution?” Surely, it is much more important to be involved in living a fruitful Christian life than it is to worry about the distant past?

All of this is true. But what are you going to say to your child when he comes home with questions about the dinosaurs, the ape men and who Adam was? The evolutionary philosophy has impregnated the modern intellectual and social climate, and this is part of Man’s daily thought and discourse.

The theory of evolution is taught as a fact in schools, colleges and universities. Also, many churches have been occupying themselves revising their theology to fit the evolutionary theory. Evolutionism has contributed more to material philosophy of the world of today than any other influence. It is a serious mistake to ignore the impact evolutionism has had on society.

As a pastor or leader your main emphasis should be to defend and argue for **the validity of the Bible** in the face of a number of prevailing thoughts and therefore the study of **Ex Nihilo** is a must for every leader. Remember Romans 1:20 which says that if we want to see God in his glory and power, we must look at the material things created i.e. the universe and the earth. Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student supplementary guide:

- DE VILLIERS, P R 1999. Creation “Ex Nihilo”. South Africa : Christian Life. (E44)

## Other books and resources on the Internet:

- Look for articles and books with the title "Creation Theology". Young and Old Earth.
- Do a search on the related issues of the field.

See Calvary University’s website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. On the following topic: “Defend both in turn the Young-Earth Theory and the Old Earth Theory.” Motivate your answers.
2. How did God create? Base your assignment on Scripture.

## Reading topics

Read up on **ONE** of the following two topics:

3. Compare the scientific sequence of the fossil record to the Biblical sequence of Genesis 1. (Refer also to the Hebrew words in Gen. 1).
4. Study the strength of both the Evolutionary Theory and the Creation Model.



## NOTES TO THE STUDENT:

- Creationism (God made everything) as opposed to evolution (there is no creator - everything has evolved) takes on various forms. It is a very wide field and completing this assignment will be an excellent introduction to this very important discipline.
- Dialogue here means that you will reflect on what he is saying and answer him in your report whether you agree with his views. If you disagree (which you are free to do), give reasons why and motivate your argument. Be factual. Feelings do not count, irrespective of the positions of other researchers or what organisations may propound.
- It is not acceptable to simply 'spiritualise' issues as your response, where you have no factual evidence. You are not studying a typical 'theological' subject. Science and the Bible as a subject, purposely has 80% science and only 20% Bible focus. You need to understand this to benefit from this study. Marking will concentrate more on the factual and logical reasoning only and not as much on spiritual evidence. This will develop your ability to give the world factual answers. Use this opportunity to critically test your own pet theories. Reading Dakes and listening to Kent Hovind alone is not enough!

## Second Assignment (Pneumatology):

### Outcomes

The candidate is able to explain to comprehend the complexity of the doctrine of the Holy Spirit.

### Objectives

At the end of this module the candidate should be able to:

- Explain the emphasis the evangelist John places on the work of the Holy Spirit in his Gospel.
- Explain the Holy Spirit within the Trinity.
- Provide teaching on the Baptism of the Holy Spirit.
- Demonstrate a clear understanding of the Holy Spirit in relation to creation, nature, humanity as a whole and the Scriptures.



### Introductory notes

Seen from a highly doctrinal standpoint there are very few subjects to present as hard as the Holy Spirit. The doctrine of the Holy Spirit is one of the doctrines on which all other doctrines are built. While He is the Spirit of the Father and the Son, He manifests Himself to and through man. Many people today are taking a sudden new interest in the biblical teaching relating to the ministry of the HOLY SPIRIT. For many Christians there has existed real misunderstanding with regard to the Holy Spirit to the point where some are even in the position of the Ephesians who had not even heard that there was a Holy Spirit (Acts 19:2).

There is currently a great necessity for Pentecostal students to make sound biblical, theological and intellectual impact on the academic world. Students need to address the various aspect of Pneumatology such as: The Holy Spirit in the Old and New Testament, the significance of the Spirit for the Church and its message today, the guidance of the Holy Spirit in the life of the believer and unbeliever and the all-surpassing power of God through the Holy Spirit.

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guides can be consulted:

- All CLT study guides on the Holy Spirit (E22, E23, E30, E31, E40, E101, E102).

## Books and resources on the Internet:

- Look for articles and books with the title "Pneumatology". Also see: Gifts of the Spirit..
- Look up all the related terms. Find related issues and terms.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Explain the role of the Holy Spirit in the Fourth Gospel. (Ladd, Richardson). See page 19
2. Discuss Thielicke's exposition of the Holy Spirit in relation to God the Father and God the Son.

## Reading topics

Read up on **ONE** of the following two topics:

3. "The Holy Spirit in relation".
4. "The Baptism with the Holy Spirit".

## Guidelines for the assignment

### Reading

Your reading should reasonably cover **all three** chosen topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

### Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

## **The Work of the Holy Spirit in John**

He is the one through whom the life available in Christ is dispensed (Ch 3). One must be 'born anew' by water and the Holy Spirit. This is the only way to obtain eternal life. This link between water and Spirit (Seen also in Ch 7 vs 38) is unique to the 4th Gospel, but reflects the OT concept of a yearning for God being like thirst - Ps 42 vs 1; Isa Ch 12 etc. Water becomes an expression of the role of the Holy Spirit both to inspire and to satisfy spiritual thirst.

He is the sign of the arrival of the Messianic age (like the Synoptics). In Ch 2, Jesus is the One 'on whom the Spirit rests'. The promise Jesus makes of the Holy Spirit to the disciples is always, future, however, suggesting that perhaps these words, rather than being from Jesus himself, reflect the situation of the evangelist viewing the empowerment of the Church by the Holy Spirit from the post-Easter perspective.

The Paraclete is to be the constant presence of the Father and Son with the disciples to inspire and assure them. He is the "invisible and permanent" replacement for the "visible and impermanent" Jesus. The Paraclete is the One to whom Jesus is referring when he says that "We (ie the Spirit and the Father) will come and make our home with him (ie the one who believes)"

The Paraclete distinctively for John, is 'the Spirit of Truth', for those who have 'seen' Jesus, continuing Jesus' work of revealing truth to them. Indeed Jesus speaks of a future time when truth will be revealed in a way that the disciples cannot accept now. (16:12) The teaching of the Paraclete is not separate from Jesus' teaching, but a continuation and deepening of it. Indeed the Paraclete will not permit Jesus' words to be forgotten, but will recall them to the disciples.

The Paraclete will 'bear witness to Jesus' (15:26). A courtroom scenario of opposition and persecution of those who follow Jesus is envisaged here, and the Paraclete acts as Counsel for the defense, witnessing to the authority of Jesus' teaching. The subject of 'witness' is Jesus, and the Spirit of Truth joins other witnesses, the Father and the disciples, who all witness on Jesus' behalf.

The Paraclete continues the eschatological theme of 'The Last Day'. He convicts the world. (16:7-11) Once again, the context is of a courtroom, this time with the Paraclete as the counsel for the prosecution. The meaning of 'convict' here is that the attitude and dismissive judgement that 'the World' passes on Jesus will be shown to be wrong. In the 4th Gospel, we meet those who believe that Jesus is a sinner, is demonized, is not Jewish, is a blasphemer, a fake messiah, etc. These people will be shown to be wrong. Jesus will be vindicated. In this sense, the Paraclete is the 'Light' by which people will be able to 'see' Jesus, even though He is no longer in the world.

The sin of not believing in Jesus, the righteousness (being innocent) that only comes through believing in Jesus and condemnation that has been passed on the Ruler of this World, will continue to be visible to the world. In fact, it will be visible to the whole world, and not just to the Jews, because Jesus is returning to the Father and only then will the Paraclete be sent, the universal and unlimited presence of Jesus and the Father in the World. He will not make His home with everyone in the world - only believers will have that privilege (14:17,23). But He will be everywhere in the world, particularly where believers are, continuing the work of Jesus in exposing sin and wickedness, and calling those who are Jesus' own.

The Paraclete will glorify Jesus (Ch16:15) The Greek word used has its Hebrew equivalent in 'shining forth' (ie, Shekinah) In the OT 'Shekinah' was used of the Father. Now Jesus too will be glorified, for He is the Light of the World and shares the nature of the Father.

## Module 4 – Pastoral Care

### Introduction

This module contains two assignments, one on each of the following two fields:

#### 1. Psychology — Introduction

#### 2. Pastoral Psychology

### Introduction

This course consists of four modules. In *Introduction to Psychology* attention will be given to the fundamentals of Psychology from a Christian Perspective. In studying man, the psychologist knows perfectly well that a person is a “whole” organism. He knows that he cannot study man in a piecemeal fashion without losing the unity of the man he is describing. But he also knows that he cannot achieve any understanding of man unless he proceeds as if man could be studied per piece. He has no choice, for man-as-a-whole is just too big a piece for any scientist to handle with the instruments and concepts available. This bit of scientific fiction has proved to be profitable, not only for psychology but for all sciences. Taking a whole, breaking it down into parts, and studying each part intensively constitutes a common method of science. This is the method of analysis. In studying man, we break down our inquiry into five different parts. **Firstly**, we analyse the operation of hereditary mechanisms and their interaction with environmental factors in order to determine the course of his growth and development. **Secondly**, we turn to the study of his perceptions - how he sees, hears, smells, tastes, and feels the world about him. **Thirdly**, we examine man as he attempts to adapt to the demands made upon him - how he solves problems, learns, remembers, and forgets. **Fourthly**, we concern ourselves with the motives and emotions of man - his needs, desires, aspirations, fears, and loves. **Finally**, we consider man as a unique and whole individual - we look into his abilities and personality and his social relations with other men.

But what the psychologist tears asunder, he also seeks to join together. He uses not only the method of analysis but also the method of synthesis; he puts the analysed parts together to recreate an abstracted but scientifically useful facsimile of the original whole.

*Pastoral Psychology* consists of the Psychology of Religion and the pastor as nouthetic counsellor. Christianity and psychology are related, including the “psychology against theology” position. This position attempts to apply psychological approaches to the understanding of religion, thus producing what is often called the psychology of religion. The psychology of religion attempts to find psychological factors in religious belief and practice. Scholars in the field of the psychology of religion reacted as follow on the question “why people are converted to Christianity”. *Freud* would emphasize the desire for a cosmic father figure, as well as excessive guilt instilled by preachers during sermons, guilt that is then only partially rectified through neurotic compulsive rituals. *Jung*, on the other hand, would say that people are converted because they are responding to the inherent archetype of God. *Maslow* might describe the act of becoming a Christian as a peak experience, possibly followed by others as a part of one’s religion. *Allport* might emphasize that religion validates one’s prejudices and that religion may involve a putting down of others in favour of one’s own social group.

These views may be contrasted with the theological view that conversion is made up of three components. **First**, the person repents of sin, turning from it in response to conviction by the Holy Spirit. **Second**, there is forgiveness of sin through Christ’s work on the cross. **Third**, there is a rebirth, the start of a new life in Christ.

*Is the theological view compatible with the four psychological viewpoints?*

*Freud's theory* reminds us that we need to let the Holy Spirit convict sinners rather than manipulate people from the pulpit (Collins 1969, 144-58). *Jung* gives us a motivation for conversion: we lack wholeness apart from God. *Maslow* describes part of the emotional component of faith, even though it is not central to faith. Finally, *Allport's* research reminds us that genuine Christianity moves us away from prejudice.

Jay Adams calls his approach nouthetic confrontation. While psychology gives us insight in human behaviour, religion (our relationship with Christ through His Word) gives us your direction how to admonish people with personal problems.

## **First Assignment (Psychology – Introduction):**

### **Outcomes**

- The candidate understands the need to have a firm foundation in psychology in order to have a better understanding of people.

### **Objectives**

At the end of this module the candidate should be able to:

- Explain the biological basis of behaviour.
- Understand the importance of sensation, perception and emotion in people's lives.
- Show how our knowledge of psychological issues like motivation, learning, self-esteem and intelligence add to our knowledge of human behaviour within the family, social life and work environment.

### **Introductory notes**

To understand the uniqueness of an individual, we first consider the process of conception and the mechanisms by which the genetic endowments of the parents combine to determine the hereditary base upon which the individual must build. We find here the first clues to the understanding of the two great generalizations that can be made about living creatures: each individual is unique. Since the behaviour of the organism is always limited and directed by its anatomy and physiology, the psychologist's study of the behaviour of the child has gone hand in hand with his study of the biological growth of the child. Out of these studies, conducted in several complementary ways, have come a number of developmental principles relating function (behaviour) to structure. These principles tell the story of the development of the human being in terms of integrated changes in structure and function. And we find that in general the story is also one of gradual, systematic unfolding of more and more complex systems. All of this, and everything that follows, therefore, implies of course the essential role of the brain and nervous system in behaviour. It is, therefore, very important to understand the structure and function of man's nervous system in order to understand behaviour.

### **Recommended reading**

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guide:

- Introduction to Psychology. South Africa : Christian Life. (PSY)

## Books and resources on the Internet:

- Look for articles and books with the title "Psychological ...". Also see: Behaviour, esteem, intelligence, rehabilitation, identity crisis, social life, work environment.
- Do a search on the related issues of the field. Find related issues.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment

Do all sections of the assignment. **The idea is for you to comprehend** and not to elaborate on the content of this module:

1. Give an outline of the brain and nervous system as basis of behaviour. (2-3 pages)
2. Describe in short the role of sensation and perception in organizing our style of living. (2-3 pages)
3. What is emotion and how can emotions be utilized in behaviour? (2-3 pages)
4. Give an outline on what motivates people to do the things they do. (2-3 pages)
5. Discuss in short the difference and influence of learning and conditioning in human behaviour. (3-4 pages)
6. How can memory and cognition be implemented in building self-esteem? (4-5 pages)

## Reading topics

7. Search for and read up on the discussion of the question whether Psychology is an acceptable discipline in Biblical terms. How does this influence your personal position in this regard? See the resources on the CD-rom.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover the topic of financial bookkeeping.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.



## Second Assignment (Pastoral Psychology):

### Outcome

The candidate understands that psychology and religion are oth God given instruments to benefit the individual.

### Objectives

At the end of this module the candidate should be able to:

- Give a balanced approach toward an understanding of the psychology of religion.
- Explain the nouthetic approach to counselling.
- Demonstrate the ability to solve problems nouthetically.
- Explain the principles of nouthetic techniques

### Introductory notes

Pastoral Psychology refers to two components: pastoral, and psychology. The pastoral side refers to the spiritual caring of people. The psychological side refers to the theoretical understanding of people. Both, however, are dependant on a method, a model, a technique and skills to achieve their goal in helping people. The **method or methodology** refers to the procedure that is being followed. The methods that a Christian counsellor uses are very important. Christian methodology involves a moral question that should always be answered by the therapist in practice. What we do to another and how we do it is tightly bound up by what we believe about man. Christian methodology, therefore, is conditioned radically by Christian beliefs. Christians insist that counselling methodology necessarily must grow out of and always be appropriate to the Biblical view of God, man and the creation. Where this is not the case, we find a reaction that insists Psychology and Biblical counselling are mutually exclusive.

Counsellors find themselves in situations where they have to confront, support, enable, advise and empathise. To do so, specific skills are needed. These skills are really answers to “how” questions; they are demonstrated abilities of the counsellor to observe, to enable, and to communicate as well as at the same time to apply different techniques aimed at reaching goals in helping the counsellee.





## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

- Most introductory readers to Psychology and Counselling should contain the information needed to complete the assignment and reading topics. Additional material has also been included on the B. Min. resources section of the cd-rom.
- ADAMS, JAY E. 1970 (1976). *Competent To Counsel*. USA: Presbyterian and Reformed Publishing Company.

## Books and resources on the Internet:

- Look for articles and books with the title "Pastoral Psychology". Also see: Counselling.
- Look up these terms.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

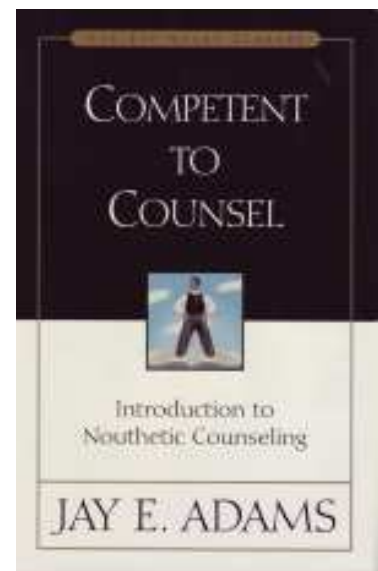
## Assignment topics

Do all sections of the assignment. **The idea, once again, is for you to comprehend** and not to elaborate on the content of this module:

1. Discuss the following:
  - a. The development of the concepts of God in infants, preschoolers and primary schoolers.
  - b. The facilitation of spiritual growth in infants, preschoolers and primary schoolers. (3-4 pages)
2. Give an outline of the different abnormal psychological disorders that can be distinguished. (1-2 pages)
3. Explain the nouthetic counselling approach and how the techniques can be utilized in solving problems. (6-8 pages)

## Reading topics

The church world seems very much divided on the Theophostic counselling technique popularised by Dr. Ed Smith. Some label it as unbiblical, while others claim positive results leading to the manifest fruit of the Spirit in the lives of those touched by the application of this technique. Search for and read up on the discussion of the question whether Theophostic counselling is an acceptable technique in Biblical terms. How does this influence your personal position in this regard? See the CD-rom also.



## From Nouthetic Counselling to Biblical Counselling

Adams' movement found traction among conservative evangelicals because it started out from a Protestant, Reformed creedal perspective. It was therefore confined to a particular constituency. The battle with evangelical psychotherapists also happened within this constituency. Powlison details their critique. On each of Adams' six points, the **evangelical psychotherapists (EPs)** agreed with him in part, but found his thinking narrow, superficial and underdeveloped.

**First**, the EPs agreed that the Bible needed to be the filter for all psychological knowledge and therapy. However, they critiqued Adams on two points. They argued that his own use of the Bible was biblicist rather than biblical. Adams' approach to the Bible relied on proof-texting, concordances and word studies. He took verses out of context and pressed them into his agenda, pulling whole diagnoses and counselling methodologies from a collection of verses. They also suggested that he was inconsistent in his understanding of God's common grace revelation through science and how it related to the Bible. Adams was happy to incorporate physiological insights from science, but not happy with the application of psychological theory and research.

**Second**, the EPs agreed that sin was the core of the human problem. But they critiqued Adams for being too behaviouristic in his understanding of sin. He saw sin in terms of behavioural patterns diverging from God's law. Much of his prescription for change involved 'putting off' old behaviours and 'putting on' new godly behaviour patterns. The EPs argued that he missed out the internal dynamics of the heart. For Adams, behaviour directed feelings. For the EPs Adams lacked a clear understanding of motivational factors, like desires, values and beliefs that drive behaviour. They argued that Adams had a thin view of sin and an over-emphasis on the strength of conscience and will power. Adams emphasised change and the relief of guilt feelings through behaviour change. The result was Reformed Calvinistic theology that turned into a new form of Pelagianism in practice.

**Third**, the EPs agreed that social and physiological factors did not cause sin, but critiqued Adams for neglecting the shaping influences of social, economic, political and biological factors. These themes were underdeveloped in Adams leaving the impression that sin happens in a historical vacuum with no context shaping it. The important element he missed was that counselees are often sinners who are also sinned against. This required a more nuanced approach than the confrontational and over-simplistic approach of Adams' nouthetic counselling which underplayed these dynamics.

**Fourth**, although Adams commended the gospel for change, in practice his critics said that he commended relief from guilt by a combination of forgiveness and behavioural change. Behaviour was given a role in the change process that denied grace. Instead the EPs insisted on free grace that changes the identity of the sinner, making them guilt free. Behaviour change would come from this new identity rather than functioning as a causal component. They accused him of a counselling model led by law and will power rather than led by grace and identity.

**Fifth**, to the EPs Adams' insistence on the pastor as an authoritative counsellor was problematic. They agreed that the church had been ineffective in pastoral care and pastors needed training. The problem was that Adams' primary mode of counselling was confrontation. He missed out other forms of speaking: encouraging, compassion, bearing with each other. The full range of biblical methodology was ignored by Adams. This also stood as a further example of his proof-texting approach to Scripture and his tendency to hang too much of his model on a few verses. The emphasis on the confrontational mode also meant scant attention was given to the relational dynamics of the counselling relationship.

**Sixth**, the EPs enjoyed some of Adams' critique the kind of Christian counselling that amounted to no more than secular counselling with a sprinkle of Bible verses. However, they criticized Adams' failure to engage properly with psychology in his polemical writings. He was accused of not reading original sources, setting up straw men and misrepresenting secular psychologists. Some of these criticisms came from John Bettler, Adams' own disciple and recently retired head of CCEF. In particular EPs thought Adams could learn from the Rogerian counselling approach that he lambasted so much. Rogers may have counselled without a biblical understanding of the human, but he had at least developed an approach that took relationship seriously in the counselling process – something Adams' critics said he had not done.

Review by Jonny Woodrow, PhD social psychology.

## Module 5 – Systematic Teaching

### Introduction

This module contains two assignments, one on each of the following two fields:

#### 1. Christian Ethics

#### 2. Christian Education

- In Christian Ethics you will learn how to apply the Biblical principles and Lordship of Christ on the tough issues of our day.
- Christian Education will help you to apply the principles of didactics in formal and informal teaching situations.

### Introduction

This course is meant to help you to develop your practical ability to apply your Biblical Studies and Expository Preaching knowledge. **Christian Education** has everything to do with our Christ-like life as His disciples to teach others to obey all He has commanded.

Athanasius said: “God became in Christ what we were, so that we can become in Christ what God expects us to be.” That is exactly what Christian Education wants to achieve: teaching Christ’s followers to observe all things whatsoever He has commanded.

### First Assignment (Christian Ethics):

#### Outcomes

- The candidate is able to make a moral difference.

#### Objectives

At the end of this module the candidate should be able to:

- Give an exposition of the Bible ethos.
- Demonstrate a sound knowledge of an ethical value system based on the Bible.
- Provide clear guidelines on moral issues, for example abortion, euthanasia, pornography, gambling, sexual matters and homosexuality.

#### Introductory notes

This module is composed in order to enhance the development of your thinking skills. It is a test to improve your knowledge and understanding of Christian Ethics and its principles. Thinking means research, theorizing, focus, critical evaluation of what others have to say, forming your own motivated opinion, being teachable and to permit yourself to be corrected, openness to change your perspectives, growing by allowing the knowledge to inform and enrich you. For this reason we formulated the assignment in such a way that it will assist you to think and to stretch your mental ability.

#### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for

this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Prescribed book

The prescribed book is the only material you should need for this module. However, an adequate collection of writings has been included on the accompanying CD-ROM for you to meet more than the minimum requirement. You may, however, find your own resources.

- CAIN, MIRIAM 1999. *Make a difference. A Christian action book for Southern Africa.* Cape Town: Africa Christian Action.

## Books and resources on the Internet:

- Look for articles and books with the title "Ethics" and "Christian Worldview".
- Do a search on the related issues of the field. Capital punishment, abortion, euthanasia, stem cell research, cloning, gun control, prayer in schools, GE in food production.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Read Appendix C ("*Essentials of a Christian Worldview*") in the prescribed book. Write now your own Scriptural founded Ethical Code which you will apply in addressing ethical issues.
2. Enter into dialogue with the author (Miriam Cain) of the prescribed book and discuss any two moral issues with her.

Dialogue here means that you will reflect on what she is saying and answer her in your assignment.

- Do you agree with her views?
- If you differ on certain issues, can you motivate your arguments?
- Is there anything that you can add to the issues that she is discussing?

## Reading topics

Read up on **ONE** of the following two topics:

3. Abortion: Pro-life and pro-choice.
4. Genetic Engineering (GE) used for food production enhancement.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover **all three** chosen topics.

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

**Assignment length** Ten typed pages pages of approximately 2500 words, maximum 3000.

## Second Assignment (Christian Education):

### Outcomes

- The candidate is able to understand Christian Education as an extension of Christ's command to teach and observe all things He has commanded.

### Objectives

At the end of this module the candidate should be able to:

- Prepare a lesson on a variety of topics in order to present a lecture to either children of different age groups or adults.
- Demonstrate the ability to do research and show the ability to use research books, dictionaries, and the Bible in giving lectures.
- Demonstrate an understanding of didactics in teaching methods in order to make the lesson/presentation effective and that learning takes place.
- Demonstrate an ability to make use of learning aids like flip charts, overhead projectors, and slide shows/computer aided teaching, white board or black board.

### Introductory notes

Much has been written about teaching that is Christian but even a brief survey of the material quickly shows that the literature focuses upon *the content* of what is taught rather than *the communication* of how it is taught. Certainly the basis of all life-change is the truth, which sets one free, but how that truth is communicated has a great deal to do with how much freedom is enjoyed.

Although education frequently focuses on the content, we need to primarily focus upon **what you do** to teach that content to others. The educating process doesn't actually begin until the teacher begins to teach the students this content.

The teacher is the living link between the content and the class and how he or she accomplishes that is the heart of teaching. That process of successfully passing on to the next generation the desired content, character, and conduct is the key responsibility of the teacher. Students come to you needing "to know" or "to be" or "to do" and it is your responsibility to enable them.

To teach people is a Biblical injunction. As Christians we can learn much from educational theories, as long as we adhere to a Christian value system. It is also important to learn how to make use of technology in making our teaching more effective.

### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You



should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Strongly recommended books

The following two books are recommended for reading and completing the assignments:

- HORNE, HERMAN HARRELL 1974 (1920). Teaching Techniques of Jesus. Grand Rapids, Michigan: Kregel Publications.
- WILKINSON, BRUCE 1984. The 7 Laws of the Learner. U.S.A.: Multnomah Press. [Afrikaans and English copies can be ordered from: Walk Thru the Bible, (011) 782-4222, ask for Lynette. Afrikaans title: *Sewe Skrif en Skolingsbeginsels*).

## Books and resources on the Internet:

- Look for articles and books with the titles Christian Education, educational techniques, classroom, teaching profession, the learner, constructivism, blended learning.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Write an essay in which you give a summary of Wilkenson's technique for applied principles of learning.
2. Discuss 7 teaching techniques of Jesus, as explained by Horne, and how effective they were for His purpose. How can we apply them in the 21<sup>st</sup> century?

## Reading topics

Read up on the following topic and prepare a seminar paper:

3. You are asked to give a speech at a youth camp. The topic: "*Preventing aids: safe sex or abstinence? – A biblical perspective*". Prepare an outline (1 page) by making use of Wilkenson's techniques.

**Note:** *This reading topic must be handed in as an assignment or delivered before a group for evaluation by your tutor.*

## Guidelines for the assignments

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

# Module 6 – Expository Preaching

## Introduction

This module contains two assignments, one on each of the following two fields:

### 1. Hermeneutics – Interpretation of Scripture

### 2. Homiletics – Preaching the Word

- In Hermeneutics you will study the historical development and practical application of principles and skills in the interpretation of Scripture.
- Homiletics will equip you to communicate the messages of Scriptures in various proven ways that have developed with time.

## First Assignment (Hermeneutics):

### Outcomes

The candidate has an understanding of the history and development of Biblical hermeneutics and is able to apply hermeneutical principles in order to rightly divide the word of truth (2 Tim. 2:15).

### Objectives

At the end of this module the candidate should be able to:

- explain basic hermeneutical problems regarding the interpretation of Scripture.
- provide an overview of the scientific development of the discipline of hermeneutics.
- demonstrate basic skills in the interpretation of Scripture within the context of Bible exegesis.

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### Recommended books

The following CLT student guides:

- *Biblical Principles of Interpretation* (E85s)
- *The Art of Interpretation* (E85 & E86)
- *Systematic Theology* (E95 up to E104)

### Books and resources on the Internet:

- *Vine's Expository Dictionary* (Any edition – see also computer Bible programs)
- *Strong's Concordance* (Any edition – see for example computer Bible programs)

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

1. Write an article on the development of Biblical hermeneutics as a science and present an historical outline in a graphic way.
2. Write an article on the relevance of hermeneutics for our understanding of Scripture and illustrate the application of hermeneutical principles by doing a short exegesis of the following two concepts:
  - a. Water baptism (Rom. 6:3-4 and 1 Cor. 10:1-2)
  - b. Sanctification (Eph. 5:26; 2 Thess. 2:13, & Heb. 13:12)



## Reading topics

Read up on **ONE** of the following two topics:

3. The differences in the two stories of creation (Gen. 1 & 2)
4. The Immanuel sign and its fulfilment (Is. 7:14-16 & Matt. 1:22-23)

## Notes

Hermeneutics has two legs:

- It is a science (you need to understand it critically)
- It is an art (you need to develop your skills in practising it)



## Focus

This means that you have to concentrate on the explanation of the key words with reference to the provided pericopes.

## Think critically

There are problem issues you need to discern, formulate and solve.

## Act intuitively

This means that you have to depend on the impulse of the Holy Spirit to guide you and also to act creatively.

## Guidelines for the assignments

**Reading** — Your reading should reasonably cover **all three** chosen topics.

**Definitions** — Clearly define your understanding of a concept or key term.

### Graphic historical outline **1**.

Use your judgment to structure your graphical outline in a simple way. You may, for example, use a flow chart or a table. **Limit the outline to 2-3 pages**. You may want to use an A3 paper size and include it as a foldout annexure to your article.

### Exegesis of concepts **2**.

If you select to do assignment **2**, it is important that you illustrate to the markers that specific hermeneutical principles have been applied in the exegesis of the two concepts. You may do this in different ways. One approach would be to do so by way of the physical structure and headings you use. Another approach would be to assimilate specific indications to this effect in the body of your text.



## Second Assignment (Homiletics):

### Outcomes

- The candidate has an understanding of the different types of sermons and is able to prepare and deliver a sermon effectively within the context of public speaking.

### Objectives

At the end of this module the candidate should be able to:

- prepare different types of sermons on specified topics by using the Bible and other relevant research material.
- analyse a sermon by distinguishing the different divisions and elements.
- evaluate a sermon in terms of effectiveness and discern which kind of sermon is suitable for a particular situation.
- deliver a sermon effectively.

### Introductory notes



This module serves as the foundational work for your one practical task – the **assessment sermon** – in addition to the written assignment candidates are required to do.

Sermons are categorised in different ways by authors and scholars of homiletics. The different kinds of sermons are simply different ways of doing the same thing. Usually the intention of the preacher will determine what type of sermon is used.

Whatever type of sermon is used, it should be designed to turn the thoughts and hearts of the hearers to the Scriptures and to the Lord Jesus Christ.

### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard.

A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### Recommended books

The CLT student guide:

- *The Art of Preaching* (E87)



### Books and resources on the Internet:

- Look for articles and books with the title "Expository Preaching" and "Homiletics". Also see: Sermon, types of sermons, sermon illustrations, sermon outlines.
- Certificate of registration, Bible School, Dean, Church. Look up these terms.

## Assignment topics

Read up on the following two topics, select and do an assignment on **ONE** of them:

1. Characterise different **types of sermons**:
  - a. Topical
  - b. Textual
  - c. Expository.
2. Using the outline of your assessment sermon, elaborate on the following:
  - a. The **theme**: Definition, characteristics, how it directs the sermon plan, and how it affects preparation.
  - b. **Divisions** of the sermon: Text, theme, introduction, divisions and conclusion.

## Reading topics

Read up on **ONE** of the following two topics:

3. What is preaching, with specific reference to **matter** (scope, extent, authority), **manner** (speaker & audience), and **method** (familiar, rhetorical, argumentative)?
4. Charles Spurgeon preached his first sermon at the age of sixteen and became the pastor of a church at the age eighteen. He published over thirty-five hundred sermons and is called the “Prince of Preachers”. Read at least three of Spurgeon’s sermons.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover the topic.

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God’s commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.



## Module 7 – Counsel & Care

This module contains two assignments, one on each of the following two fields:

### 1. Biblical Counselling

### 2. Shepherding

## Introduction

This course consists of three modules. **Biblical Counselling** continues module Pastoral Psychology by giving attention to Psychotherapy and Personal Counseling, group and family counselling in which the following will be addressed: personal, developmental, interpersonal, identity, family and drug issues.

The term “psychotherapy” is often used to describe the process of helping people who have severe problems, such as phobias, depression and schizophrenia. Psychotic disorders and other major psychological problems require intensive treatment by professionals who have spent many years learning to deal specifically with those problems. **Biblical Counselling**, on the other hand, is a more general term referring to the process of helping people with more common problems such as marriage and family difficulties. Counsellors may have as many years of training as therapists, but they are less likely to be oriented toward severe mental disorders. Therapy attempts to make relatively permanent changes, while counselling is oriented toward giving advice. Yet the distinction is not that simple, as therapists and counsellors both make use of conversational techniques; they both counsel and thus can each rightly be called counsellors. In addition, counsellors often use therapeutic techniques that were developed from working with the severely disturbed. Generally we can say that therapists are counsellors but that not all counsellors are therapists.

**The second module** will focus on Shepherding. Attention will be given to the shepherd’s life and calling and his caring for God’s people. The term “pastoral” is a uniquely Christian term that expresses a fundamental concept that is deeply embedded in every biblical portrayal of Christian ministry. The term refers to a rich scriptural figure that finds its beginning and end in God. He, who is the “Shepherd of Israel” (Psalm 80: 1), ultimately demonstrated the meaning of His covenantal love as the Great Shepherd of the sheep by giving His life for them (John 10:11). The figure virtually bursts with significance, far more than didactic statements ever could express.

## First Assignment (Biblical Counselling):

### Outcomes

- The candidate is able to demonstrate an ability to manage a counselling session.

### Objectives

At the end of this module the candidate should be able to:

- Explain the basics of counselling therapy by using insights from pastoral theology and basic psychology.
- Keep effective records of case studies.

- evaluate a sermon in terms of effectiveness and discern which kind of sermon is suitable for a particular situation.
- Show practical knowledge of specialized counselling.

## Introductory notes

The goals of counselling must be based on the needs of counselees. There are two basic goals: **firstly**, one relates to counselees' managing their lives more effectively and **secondly** the other relates to counselees' general ability to manage problems and develop opportunities.

The efficacy of the helping process depends on two reasons: (a) The collaborative nature of the helping process and (b) the competence and commitment of the counsellor.

In counselling we need to take cognisance of the following:

- Counselling is a complex process.
- The process requires us to acquaint ourselves with the issues involved in evaluating the outcomes of helping.
- Counselling poorly done can actually harm others.
- We need to be reasonably cautious as a counsellor.
- To be motivated to become a high-level helper, learning and using practical models, methods, skills, and guidelines for counselling.

## Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

## Recommended books

The following CLT student guide:

- Counselling Vol 1 & 2. South Africa : Christian Life. (E70 & E71)

## Books and resources on the Internet:

Most introductory readers to Psychology and Counselling should contain the information needed to complete the assignment and reading topics. Additional material has also been included on the B. Min. resources section of the cd-rom.

- COLLINS, GARY R. Revised ed. 1988. *Christian Counseling: A Comprehensive Guide*. USA: Word Publishing.
- MEIER, PAUL D (et. al.). 1983 (1991). *Introduction To Psychology*. Grand Rapids, Michigan: Baker Books.
- GSCHWEND-BOSCH, E. *Help Yourself – Help Others: Practical Biblical Counselling*. Pietermaritzburg: Plumline.
- Look for articles and books with the title "Christian/Biblical Counselling". Also see: The Helping Profession, Pastoral Therapy.
- Do a search on the related issues of the field. Psychotherapy.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

## Assignment topics

Do all sections of the assignment:

1. Distinguish and describe the techniques used by the following counselling methods and give a short description of each (total 3-4 pages):
  - a. Secular counselling
  - b. Christian/Biblical counselling;
  - c. Eclectic counselling.
2. Design a form or card on which a counsellor can write the details of counselling sessions or which can be used during the session to help with the analysis of the problem. (2-3 pages)
3. Write a report on how you would handle three counselling sessions, (2-3 pages each):
  - a. Parental guidance in child rearing;
  - b. Homosexuality; and
  - c. Suicide tendencies. Give details as to how to set up the meeting, method of work, diagnosis [what hurts], and relationship/learning [what heals]. Add whatever you think is necessary.



## Reading topics

Read up on this **ONE** topic:

4. Search for and read up on the discussion/debate as to whether Psychology is an acceptable discipline for the Christian. Can it be reconciled with the Bible? How does this influence your personal position in this regard? See the resources on the CD-rom.

## Guidelines for the assignment

**Reading** — Your reading should reasonably cover **all three** the topics.

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

### Graphic Organisational Outline

Use your judgment to structure this in a simple way. Do not hesitate to seek advice. You may use an A3 paper size and include it as a foldout annexure to your article.

**Assignment length** Ten typed pages pages of approximately 2500 words.

## Second Assignment (Shepherding):

### Outcomes

- The candidate is able to realize the importance of “shepherding God’s flock”.

### Objectives

At the end of this module the candidate should be able to:

- Relate caring practice to Biblical insights, pastoral theological theory and personality traits and vocational skills
- Demonstrate an ability to provide leadership, motivation, and teaching relevant to the task of discipling
- Explain aspects of specialised spiritual caretaking like for example backsliders, the elderly, the sick and the spiritually immature
- Show competence to incorporate members into the act of shepherding through the development of gifts and empathy.

### Introductory notes

In Matthew 9:36, Jesus saw crowds of people in the Jewish community and” had compassion on them, because they were harassed and helpless, like sheep without a shepherd.” Today, the same problem exists in the Christian community. In the traditional church, paid pastoral staff is employed to do the work of a shepherd. Usually one pastor is responsible for hundreds of Christians. It is impossible for one shepherd to care for so many sheep. Little attention can be devoted to their spiritual and personal needs. As a result, large numbers of believers are delinquent members of their churches and undeveloped for ministry to others!

A Shepherd is the only person directly responsible for the spiritual growth of his flock! This matter cannot be taken too seriously. In *Go And Make Apprentices*, Philip Vogel writes: “God’s aim for the believer is maturity, and the provision He has made of gifts and ministries are for that end. They are given to prepare and repair (literally meaning to mend the nets) God’s people for works of service so that the body may be built up and attain that goal of maturity (Eph. 4: 11-16). Just as it is the responsibility of every parent to prepare and guide their children towards maturity, so is it the responsibility of Christian leaders to disciple believers towards maturity. Therefore, as a caring shepherd you will need to:

- Follow the Lord’s example (John 13:15)
- Be a guide for God’s people (Num. 27:15-17)
- Never seek self-exaltation (Matt. 23:5-12)
- Nurture the people (Ps.78:70-72; John 21:15-17)
- Protect the flock (Acts 20:28-32)
- Care for the needs of the people (Ezek.34:2-16)
- Equip the priests for their ministry (1 Peter 2:2-5, 9, 12; Eph.4:11-13)
- Rely on the Head for all sources (Luke 10:3-9).

### Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. A collection of writings has

been included on the B.Min CD-ROM for you to partially meet this requirement. You should also find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way.

### **Books and resources on the Internet:**

- ADAMS, JAY E 1980. *Shepherding God's Flock. A Preacher's handbook on Pastoral Ministry, Counselling and Leadership*. Phillipsburg, New Jersey: Presbyterian and Reformed Publishing Company.
- Look for articles and books with the title "Historic Church leaders". Also see: Church leaders in History.

See Calvary University's website: [www.calvaryu.com](http://www.calvaryu.com)

### **Assignment topics**

Read up on the following two topics and then do **BOTH** the assignment:

1. Read and study chapter II of the prescribed book and answer the following two questions:
  - a. What is the Scriptural basis of shepherding? Use the information in the chapter as foundation.
  - b. Determine the three greatest needs in the church today and how can these needs be met.
2. Read and study Section One, chapters 3-8 of the prescribed book and answer the following questions:
  - a. How do your motives measure up before God in preparing for pastoral ministry according to 1 Tim 3 and Tit 1?
  - b. What, intellectually and physically, are your present capabilities? Are they adequate for the work of pastoral ministry? What do you think God wants you to do to become better suited for His work?
  - c. List the vital factors you need to take into consideration for pastoral ministry? Give reasons as to why they are important. (Chapters 5 - 8).

### **Reading topics**

Read up on **ONE** of the following two topics:

3. The importance of the shepherd's call to an assembly.
4. Special situations (for example: grief and terminal patients) as a Counselling Opportunity.

### **Guidelines for the assignments**

**Reading** — Your reading should reasonably cover **all three** chosen topics, as you read to prepare for point **1** and **2** and then you must choose between **3** and **4** (= three topics).

**Scripture basis** — Although resources may often be mentioned and explained in a secular context, they were probably first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

**Definitions** — Clearly define your understanding of a concept or key term.

#### **Assignment length**

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

# Tutor Progress Report

Phase 27A

Student Number:

Name: \_\_\_\_\_

Box/Street: \_\_\_\_\_

Town: \_\_\_\_\_

e-mail: \_\_\_\_\_

Date Registered:

## Yellow Card:

This is the ongoing report which will move with the assignments between tutor-student and CLT for moderation.

The tutor must enter a mark for each assignment and the CU moderator will place a final mark next to it or sign to confirm the mark allocated by the tutor.

A module may have one to three marks.

Please enter the code for each mark.

### Module 1

Code	Mark	Moderated	Code	Mark	Moderated	Code	Mark	Moderated
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Module 2

Code	Mark	Moderated	Code	Mark	Moderated	Code	Mark	Moderated
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### Module 3

Code	Mark	Moderated	Code	Mark	Moderated	Code	Mark	Moderated
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### Module 4

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### Module 5

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### Module 6

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### Module 7

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We confirm the above to be true and correct:

\_\_\_\_\_  
Student/Learner

\_\_\_\_\_  
TC Tutor

Date completed

All skills are combined in the MPX mark:

Code	Mark	Average Mark
MPX27a	<input type="text"/>	<input type="text"/>

Add up all final marks for the average