

2023 General Ordination Examination

Scale of General Criteria

Evaluators weigh GOE answers with the following in mind: *perception (and analysis)* of issues; *application* of resources; *demonstration* of knowledge; and *articulation* of views. These factors are implicit in all the two-level scales used for the entire GOE. Together with the two-level scales for each individual set, these factors give Evaluators clear criteria for deciding how well a paper addresses the questions. The two levels of these general criteria represent proficiency in the area being tested or a lack thereof, in accordance with Episcopal Church Canons III.15.2-4.

Proficient: The response gives evidence of a sound and perceptive understanding of the basic issues raised by the question(s) and how those issues relate to the canonical area being tested. Written presentation is clear and organized with apt use of source material.

Not Proficient: The response indicates largely erroneous, minimal, or no understanding of essential issues in the area being tested or does not answer the question asked. Arguments that the paper offers may be flawed, ineffective, or incoherent. Writing may be unclear, with little, inept, or inappropriate use of sources.

Set 1: The Holy Scriptures

Open Resources

Scripture is replete with themes of community, belonging and responsibility toward your neighbor. In a response of approximately 1,000 words, briefly exegete Leviticus 19:33-34 and Hebrews 13:1-8 from a theological, historical and literary perspective. What can we learn from these passages about how Christians are called to relate to “others” who are different (religiously, socially, economically, racially, etc.) in ways that are faithful to God?

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Exegesis	Historical: Provides the information on the dating and historical place or context of each text and its influence on the meaning of each text Literary: Identifies the genre of literature and how that genre impacts the meaning of each text Theological: Explains the passages’ interpretations of God and God’s relationship with the community to which the texts are addressed	Misplaces one or both texts in history or does not comment on how the texts’ historical contexts influence their meanings or Misidentifies the genre of one or both texts or does not comment on the impacts of the texts’ original meanings or Misconstrues the theological underpinning of one or both texts
Application of Texts	Clearly articulates what the exegetical work on both texts teaches Christians about how they are called to relate to people who are different	Speaks about lessons that can be learned from the texts but does not connect these lessons to the exegetical work or The texts’ lessons learned are not applied to a 21 st -century context

Set 2: The Practice of Ministry

Open Resources

The Catechism of the Book of Common Prayer 1979 states that “The mission of the Church is to restore all people to unity with God and each other in Christ.” (BCP, 855) Further, the Prayer of Consecration in the ordination rite for priests says that God in Christ has gifted and called some to be “pastors and teachers, to equip the saints for the work of ministry.” (BCP, 533)

In an answer response of approximately 1,000 words, describe how, as an ordained person, you intend to support and equip the laity for this mission. Reinforce your description with at least three citations from resources available to clergy in The Episcopal Church, such as the BCP, the Canons, Scripture or hymnody.

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Role of the Laity	Demonstrates an understanding of the complementary role of the laity in the mission of the Church	Demonstrates a lack of respect for, or diminishes the role of, the laity in sharing the Church’s mission
Supporting and Equipping Lay Ministry	Includes specific plans that support and equip the laity for sharing in the Church’s mission	Responds to the question with only general platitudes or Offers no specific plans or very shallow plans for action
Supporting Resources	Draws reasoned conclusions from at least three apt citations that support the plans described. Citations Citations are from must be from resources available to clergy in the Episcopal Church, such as the BCP, the Canons, Scripture or hymnody	Uses fewer than three citations or Cites examples that are unrelated or insufficiently related to the plan

Set 3: Christian Theology

Open Resources

You are the rector of a church. A middle-aged parishioner has come to you after the loss of her father, also a parishioner, to plan his burial service. As you go through the service with this parishioner, she asks questions about what happens after death and particularly about the collect in the Burial of the Dead: Rite II that states:

O God, who by the glorious resurrection of your Son Jesus Christ destroyed death, and brought life and immortality to light: Grant that your servant N., being raised with him, may know the strength of his presence, and rejoice in his eternal glory; who with you and the Holy Spirit lives and reigns, one God, for ever and ever. Amen. (BCP, 493).

In a response of approximately 1,000 words, provide the reasoning that will guide your discussion with your parishioner. Include a Christian theology of resurrection, citing at least one biblical reference and one reference to an Anglican theologian. The answer must address the meaning of the reference from the Burial of the Dead service from the Book of Common Prayer 1979 and connect it to the theology presented.

Scoring Rubric:

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Theological Understanding of Resurrection	Articulates a clear Christian understanding of resurrection and makes a connection between the resurrection of Jesus Christ and that of the departed parishioner	Presents a theological understanding that reflects a non-Christian understanding of resurrection and/or “the afterlife” or Presents a theological understanding that addresses the resurrection of Jesus or the departed parishioner, but does not address both or Does not address death or resurrection
Supporting Sources	Includes at least one biblical reference and one reference to an Anglican theologian that further the understanding of resurrection	Includes only one reference or does not include either a biblical reference or an Anglican theologian or The references do not support the theology articulated in the response
Treatment of Quoted Prayer from the Book of Common Prayer	Adequately explains the quoted prayer from the Book of Common Prayer and connects it to the understanding of resurrection presented	Inadequately explains the quoted passage from the Burial of the Dead service or Does not connect or incompletely connects the quoted prayer to the stated understanding of resurrection or Does not address the quoted prayer

Set 4: History of the Christian Church

Open Resources

Methodism and the Oxford Movement are two very different movements that made significant efforts to reform and revitalize institutional Christianity in both the Church of England and The Episcopal Church in the 18th and early 19th centuries.

In a response of approximately 1,000 words, trace each movement's purpose and efforts at reform during these years. Provide at least one example of each movement's impact on Anglicanism during the movements' respective formative periods. Give at least one example of the impact of each movement in The Episcopal Church today.

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Origins of the Methodist and Oxford Movements	Explains the origins of both the Methodist and the Oxford Movements	Misplaces each movement in its historical context or Does not identify or misidentifies key figures and concerns in each movement
Historic Impacts	Provides at least one example of how Methodism in its formative period affected Anglicanism. and Provides at least one example of how the Oxford Movement in its formative period affected Anglicanism	Provides no example of how Methodism in its formative period affected Anglicanism or Provides no example of how the Oxford Movement in its formative period affected Anglicanism
Contemporary Impacts	Provides at least one example of the continuing impact of Methodism in The Episcopal Church today and Provides at least one example of the continuing impact of the Oxford Movement in The Episcopal Church today	Does not provide an example of the continuing impact of Methodism in The Episcopal Church today or Does not provide an example of the continuing impact of the Oxford Movement in The Episcopal Church today

Set 5: Christian Ethics and Moral Theology

Open Resources

Your parish has decided to hire a sexton, and the vestry is deciding what wage to offer. Vestry members disagree about the salary due to budget constraints. How would you guide your vestry to make a theologically-grounded, ethical decision?

This question is not looking for a particular answer about wages but rather seeks to understand how you would provide guidance to a community.

In an answer of approximately 1,000 words:

1. Articulate at least two ethical issues that the vestry is facing.
2. Identify at least three people or groups who will be affected in this situation and what is at stake for each of them.
3. Describe three relevant theological and Christian ethical resources (for example, Scripture, practices, virtues, principles, writers) and explain how you would draw on them to help the vestry make a decision (use at least one resource other than Scripture).

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Ethical Issues for Vestry	Clearly describes at least two ethical issues and articulates how each poses an ethical dilemma for the vestry	Does not explain how/why this is an ethical dilemma for the vestry or Only identifies one ethical issue
People or Groups Affected and What is at Stake for Each	Identifies at least three people or groups and discusses the ways this decision has consequences for each of them	Does not adequately identify people or groups affected by the decision or Only identifies one or two affected people or groups or Omits explanation of what each person/group stands to gain or lose in this decision
Theological and Ethical Resources	Substantially describes three ethical resources (Scripture, practices, virtues, principles, writers) that are both theological and relevant to the situation and Explains how these resources can be used to provide guidance to the vestry	Describes fewer than three ethical resources or Does not display a distinctly theological approach or Inadequately shows how these resources could be used to guide the vestry's decision or Identifies only Scriptural resources or Does not link Scriptural resources to Christian ethical reasoning

Set 6: Christian Worship

Open Resources

The planning process for weddings can be fraught, including issues around the selection of music. Weddings ordinarily invite the input of the couple being married. Questions around the suitability of particular types or pieces of music in a worship setting frequently arise, as couples may wish to use music that comes from outside the Church's established musical repertoire. Having parish guidelines in place can help to avoid conflict on these occasions.

1. The Address in the Celebration and Blessing of a Marriage in the Book of Common Prayer (1979) states that marriage is intended by God for the couple's "mutual joy," and that it should not be entered into "lightly," but rather "reverently, deliberately, and in accordance with the purposes for which it was instituted by God" (BCP, 423). Considering this, in a response of about 750 words, provide your thinking about what kinds of music are and are not appropriate for use in the context of a Christian wedding. Your response should include theological and pastoral rationales. In developing your position, use at least one quotation from Scripture and at least one relevant passage from a liturgical text approved by General Convention beyond the Address from the BCP 1979 quoted above. Possible texts include the Book of Common Prayer (The Celebration and Blessing of a Marriage, The Blessing of a Civil Marriage, An Order for Marriage, and accompanying rubrical direction), Marriage Rites for the Whole Church (Liturgical Resources 2), the Hymnal 1982, or any other liturgical resources approved by the General Convention.
2. In about 250 words, based on your response in Part 1, compose a set of guidelines for your parish on the use of music for marriage ceremonies. Compose your guidelines so that any person planning a wedding, whether a churchgoer or not, will understand them. (Note: You are not being asked to write a customary, which would include much more detailed liturgical direction.)

Scoring Rubric

A Proficient answer must satisfy the requirements of all criteria.

Criteria	Proficient	Not Proficient
Quality of Argument	Offers a clear argument regarding what kinds of music are and are not appropriate for use in the context of a Christian marriage rite	Offers a confusing or incoherent argument regarding what music is appropriate for use in the context of a Christian marriage rite
Theological Considerations	Discusses at least one theological aspect of determining the appropriateness of music for a Christian marriage rite	Discusses no theological considerations (such as the nature of God or the purpose of worship) or Discusses at least one theological aspect of the question but does so in a way that is superficial, inaccurate or poorly integrated
Pastoral Considerations	Discusses at least one pastoral aspect of selecting music for a wedding rite	Omits or insufficiently engages the pastoral context inherent in selecting music for a wedding rite
Use of Resources	Uses at least one quotation from Scripture and at least one quotation from a liturgical text approved by General Convention (beyond the Address quoted in the question) and Integrates them effectively into the discussion	Does not cite quotations from Scripture or liturgical materials approved by General Convention (beyond the Address quoted in the question) or Quotes resources without effectively integrating them into the discussion
Guidelines	Guidelines are congruent with the response in Part 1 and understandable to non-churchgoers, members of The Episcopal Church, and members of other churches	Guidelines do not follow from the response in Part 1, or use excessive jargon, obscure vocabulary, or are otherwise unclear