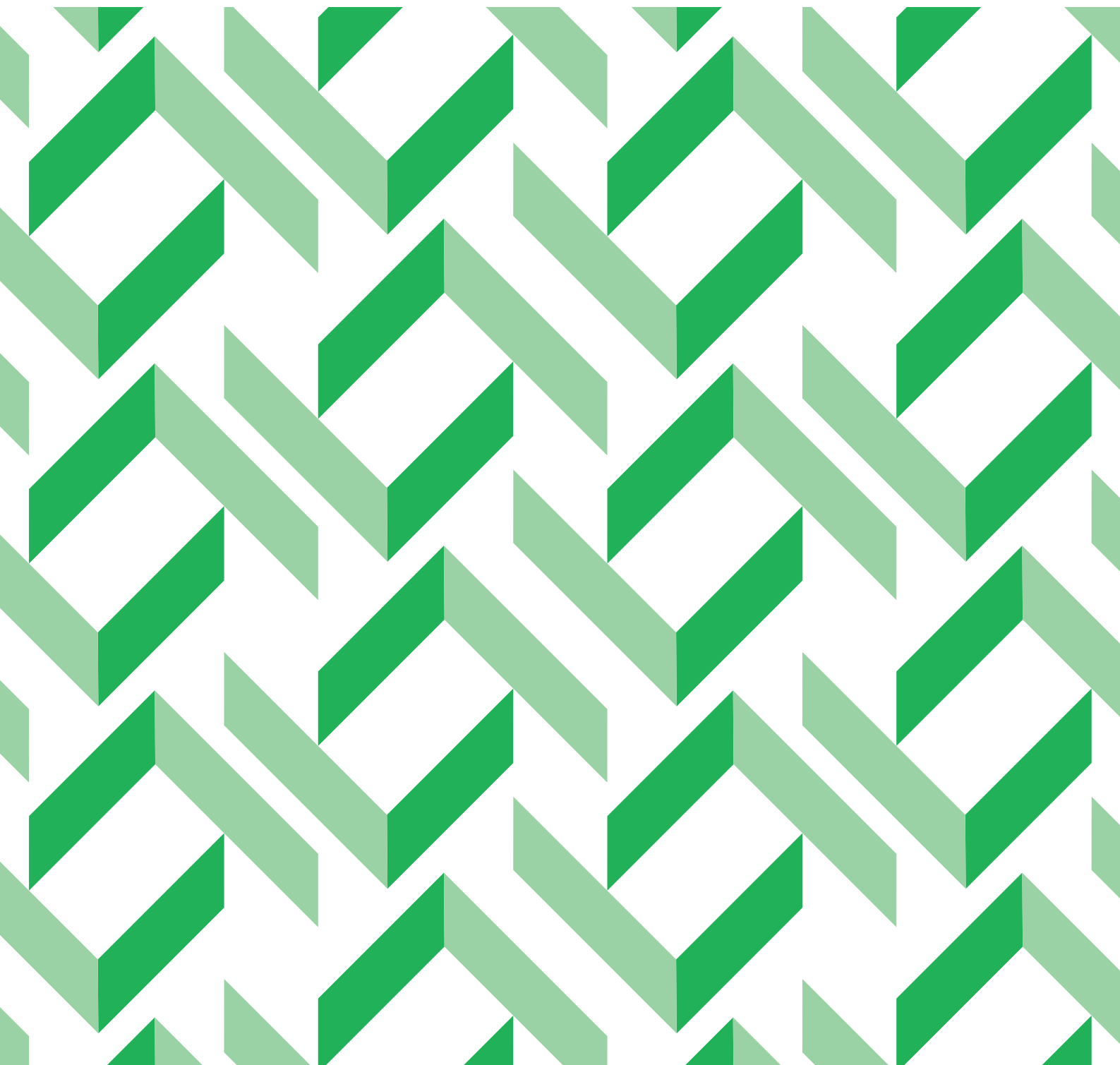




GCSE

Specifications for teaching from 2009

Religious Studies
Specification A
(Full & Short Course)



Contents

WJEC GCSE in RELIGIOUS STUDIES

(Full and Short Course)

SPECIFICATION A

For Teaching from 2009
For Short Course Award from 2010
For Full Course Award from 2011

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RELIGIOUS STUDIES SPECIFICATION A**SUMMARY OF ASSESSMENT****EITHER** (Short Course)

Written Paper: 1 hour 45 minutes 100% 96 marks (100 UMS)
Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing testing AO1 and AO2.

OR (Full Course)

1st Unit Written Paper: 1 hour 45 minutes 50% 96 marks (100 UMS)
Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing testing AO1 and AO2.
2nd Unit Written Paper: 1 hour 45 minutes 50% 96 marks (100 UMS)
Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing testing AO1 and AO2.

The options and entry codes for units are:

		Subject	Option*
Unit 1	Christianity	4441	01 or W1
Unit 2	Christianity through the Gospels	4442	01 or W1
Unit 3	Roman Catholicism 1	4443	01 or W1
Unit 4	Roman Catholicism 2	4444	01 or W1
Unit 5	Christian Philosophy and Ethics	4445	01 or W1
Unit 6	Hinduism	4446	01 or W1
Unit 7	Islam	4447	01 or W1
Unit 8	Judaism	4448	01 or W1

The following combinations of units are NOT permitted:

- Roman Catholicism 1 with Christianity
- Roman Catholicism 2 with Christian Philosophy and Ethics
- Christianity with Christianity through the Gospels

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2010	June 2011 and each year thereafter
	Subject	Option*		
1st Unit	See Above		✓	✓
2nd Unit	See Above		✓	✓
Short Course Award	4449	SC or CB	✓	✓
Full Course Award	4440	SA or GU		✓

*** Option Codes**

English Medium 01, Welsh Medium W1 - for units
English Medium SC, Welsh Medium CB - for short course award
English Medium SA, Welsh Medium GU - for full course award

N.B. First certification of Short Course: Summer 2010
First certification of Full Course: Summer 2011

Qualification Accreditation Number: 500/4572/6 (Short), 500/4516/7 (Full)

RELIGIOUS STUDIES

1 INTRODUCTION

1.1 Rationale

This specification provides opportunity for candidates to obtain a qualification in

- either: GCSE Religious Studies (Full Course)
- or: GCSE Religious Studies (Short Course)

The specification is consistent with the requirements of the non-statutory *National Exemplar Programme of Study for Religious Education in Wales* and the non-statutory *National Framework for Religious Education* (England) and should assist schools in both countries to meet their legal obligations for the provision of Religious Education at Key Stage 4 as required in section 375(3) of the 1996 Education Act and section 28 of the 1944 Education Act for England and Wales; and article 13 of the Education Reform Order 1989 for Northern Ireland.

It is also consistent with the Curriculum Guidance document published by the Catholic Bishops' Conference, *Faith and Science, Church and State, Religious Diversity and Dialogue* and so should meet the needs of Roman Catholic schools.

The aims and assessment objectives are compatible with the aims and attainment targets of the local authority agreed syllabuses currently operating in Wales and with many of those in England. Schools that intend to use this specification to meet all or part of their statutory obligation to provide religious education will need to check whether there are local agreed syllabus requirements that the specification does not meet.

It provides opportunities for candidates to follow a course that is coherent and that balances the breadth of religion(s) and/or belief(s) studied with the depth of understanding.

It provides opportunity for a course of study that:

- **either** reflects the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of the other principal religions represented in Great Britain (without requiring more than two principal religions in addition to Christianity)
- **or** supports the study of Christianity and/or one or two other principal religions only.

Its distinctive feature is that it is based upon a systematic approach to the study of religions as discrete entities, exploring aspects of their beliefs, teachings and sources; practices and ways of life; expressions of meaning; issues of identity, diversity and belonging; questions of meaning, purpose and truth; values and commitments. It provides continuity for centres that have used the WJEC's GCSE Religious Studies course since its introduction in 1996.

The specification is designed to meet the need for certification of:

- statutory religious education where an agreed syllabus requires the study of Christianity and one other religion at Key Stage 4;
- statutory religious education where an agreed syllabus requires the study of Christianity and one other religion in post-16 education (Key Stage 5);
- religious education at Key Stage 4 or in post-16 education (Key Stage 5) in voluntary aided schools, including Roman Catholic schools;
- a course of further study of religion in schools which meet the statutory requirements for religious education in other ways;
- a course of study for independent schools and further education institutions.

Where candidates take one short course unit at Key Stage 4 and another in post-16 education there is need for an indication to be given that the two courses are different in content.

The short course content has been selected to ensure it is capable of being taught in 5% of curriculum time (60 – 70 hours). The Full course content has been selected to ensure it is capable of being taught in 10% of curriculum time (120-140 hours). The GCSE course reflects the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of other principal religions represented in Great Britain. The GCSE course and the agreed syllabus both seek to engage the student in reflecting upon and responding to human experience and the issues raised by being human. Both seek to develop in each student a knowledge and understanding of how religions have responded to these experiences and issues through the beliefs, values, practices and traditions which help to shape and give meaning to the lives of their followers. In religious education students learn about religion and from religion in their quest to make sense of and find meaning in their own experience of life. In this process students need to be developing those skills and critical faculties which are embodied in the aims and assessment objectives of this specification and locally agreed syllabuses.

The subject content is appropriate to the subject in terms of its concepts, topics, criteria, structure and manageability in terms of time available to candidates for its study. The content is sufficient to enable the assessment objectives to be attained. It is also of sufficient depth and breadth to permit authentic knowledge and understanding of the areas of study and to facilitate the development of Key Skills, especially those of written communication. Marks awarded will take into account the candidates' skills in written communication either in English or in Welsh.

Coherence is achieved not only by adherence to the required skills and assessment objectives in all units but also by each area of study making a positive contribution to the understanding and illumination of religion and of religious perspectives on aspects of life.

1.2 Aims and Learning Outcomes

The aim of this Specification in Religious Studies is that it should encourage learners to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges students and equips them to lead constructive lives in the modern world.

It should enable students to:

- adopt an enquiring, critical and reflective approach to the study of religion
- explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- enhance their spiritual and moral development, and contribute to their health and wellbeing
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and to contribute to social and community cohesion
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- reflect on and develop their own values, opinions and attitudes in light of their learning.

It provides students with the opportunity to:

- develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the Key Stages 1-3 programmes of study for religious education in agreed syllabuses, the *National Exemplar Programme of Study* (Wales) the *National Framework* (England) and the Curriculum Guidance document published by the Catholic Bishops' Conference, *Faith and Science, Church and State, Religious Diversity and Dialogue*

This specification may be followed by any candidate, irrespective of gender, ethnic, religious or cultural background. It emphasises the educational basis for a study of religion and is accessible to students of any religious persuasion or of none. The specification is not age-specific and, as such, it provides opportunities for candidates to extend their life-long learning.

The specification provides a suitable foundation for study of Religious Studies or related courses at AS and Advanced Level.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people. In the case of GCSE Religious Studies no potential barriers were identified in the subject criteria and this specification has been reviewed to ensure that no additional barriers have been included.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 4610.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2

SPECIFICATION CONTENT**Addressing Assessment Objective AO2**

In all units candidates will be expected to use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of the particular religion in each unit. Further guidance is available in the Teachers' Guide.

2.1 UNIT 1 - CHRISTIANITY

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it.

Candidates will be required to demonstrate knowledge and understanding of specialist terms used in the specification.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of key events in the life of Jesus as well as some of his key teachings and aspects of the Bible to describe, explain and analyse the significance and impact of Christian beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

Jesus	His birth, baptism and temptations, crucifixion and resurrection
Teachings	Jesus' teachings on love and forgiveness
Sources of Authority	Ways in which the Bible is understood and used as a source of inspiration and authority
	The authority of personal conviction and conscience

PRACTICES and WAYS OF LIFE	
<p>Candidates will be expected to use knowledge and understanding of ways in which the Christian sense of community and mission is fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.</p>	
The role of the Church	The local church as a community of believers
	The social role of the churches and chapels in the lives of their members and in the community.
	The pastoral function of the church or chapel community in supporting church or chapel members and others in difficulties
Rites of Passage: the significance of rites of passage for the individual and community	Baptism - ways in which it is practised and the reasons for differences (i.e. infant baptism and believer's baptism) in practice. The significance of such ceremonies for the individual and community
	Chrismation
	Confirmation
	A marriage ceremony
	A funeral service

EXPRESSING MEANING	
<p>Candidates will be expected to use knowledge and understanding of ways in which Christians express their faith through worship, settings for worship, festivals and lifestyle to describe, explain and analyse the significance and impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith.</p>	
Worship in a church or chapel	A Eucharist/Communion service and the significance of such a service for Christians
	A Sunday Service
Settings used for worship	Internal design and features of churches and chapels
Celebrating Festivals	Advent, Christmas, Lent and Easter
Pilgrimage	Pilgrimage to Bethlehem and Jerusalem
Lifestyle	Christian motivation through love for God and for one's neighbour and responsibility for one's own actions

IDENTITY, DIVERSITY and BELONGING	
Candidates will be expected to know, understand and analyse what it might mean to be a Christian in a multi-faith Britain today through a study of the benefits and challenges that might arise through holding a Christian faith in Britain today and through a study of ways in which Christians might understand the relationship of Christianity to other religious traditions in Britain today. They will also be expected to evaluate the role of Christianity in a multi-faith society.	
Identity	What does it mean to be a Christian?
Benefits and challenges	Benefits could include: fellowship, friendship, support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment.
	Challenges could include: secularisation, changes in moral values, challenges from scientists, changes in Sunday observance, media portrayal of Christianity and Christians
Other religions	Christian attitudes to other religions

MEANING, PURPOSE and TRUTH	
Candidates will be expected to use knowledge and understanding of Christian beliefs about the nature of God, sanctity of life and death and the future life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. Candidates will be expected to explain and evaluate how people's differences in belief may lead to difference in the responses made to the religious and moral issues.	
Nature of God: The Trinity	God the Father, creator of the world and sustainer of life
	God as omnipotent, omniscient and all-loving
	God the Son: Jesus, Son of God; God incarnate, divine and human
	God the Holy Spirit.
Sanctity of life	Christian concern for the sanctity of life through a study of abortion and euthanasia (including the work of hospices)
Death and the future life	Resurrection, eternal life, Heaven and Hell, and Judgement

VALUES and COMMITMENTS	
Candidates will be expected to use knowledge and understanding of Christian responses to moral issues to describe, explain and analyse the impact and significance of values and commitments on Christian attitudes to personal relationships. They will also be expected to evaluate the different responses to these values and commitments.	
Personal Relationships	The roles, rights and duties of men, women and children in the family
	The nature and purpose of marriage
	Significance of the marriage vows
	Marriage to non-Christians
	Separation, divorce and remarriage
	The purpose of sex
	Birth control, pre-marital sex, adultery and homosexuality

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Christianity above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specifies, some general issues that could be considered include:

- What is the value, purpose and dignity of human beings?
- Who and what matters in life?
- To whom should human beings have commitments?
- What commitments should people have to each other?
- What should be the nature of personal relationships?
- What are the qualities of a good person?
- What sources/authorities should humans look to, to provide answers to important questions?
- How should people express and confirm their identity?
- What is the purpose and value of a human life?
- Why do people belong to religions?
- Why are there differences of belief and practice within religions?
- Does religion make a difference to the way a life is lived?
- Is belief in God necessary to a good life?
- What should motivate individuals to behave in a particular way?
- Is there a life after death?
- To what extent should individuals be able to express their beliefs?

PRACTICES and WAYS OF LIFE

Candidates will be expected to use knowledge and understanding from study of the Gospels of ways in which the Christian sense of community and mission is fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.

Worship	Public and private prayer; meditation : Study of prayer in Matthew 6 : 5-15 Luke 18 : 1-14
	Baptism - Mark 1 :1-11, Mark 10 : 13-16.
	The Eucharist/Communion - Mark 14 : 22-26
Aspects of Christian living	Honesty - Matthew 5 : 33-37
	Doing good secretly - Matthew 6 : 1-4

EXPRESSING MEANING

Candidates will be expected to interpret and evaluate different sources and forms of religious, spiritual, moral and cultural expression.

Christian expressions of concern and help for the sick, poor and hungry based on his example.

They will also be expected to evaluate the different personal responses to the expression of faith.

Celebrating Festivals	Christmas - Matthew 1 : 18-25, Luke 1 : 26 - 2 : 20 Lent – Matthew 4 : 1-11, Luke 4 : 1-13 Good Friday - Mark 15 : 6-41 Easter - Mark 16: 1-8, Luke 24
Lifestyle	Christian expressions of concern and help for the sick, poor and hungry based on Jesus' example. his ministry of healing - Mark 1: 40-45; 2: 1-12 his ministry of preaching - Mark 6: 30-44 loving your neighbour - Luke 10: 29-37

IDENTITY, DIVERSITY and BELONGING

Candidates will be expected to use knowledge and understanding through the study of the Gospels to what it might mean to be a Christian in a multi-faith Britain today through a study of the benefits and challenges that might arise through holding a Christian faith in Britain today and through a study of ways in which Christians might understand the relationship of Christianity to other religious traditions in Britain today. They will also be expected to evaluate the role of Christianity in a multi-faith society.

Benefits and challenges	These could include fellowship, friendship, support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment
	Fellowship - Luke 24 : 13-35 Friendship - John 11 : 1-11; 28- 44. Support in times of difficulty - Luke 8 : 22-25 Identity and belonging - Luke 14 : 25-33 Framework for decision making - Matthew 5 :3-12 Comfort and support - Luke 7 : 11-17
	Church's sense of its calling and mission: call to discipleship - Matthew 4 : 18-22 sending out of the Twelve - Luke 9 : 1-6 taking up the cross - Mathew 16 : 21-26
	Sunday Observance : Matthew 12 :1-14.
Diversity	Diversity: John 14: 6-7; John 10: 16

MEANING, PURPOSE and TRUTH

Candidates will be expected to use knowledge and understanding through a study of the Gospels of Christian beliefs about the nature of God, sanctity of life and death and the future life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. Candidates will be expected to explain and evaluate how people's differences in belief may lead to difference in the responses made to the religious and moral issues.

Nature of God	God as a loving father : Luke 15 : 11-32
	Jesus : Son of God - Mark 1: 1-11
	Messiah : Matthew 16: 13-17
	Holy Spirit - Luke 24: 44-53
Concern for life	Death and the future life: Questions about the resurrection - Luke 20: 27-40 Heaven and Hell - Luke 16: 19-31 The resurrection of Jesus - Luke 24
Death and the future life	Christian concern for quality of life - Mark 2: 1-12; Luke 8: 26 - 39.

VALUES and COMMITMENTS

Candidates will be expected to use knowledge and understanding from a study of the Gospels of Christian responses to moral issues to describe, explain and analyse the impact and significance of values and commitments on Christian attitudes to personal relationships. They will also be expected to evaluate the different responses to these values and commitments.

Personal relationships	Use of wealth - Mark 10: 17-27; Luke 16: 19-31
	Nature and purpose of marriage: Mark 10: 5-9; Matthew 19:11-12;
	Adultery, marriage and divorce - Mark 10: 2-12; Matthew 5: 31-32; 19: 8-10;

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Christianity above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specifies, some general issues that could be looked at include:

What is the value, purpose and dignity of human beings?

Who and what matters in life?

To whom should human beings have commitments?

What commitments should people have to each other?

What should be the nature of personal relationships?

What are the qualities of a good person?

What sources/authorities should humans look to, to provide answers to important questions?

How should people express and confirm their identity?

2.3 UNIT 3 – ROMAN CATHOLICISM 1

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Examples of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

Candidates must study Roman Catholicism within the broader context of Christianity. They should therefore study all of the content specified both from a Roman Catholic perspective and in its broader context.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of key events in the life of Jesus as well as some of his key teachings and aspects of the Bible to describe, explain and analyse the significance and impact of Roman Catholic beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

Jesus	The birth, baptism and temptations, crucifixion and resurrection of Jesus.
The teachings of Jesus	Jesus' teachings on love, forgiveness and reconciliation.
Sources of Authority	Ways in which the Bible is understood and used as a source of inspiration and authority. The authority of personal conviction and the Roman Catholic concept of informed conscience

PRACTICES and WAYS OF LIFE	
Candidates will be expected to use knowledge and understanding of ways in which the Roman Catholic sense of community and mission are fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.	
The role of the Church	The local church as a community of believers
	The social role of the Church
	The pastoral function of the Church in supporting Church members and others in difficulties
Rites of Passage in the Roman Catholic Church	The celebration and significance of: Baptism Confirmation Marriage Funeral Services
Key feasts and seasons of the Church's year	Advent Christmas Lent Easter

EXPRESSING MEANING	
Candidates will be expected to use knowledge and understanding of ways in which Roman Catholics express their faith through worship, settings for worship, festivals and lifestyles to describe, explain and analyse the significance and impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith.	
Settings used for worship	Internal and external features of Roman Catholic churches
Ways and forms of worship	Prayer and worship: The celebration and meaning of the Mass, including the teaching of the Roman Catholic Church on the Mass as sacrifice and the Real Presence.
Pilgrimage	The purposes of pilgrimage to Rome and Lourdes
Lifestyle	Roman Catholic motivation through love for God and for one's neighbour and responsibility for one's own actions

IDENTITY, DIVERSITY and BELONGING

Candidates will be expected to know, understand and analyse what it might mean to be a Roman Catholic in multi-faith Britain today through a study of the benefits and challenges that might arise through being a Roman Catholic in Britain today and through a study of ways in which Roman Catholics might understand the relationship of Roman Catholicism to other religious traditions in Britain today. They will also be expected to evaluate the role of Roman Catholicism in a multi-faith society.

Identity	What does it mean to be a Roman Catholic?
Benefits and challenges	Benefits could include: friendship, support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment
	Challenges could include: secularism and relativism
Diversity	Roman Catholic attitudes to other religious traditions

MEANING, PURPOSE and TRUTH

Candidates will be expected to use knowledge and understanding of Roman Catholic beliefs about the nature of God, beliefs about life after death and the sanctity of life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. They will be expected to explain and evaluate how people's differences in belief may lead to differences in the responses made to religious and moral issues.

Sanctity of Life	Roman Catholic concern for the sanctity of life through a study of abortion and euthanasia
Nature of God	The Trinity, - Father, Son and Holy Spirit
Death and the future life	Roman Catholic beliefs about life after death, including judgement, heaven, hell, purgatory

VALUES and COMMITMENTS	
Candidates will be expected to use knowledge and understanding of Roman Catholic responses to moral issues to describe, explain and analyse the impact and significance of values and commitments on Roman Catholic attitudes to personal relationships. They will also be expected to evaluate the different responses to these values and commitments.	
Personal Relationships	Marriage - the roles, rights and duties of men, women and children in the family
	Nature and purpose of marriage
	The purpose of sex
	Marriage to non-Catholics
	Divorce - separation, annulment and remarriage
	Birth control, pre-marital sex, adultery, homosexuality

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Roman Catholicism above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

- What is the value, purpose and dignity of human beings?
- Who and what matters in life?
- To whom should human beings have commitments?
- What commitments should people have to each other?
- What should be the nature of personal relationships?
- What are the qualities of a good person?
- What sources/authorities should humans look to, to provide answers to important questions?
- How should people express and confirm their identity?
- What is the purpose and value of a human life?
- Why do people belong to religions?
- Does religion make a difference to the way a life is lived?
- Is belief in God necessary to a good life?
- What should motivate individuals to behave in a particular way?
- Is there a life after death?
- To what extent should individuals be able to express their beliefs?
- Is religion necessary to morality?

2.4 UNIT 4 - ROMAN CATHOLICISM 2

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Examples of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

Candidates must study Roman Catholicism within the broader context of Christianity. They should therefore study all of the content specified both from a Roman Catholic perspective and in its broader context.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of arguments concerning the existence of God and the basis of ethical decision making in order to describe, explain and analyse the significance and impact of Roman Catholic beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

The Existence of God	Foundations of belief
	Reason and revelation
	The Cosmological argument from design for the existence of God
Sources of authority of the Church	The role of the Bible, church teaching, conscience and prayer in Christian decision making
	The Episcopacy, including apostolic succession
	The Papacy, including the Pope as successor of St Peter, the Vicar of Christ, and infallible

PRACTICES and WAYS OF LIFE	
Candidates will be expected to use knowledge and understanding of Roman Catholic beliefs of what it means to be human and ways in which this might be put into practice to describe, explain and analyse the significance and impact on practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.	
What it means to be human	Roman Catholic teaching about what it means to be human. The physical, mental, spiritual and emotional nature of humankind
Respecting oneself	Roman Catholic teaching about respecting oneself with reference to:
	Valuing oneself
	The use and misuse of drugs, alcohol and food choice of occupation
Vocational	The Roman Catholic understanding of vocation, in terms of: laity, religious and clergy

EXPRESSING MEANING	
Candidates will be expected to use knowledge and understanding of ways in which Roman Catholics express their faith through social action and art to describe, explain and analyse the impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith.	
Social action	Roman Catholic teaching on justice and fairness The work of CAFOD
Art	How Roman Catholic belief about Mary is expressed through Art

IDENTITY, DIVERSITY and BELONGING	
Candidates will be expected to use knowledge and understanding of Roman Catholic beliefs about the creation of all human beings by God to describe, explain and analyse viewpoints on issues arising from being a citizen in the world today. They will also be expected to evaluate the role of Roman Catholicism in a multi-faith society.	
Identity	What does it mean to be a responsible citizen of the world?
Benefits and challenges of being a citizen of the world	Multi-culturalism as a benefit and a challenge
Diversity	Ecumenism

MEANING, PURPOSE and TRUTH

Candidates will be expected to use knowledge and understanding of Roman Catholic beliefs about the nature of God and the existence of suffering to describe explain and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious philosophical and moral issues in the modern world. They will also be expected to evaluate the different beliefs about the nature of God and the existence of suffering.

The Nature of God	God as omnipotent, omniscient and omnibenevolent.
Good and Evil	Roman Catholic understanding of the origin of evil.
	Moral evil, natural evil
Responses to suffering	Personal responses to suffering

VALUES and COMMITMENTS

Candidates will be expected to use knowledge and understanding of Roman Catholic responses to moral issues to describe, explain and analyse the impact and significance of values and commitments on Roman Catholic attitudes to the use of force and violence. They will also be expected to evaluate the different responses to these values and commitments.

Roman Catholic attitudes towards the use of force and violence	Teachings of the Roman Catholic Church on violence and non-violence
	Personal responses to violence
Roman Catholic attitudes towards war and peace	The teaching of the Roman Catholic Church on war and peace, The just war theory
The teaching of the Roman Catholic Church on the treatment of criminals	Treatment of criminals: punishment, retribution, deterrence, reparation, reform Capital punishment

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Roman Catholicism above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

What is the value, purpose and dignity of human beings?

Who and what matters in life?

To whom should human beings have commitments?

What commitments should people have to each other?

What should be the nature of personal relationships?

What are the qualities of a good person?

What sources/authorities should humans look to, to provide answers to important questions?

How should people express and confirm their identity?

What is the purpose and value of a human life?

Why do people belong to religions?

Does religion make a difference to the way a life is lived?

Is belief in God necessary to a good life?

What should motivate individuals to behave in a particular way?

Is there a life after death?

To what extent should individuals be able to express their beliefs?

Is religion necessary to morality?

2.5 UNIT 5 - CHRISTIAN PHILOSOPHY AND ETHICS

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Examples of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of arguments concerning the existence of God and the basis of ethical decision making in order to describe, explain and analyse the significance and impact of Christian beliefs, teachings and sources. They will also be expected to evaluate these arguments.

The existence of God	Why some people have religious belief whilst others do not
	The argument from design for the existence of God
	Reason and revelation as approaches to philosophical discussion about God's existence
	Secular approaches
Sources of Authority	The role of the Bible, church, teaching, conscience and prayer in Christian decision making

PRACTICES and WAYS OF LIFE

Candidates will be expected to use knowledge and understanding of Christian beliefs of what it means to be human and ways in which this might be put into practice and to describe, explain and analyse the significance and impact on practices and ways of life. They will also be expected to evaluate the relevance of these beliefs and practices in everyday life of people.

What it means to be human	Christian teaching about what it means to be human.
	The physical, mental, spiritual and emotional nature of humankind
Respecting oneself	Christian teaching about respecting oneself with reference to:
	Valuing oneself
	The use and misuse of drugs, alcohol and food choice of occupation

EXPRESSING MEANING

Candidates will be expected to use knowledge and understanding of ways in which Christians express their faith through social action and art to describe, explain and analyse the impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith.

Social action	Christian responsibility to create a just and fair society with regards to: Child labour Fair Trade Sustainable development
Art	How Christian ideas have been expressed through Art.

IDENTITY, DIVERSITY and BELONGING

Candidates will be expected to use knowledge and understanding of Christian beliefs about the creation of all human beings by God to describe explain and analyse viewpoints on issues arising from being a citizen in the world today. They will also be expected to evaluate the role of Christianity in a multi-faith society.

Identity	What does it mean to be a responsible citizen of the world?
Benefits and challenges of being a citizen of the world	Multi-culturalism as a benefit and a challenge
Diversity	Moral and Cultural Relativism

MEANING, PURPOSE and TRUTH

Candidates will be expected to use knowledge and understanding of Christian beliefs about the nature of God and the existence of suffering to describe explain and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious philosophical and moral issues in the modern world. They will also be expected to evaluate the different beliefs about the nature of God and the existence of suffering.

The Nature of God	God as omnipotent, omniscient and omnibenevolent.
Good and Evil	Christian understanding of the nature and causes of evil. Satan, the Devil, moral evil, natural evil
Responses to Suffering and Evil	Responses to suffering - work of Christian charities Responses to the problem of Evil - theodicy,

VALUES and COMMITMENTS

Candidates will be expected to use knowledge and understanding of Christian responses to moral issues to describe, explain and analyse the impact and significance of values and commitments on Christian attitudes to the use of force and violence. They will also be expected to evaluate the different responses to the use of force and violence.

Christian attitudes towards the use of force and violence	Responses to conflict in personal relationships and in society. The Just War theory
	Pacifism and non-violent protest Conscientious objection
Christian treatment of criminals	Treatment of criminals, punishment, retribution, deterrence, reparation, reform.
	Capital punishment

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Christian Philosophy and Ethics above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

- Is it possible to believe in God without scientific proof?
- Does the way that the world is designed make it more credible that God exists?
- Should the Bible be the Christian's only source of authority?
- Does atheism lead to a selfish attitude?
- Are humans able to know God or is he far too remote?
- 'It's my life so I can do what I want with it.'
- Which matters more, the soul or the body?
- Is it possible to achieve equality in a world driven by egoism?
- Should women and men be treated differently, as they are by nature different?
- Should animals have just as much right as humans to be treated with dignity and respect?
- Is it morally right to use animals in experimentation for the advancement of medicine?
- Can God really exist in light of the fact that there is so much suffering in the world?
- If God does exist, is he powerless to intervene?
- Does the existence of evil presume the presence and activity of a supernatural evil force such as the Devil?
- Who should be blamed for moral evil?
- How far can mankind be blamed for the suffering in the world?
- Is the responsibility of governments or individuals to help those who are suffering?
- Should Christians be more concerned with helping the poor or preaching the Gospel?
- Can violence ever be morally justified?
- Is pacifism just a cowardly stance?
- Is there any purpose to punishment?
- Can it ever be right to end a life even for the most serious of crimes?

2.6 UNIT 6 - HINDUISM

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Examples of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

Candidates will also be expected to understand and show that Hinduism is a diverse religion with different practices and beliefs.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of key events in the Ramayana as well as some of Hinduism's key teachings and aspects of sacred texts to describe, explain and analyse the significance and impact of Hindu beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

The main events outlined in the Ramayana	The significance of the main events.
	The personal qualities of Rama and Sita
Key teachings	The concept of God - God as One, the Universal Soul
	The doctrines of dharma and karma
	The concept of varna
Role and significance of sacred texts	shruti - the nature of the Vedas
	smriti - the nature of the Bhagavad Gita and Ramayana

PRACTICES and WAYS OF LIFE

Candidates will be expected to use knowledge and understanding of ways in which the Hindu sense of community and mission is fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.

Use of the mandir	Its use for prayer, study, celebration and assembly.
	Role of the priest as a community leader
Significant events - rites of passage	Birth and childhood - <i>Nam Samskar</i> (naming); <i>mundan</i> (shaving)
	Initiation - <i>upanayana</i> (sacred thread ceremony)
	Marriage - betrothal and features of the ceremony,
	Death - cremation and associated rituals

EXPRESSING MEANING

Candidates will be expected to use knowledge and understanding of ways in which Hindus express their faith through worship, settings for worship, festivals and lifestyle to describe, explain and analyse the significance and impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith and the problems of expressing one's faith in a multi-cultural society.

Settings used for worship	External and internal features of the <i>mandir</i> (temple) home shrine
Worship in the mandir	Purification; congregational <i>puja</i> ; <i>arti</i> and <i>havan</i> ; role of the <i>pujari</i>
Worship in the home	Daily <i>puja</i>
	Ritual purity in the household and ritual bathing
Pilgrimage	The Ganges at Varanasi (Benares)
Festivals and Holy Days	Navaratri - worship of Parvati; Durga Puja; celebration of Durga and victory of good over evil; associated festival of Dasshera; Divali; Holi

IDENTITY, DIVERSITY and BELONGING

Candidates will be expected to know, understand and analyse what it might mean to be a Hindu in a multi-faith Britain today through a study of the benefits and challenges that might arise through holding a Hindu faith in Britain today and through a study of ways in which Hindus might understand the relationship of Hinduism to other religious traditions in Britain today. They will also be expected to evaluate these benefits and challenges.

Identity	The fulfilment of <i>dharma</i>
	The practices of <i>bhakti</i> and yoga
	<i>Varnashramadharm</i> a - the four <i>ashramas</i> and duties associated with each stage of life
	Vegetarianism and fasting
	Symbol - <i>Aum</i>
Benefits and Challenges	Importance of belonging to a community This could include: friendship, support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment. The challenges of being a Hindu in Britain today.
Diversity	The different attitudes to caste and its effect on work practices
	Hindu attitudes to other religions

MEANING, PURPOSE and TRUTH	
Candidates will be expected to use knowledge and understanding of Hindu beliefs about the nature of God, sanctity of life and death and the future life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. Candidates will be expected to explain and evaluate how people's differences in belief may lead to differences in the responses made to the religious and moral issues.	
Nature of God	God the Creator the source of all life
	God as one, god as many, god in all things (<i>atman</i>).
	The Trimurti - Brahma, Vishnu and Shiva
	Concept of avatar with reference to Krishna and Rama
Sanctity of life	<i>ahimsa, atman</i> as reflected in attitudes towards euthanasia and abortion
Death and the future life	Concepts of <i>dharma</i> and <i>karma</i> and how they relate to belief in the after-life and the cycle of death and rebirth.
Death and the future life	Difference in attitudes to life after death - <i>nirvana, moksha</i> , reincarnation.

VALUES and COMMITMENTS	
Candidates will be expected to use knowledge and understanding of Hindu responses to moral issues to describe, explain, analyse and evaluate the impact and significance of values and commitments on Hindu attitudes to personal relationships.	
Personal relationships	Marriage - roles, rights and duties of men, women and children in the family
	Nature and purpose of marriage
	Marriage outside one's caste
	The purpose of sex
	Divorce - separation, divorce and remarriage
	Birth control, pre-marital sex, adultery, homosexuality

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Hinduism above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

What is the value, purpose and dignity of human beings within the religion of Hinduism?

Is human life sacred to Hindus?

What commitments should people have to each other?

What commitments should Hindus have to each other?

What should be the nature of personal relationships?

What are the qualities of a good Hindu?

What sources should human beings use to provide answers to important questions?

What are the sources of information for Hindus?

What sources of authority should human beings use to provide answers to important questions?

How should people express and confirm their religious identity within Hinduism?

Why do people belong to religions?

Does religion make a difference to human lives?

Does Hinduism make a difference to human lives?

Is belief in God important to people today?

What should motivate individuals to behave in a particular way?

What should motivate Hindus to behave in a particular way?

Is there a life after death?

To what extent should individuals be able to express their beliefs?

Is religion necessary to morality?

How is religion portrayed in the media?

How is the religion of Hinduism portrayed in the media?

Is Britain becoming an increasingly secular society?

What is the place of Hinduism within an increasingly secular society?

2.7 UNIT 7 - ISLAM

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Example of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

Candidates will also be expected to understand and show that Islam is a diverse religion with different practices and beliefs.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of key events in the life of Muhammad as well as some of his key teachings and aspects of the Qur'an to describe, explain and analyse the significance and impact of Muslim beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

Prophet Muhammad	Life of the Prophet with particular reference to the revelations, the <i>Hijrah</i> , and Makkah
Teachings	The Five Pillars of Faith - <i>shahadah, salah, zakah, sawm, hajj</i>
	Angels - teaching about angels
	Prophethood - <i>risalah</i> : Adam, Jesus Muhammad as the seal of the Prophets
Role and significance of sacred texts	Composition and structure of the Qur'an
	The Qur'an as a guide for life
	<i>Hadith</i> and <i>sunnah</i> - sayings and example of the Prophet Muhammad

PRACTICES and WAYS OF LIFE

Candidates will be expected to use knowledge and understanding of ways in which the Hindu sense of community and mission is fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.

Living a life of religious duty and performing good deeds	<i>Din</i> including <i>ihsan</i>
	Striving for purity in life - <i>jihad</i>
Role of the mosque	The mosque school - <i>madrasah</i>
	The mosque as a community centre
Significant events - rites of passage	Birth customs - call to prayer, <i>adhan</i> , <i>aqiqah</i> ceremony and <i>khitan</i>
	Initiation - <i>Bismillah</i>
	Marriage - marriage ceremony
	Funerals - associated rituals

EXPRESSING MEANING

Candidates will be expected to use knowledge and understanding of ways in which Muslims express their faith through worship, settings for worship, festivals and lifestyle to describe, explain and analyse the significance and impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith and the problems of expressing one's faith in a multi-cultural society.

Setting for worship	External and internal features of a mosque
Worship in the mosque and in the home	Call to prayer - <i>muezzin</i> - and preparation for prayer
	Forms of prayer: <i>salah</i> , <i>rak'ah</i> , <i>du'a</i>
	Role of the imam - <i>khutbah</i> and <i>jumu'ah</i>
Pilgrimage	<i>Hajj</i>
Festivals and Holy Days	<i>Id-ul-Adha</i> - Festival of the Sacrifice
	<i>Id-ul-Fitr</i> - Ramadan and the Festival of Fast breaking
Lifestyle	Muslim motivation through submission to Allah.

IDENTITY, DIVERSITY and BELONGING

Candidates will be expected to know, understand and analyse what it might mean to be a Muslim in a multi-faith Britain today through a study of the benefits and challenges that might arise through holding a Muslim faith in Britain today and through a study of ways in which Muslims might understand the relationship of Islam to other religious traditions in Britain today. They will also be expected to evaluate these benefits and challenges.

Identity	What does it mean to be a Muslim?
	<i>Ummah</i>
	Dress customs
	Dietary laws
Benefits and challenges	This could include: friendship, support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment.
	Media portrayal of Islam - how Islam is portrayed in the media (examples from newspapers and television); stereotyping
Diversity	Islam as a world religion
	Different branches of Islam – Sunni and Shi'a
	Muslim attitudes to other religions

MEANING, PURPOSE and TRUTH

Candidates will be expected to use knowledge and understanding of Muslim beliefs about the nature of God, sanctity of life and death and the future life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. Candidates will be expected to explain and evaluate how people's differences in belief may lead to difference in the responses made to the religious and moral issues.

Nature of God	The oneness of God - Allah, <i>shahadah</i> , <i>tawhid</i>
Sanctity of life	The belief that life is a gift from Allah as reflected in attitudes towards abortion and euthanasia
Death and the future life	<i>Akhirah</i> , the Day of Judgement, paradise and hell
	Predestination - <i>Qadar</i> and free will

VALUES and COMMITMENTS

Candidates will be expected to use knowledge and understanding of Muslim responses to moral issues to describe, explain, analyse and evaluate the impact and significance of values and commitments on Muslim attitudes to personal relationships.

Personal Relationships	Marriage - roles, rights and duties of men, women and children in family life.
	Nature and purpose of marriage.
	Marriage to non Muslims
	The purpose of sex
	Divorce - separation, divorce and remarriage
	Birth control, pre-marital sex, adultery, homosexuality

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Islam above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

- What is the value, purpose and dignity of human beings within the religion of Islam?
- Is human life sacred to Muslims?
- What commitments should people have to each other?
- What commitments should Muslims have to each other?
- What should be the nature of personal relationships?
- What are the qualities of a good Muslim?
- What sources should human beings use to provide answers to important questions?
- What are the sources of information for Muslims?
- What sources of authority should human beings use to provide answers to important questions?
- How should people express and confirm their religious identity within Islam?
- Why do people belong to religions?
- Does religion make a difference to human lives?
- Does Islam make a difference to human lives?
- Is belief in God important to people today?
- What should motivate individuals to behave in a particular way?
- What should motivate Muslims to behave in a particular way?
- Is there a life after death?
- To what extent should individuals be able to express their beliefs?
- Is religion necessary to morality?
- How is religion portrayed in the media?
- How is the religion of Islam portrayed in the media?
- Is Britain becoming an increasingly secular society?
- What is the place of Islam within an increasingly secular society?

2.8 UNIT 8 - JUDAISM

The division of the content into topics is intended only to indicate the parameters of the specification for examination purposes. It is not suggested that the topics should be studied in this order, nor is any priority of importance implied. The topics are not to be regarded as discrete. Since candidates will be expected to have explored the relationship between authoritative teaching, belief, practice and their relevance and application, questions may be set that extend over two or more topics. Each question will have both AO1 and AO2 elements examined in it. Examples of AO2 questions are in the Teacher's Guide.

Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification.

Candidates will also be expected to understand and show that Judaism is a diverse religion with different beliefs and practices.

BELIEFS, TEACHINGS and SOURCES

Candidates will be expected to use knowledge and understanding of key events in the life of Abraham and Moses as well as some of the key teachings and aspects of the Tenakh and Talmud to describe, explain and analyse the significance and impact of Jewish beliefs, teachings and sources. They will also be expected to evaluate the impact of these teachings on the lives of believers.

The Founders	Abraham - settling in Canaan, the Covenant Moses - Pesach, Ten Commandments
Key teachings	God is the only God: the <i>Shema</i>
	God is the Creator
	God is a Judge
	Israel is God's chosen nation: the Covenant
	God demands moral standards: the Ten Commandments
Role and significance of sacred texts	The Tenakh: its role in worship and as a guide for life.
	The Talmud: explanation of the Torah

PRACTICES and WAYS OF LIFE

Candidates will be expected to use knowledge and understanding of ways in which the Jewish sense of community and mission is fostered by worship and expressed in practical ways to describe, explain and analyse the significance and impact of practices and ways of life. They will also be expected to evaluate the practicality and significance of these beliefs and practices in everyday life of people.

Role of the synagogue	Its use for prayer, study, celebration, assembly and judgement.
	The role of the Rabbi and Beth Din.
Significant events - rites of passage	Birth - naming, <i>brit milah</i> (circumcision)
	Coming of age ceremonies
	Marriage - marriage ceremony
	Death and associated rituals

EXPRESSING MEANING

Candidates will be expected to use knowledge and understanding of ways in which Jews express their faith through worship, settings for worship, festivals and lifestyle to describe, explain and analyse the significance and impact of expressing meaning. They will also be expected to evaluate the different personal responses to the expression of faith and the problems of expressing one's faith in a multi-cultural society.

Settings for worship	The Synagogue: internal features; the home
Worship in the synagogue	Form - Orthodox / Reform
	Daily services / prayers / blessings
	Use of the Torah
Worship in the home	Shabbat and daily prayers
Festivals and Holy Days	Rosh Hashanah; Yom Kippur; Pesach; Yom Hashoah

IDENTITY, DIVERSITY and BELONGING	
Candidates will be expected to know, understand and analyse what it might mean to be a Jew in a multi-faith Britain today through a study of the benefits and challenges that might arise through holding a Jewish faith in Britain today and through a study of ways in which Jews might understand the relationship of Judaism to other religious traditions in Britain today. They will also be expected to evaluate these benefits and challenges.	
Identity	What does it mean to be a Jew?
	Dress
	Dietary laws
	Symbol :Magen David
Benefits and Challenges	This could include: friendship support in times of difficulty, a sense of purpose, identity and belonging, framework for decision-making, comfort and support, spiritual fulfilment. The challenges of being a Jew in Britain today.
Diversity	Jewish attitudes to other religions Orthodox/Reform – diversity in beliefs and practice.

MEANING, PURPOSE and TRUTH	
Candidates will be expected to use knowledge and understanding of Jewish beliefs about the nature of God, sanctity of life and death and the future life to describe, understand and analyse the significance and impact of beliefs about meaning, purpose and truth on responses to religious and moral issues in the modern world. Candidates will be expected to explain and evaluate how people's differences in belief may lead to difference in the responses made to the religious and moral issues.	
Nature of God	God the Creator
	Every life has a God-given purpose
Sanctity of life	The belief that God is the source of all life as reflected in attitudes towards - abortion and euthanasia
Death and the future life	Judgement, resurrection and the after life

VALUES AND COMMITMENTS

Candidates will be expected to use knowledge and understanding of Jewish responses to moral issues to describe, explain, analyse and evaluate the impact and significance of values and commitments on Jewish attitudes to personal relationships.

Personal relationships	Marriage - roles, rights and duties of men, women and children in the family
	Nature and purpose of marriage
	Marriage to non-Jews
	The purpose of sex
	Divorce - separation, divorce and remarriage
	Birth control, pre-marital sex, adultery, homosexuality

Candidates will also be expected to use the information above as evidence and reasoned arguments to express and evaluate personal responses, informed insights and differing viewpoints on the fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments raised through the study of Judaism above. As well as discussing the relative importance, significance and value of the beliefs, practices, teachings and attitudes specified, some general issues that could be looked at include:

- Is belief in God necessary to a good life?
- Is Moses the most important figure in Jewish history?
- Is God's covenant relationship with the Jews a responsibility not a privilege?
- Is the synagogue more important as a social centre than a place of worship?
- How does the Beth Din serve the Jewish community?
- Do Jewish mourning traditions help Jews come to terms with the death of a close relative?
- Is Orthodox Judaism the only true Judaism?
- Is it essential to have a day of complete rest?
- Is Pesach the most important Jewish festival?
- Are the dietary laws of Judaism out of date?
- How should Jews express and confirm their identity?
- What is the Jewish attitude to other religions?
- What is the purpose and value of human life?
- Is there life after death?
- Is religion necessary to morality?
- Should Jews always marry within the faith?
- To whom should Jews have commitments?
- Is sex outside marriage always wrong?

3

ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE Religious Studies is untiered, i.e. all units cater for the full range of ability and allow access to grades A*-G for the subject award.

The specification content is prescribed in a series of eight units.

Candidates for the GCSE (Full Course) will be required to study **two** units from those listed below.

Candidates for the GCSE (Short Course) will be required to study **one** of the units listed below.

The units are:

- Unit 1: Christianity
- Unit 2: Christianity through the Gospels
- Unit 3: Roman Catholicism 1
- Unit 4: Roman Catholicism 2
- Unit 5: Christian Philosophy and Ethics
- Unit 6: Hinduism
- Unit 7: Islam
- Unit 8: Judaism

The following combinations of units are NOT permitted:

- Roman Catholicism 1 with Christianity
- Roman Catholicism 2 with Christian Philosophy and Ethics
- Christianity with Christianity through the Gospels

Each unit comprises a written paper as follows:

Written Paper: 1 hour 45 minutes
100% of Short, 50% of Full Course

Four compulsory questions, consisting of visual or text stimuli leading to a series of paragraph and extended writing answers testing AO1 and AO2.

The full course may be entered either by end-of-course assessment or by the entering for one short course first and then by sitting a second short course (usually at the end of Years 10 and 11 respectively). The assessment will be by means of a second short course if the second unit is taken at a different examination sitting from the first. The second short course units may be taken in either order.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1	Describe, explain and analyse, using knowledge and understanding
AO2	Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints

AO1 and AO2 are interrelated and connections must be made.

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	Total
Written Paper 1	25%	25%	50%
Written Paper 2	25%	25%	50%
Total Weighting	50%	50%	100%

3.3 Quality of Written Communication

In all components in questions involving extended writing (Question 1(e), 2(e), 3(e), 4(e) and 5(e).) candidates will be assessed on the quality of their written communication within the overall assessment of that component.

Mark schemes for all written papers include the following specific criteria for the assessment of written communication:

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organisation of information clearly and coherently; use of specialist vocabulary where appropriate.

4**AWARDING, REPORTING AND RE-SITTING**

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of students who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a unitised specification which allows for an element of staged assessment. Any unit may be taken in this way and may be re-taken once only (with the better result counting) before aggregation for this subject award. Results for a unit have a shelf-life limited only by the shelf-life of the specification.

An award will not be made until both units have been completed or until both units have been retaken, whichever is the sooner. A candidate may retake the whole qualification more than once. Each unit result, prior to certification for a qualification, has a shelf life limited only by the shelf life of the qualification.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
Units	100	90	80	70	60	50	40	30	20
Short Course Qualification	100	90	80	70	60	50	40	30	20
Full Course Qualification	200	180	160	140	120	100	80	60	40

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GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade A

Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary.

They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.

Grade C

Candidates demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can describe the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately.

They use argument supported by relevant evidence to express and evaluate different responses to issues studied. They refer to different points of view in making judgements about these issues.

Grade F

Candidates demonstrate basic knowledge and understanding of religion to describe, with some reasons, the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show some awareness of the meaning and importance of the religion(s) and/or beliefs studied, sometimes recognising and making simple connections between religion and people's lives. They communicate their ideas using everyday language.

They present reasons in support of an opinion about the issues studied, and show some understanding of the complexity of the issues by describing different points of view.

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THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE Religious Studies and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Religious Studies', available on WJEC website

Opportunities for use of technology

The specification provides opportunities for candidates to make effective use of ICT, particularly in the preparation and presentation of class work. Candidates may be encouraged to use the internet as a source of information and resources. For exemplification, see Section 6: Key Skills.

Spiritual, Moral, Ethical, Social and Cultural Issues

The various Units provide ample scope for studies that might contribute to candidates' **spiritual development**. All modules directly address subject matter that is concerned with:

- the quest for meaning in life, truth and ultimate values;
- awareness of aspects of human life other than the physical and material;
- human experiences of transcendence, awe, wonder and mystery;
- the exploration of religious beliefs;

and provide a stimulus for candidates to:

- explore their own beliefs, creative abilities, insights, self-identity, and self-worth;
- recognise and value the world and others.

In like manner, the Units offer extensive scope for contributing to an understanding of **moral, ethical, social and cultural issues**. All provide opportunities to:

- study relationships between religion and culture;
- consider moral values and attitudes of individuals, faith communities or contemporary society;
- develop skill in reasoning on matters concerning values, attitudes and actions;
- develop the ability to make responsible judgements on significant moral teaching and issues;
- develop a sense of identity and belonging, preparing students for life as citizens in a plural society;
- foster students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world through exploration of issues within and between faiths, developing their understanding of the cultural contexts within which they live.

Citizenship

The specification deals with religious and moral beliefs and values that underpin personal choices and behaviour (e.g. relationships) and a variety of issues concerning lifestyle and social practices (e.g. diet). It looks at the voluntary and charitable activities that help to make up a healthy society and provide opportunities for the development of active citizenship and involvement in society.

Beliefs about the nature of humanity and the world influence how people organise themselves and relate to others locally, nationally and globally. Issues explored in this specification therefore contribute to social and political awareness (e.g. attitudes towards war, poverty, racial divisions).

The specification also contributes to students' understanding of Europe and the world. Religious and moral issues in Religious Studies are considered in worldwide perspectives. It is not possible to understand the nature and significance of European identity without studying religion.

The specification promotes the values and attitudes needed for citizenship in a democratic society by helping students to understand and respect people of different beliefs, practices, races and cultures. Similarities and differences in commitment, self-understanding and the search for truth and meaning can be recognised, respected and valued for the common good.

Contribution to community cohesion

The promotion of community cohesion lies at the heart of the new specification through explicit specification content and potential learning opportunities.

Specification content.

The units are designed to develop pupils' awareness of the diversity that surrounds them, recognising and appreciating different religions, beliefs, ethnicities and socio-economic backgrounds. Students are required to explore issues of justice, human rights, belonging, identity, interfaith dialogue and discrimination within local, national and global contexts.

Learning Opportunities

The specification content and assessment criteria require students to develop skills of participation and to make informed evaluations concerning contemporary issues both nationally and globally.

Learning will be naturally enriched through fieldwork, visits to places of different worship and interaction with members of different beliefs and communities.

Environmental Issues

This specification provides opportunities for candidates to consider environmental issues in the topic of identity, diversity and belonging.

Health and Safety Consideration

At all times, teachers and candidates should consider Health and Safety issues arising from work undertaken both within and outside school.

The European Dimension

The specification is designed particularly, but not exclusively, to meet the needs of schools in Wales and will be examined both in English and in Welsh. It is compatible with the agreed syllabuses for religious education in Wales and England. In studying Christianity and the other religions included in the specification teachers are encouraged to look for local illustrations and examples and candidates will receive credit for appropriate and relevant reference to them. This approach conforms with the aspirations expressed in the 1988 Resolutions of the Council of the European Community and the Ministers of Education meeting within the Council, concerning the European dimension in education and environmental education, particularly those intended at the level of member states.