

GCSE



WJEC GCSE in
RELIGIOUS STUDIES

WJEC GCSE in
RELIGIOUS STUDIES
(SHORT COURSE)

APPROVED BY QUALIFICATIONS WALES

GUIDANCE FOR TEACHING

Teaching from 2017



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Introduction

The WJEC GCSE in Religious Studies specification is available for teaching from September 2017. The first Short Course award for this specification will be made in Summer 2018, and the first GCSE award for this specification will be made in 2019. The specification can be delivered and assessed in centres in Wales, schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands. This specification meets the GCSE Qualification Criteria which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2017. Additionally, the WJEC has worked closely with faith communities, SACREs and other interested parties to ensure that the specification will fully meet the needs of learners, and fulfil the statutory requirements for Religious Education.

This Guidance for Teaching publication is one of a number of ways in which WJEC provides assistance to teachers delivering this specification. This guide is to be used in conjunction with, and as a supplement to the Specification and Sample Assessment Materials (question papers and marking schemes). It is not intended as, and cannot be used as, a replacement for either of these essential materials.

Other provision which you may find useful:

- easy access to the specification and other key documents on the WJEC website
- CPD advice available via the WJEC website
- Face to face CPD at a range of venues across Wales
- additional, free-to-access, digital resources on specific options available from Spring 2017 on the website, which can be used by both teachers and learners
- easy access, by telephone or email, to both the Subject Officer and Subject Support Officer for GCSE Religious Studies
- opportunities to become an examiner for the new specification

Contact points for WJEC Eduqas GCSE in Religious Studies (9-1) are as follows:

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Subject page: <http://wjec.co.uk/qualifications/religious-studies>

Continuing Professional Development

CPD will be delivered to assist in explaining the WJEC GCSE in Religious Studies qualification. WJEC will continue to deliver CPD in Wales for the life of the qualification. Please use the following link to search for CPD events and make bookings:

<http://www.wjec.co.uk/cpd/>

Prohibited Combinations

Centres must choose Units 1 and 2 or Units 1 and 3 for Catholic centres.

Catholic centres are required by Bishops' Conference to study Judaism as their second religion.

Aims and objectives

This WJEC GCSE specification in Religious Studies provides opportunities for candidates to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical themes.

The specification will:

- develop learners' knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism
- develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- provide learners with the opportunity to study Welsh perspectives, which arise naturally from the subject matter, enriching learners' understanding of the world around them

Following this specification will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of the United Kingdom are, in the main, Christian

- understand that religious traditions in the United Kingdom are also diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

WJEC GCSE Religious Studies takes a distinctive approach which allows core beliefs, teachings and practices of Christianity and one other religion to be applied to relevant and engaging philosophical and ethical issues. It provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effects on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Religious Studies at AS and A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Welsh Baccalaureate

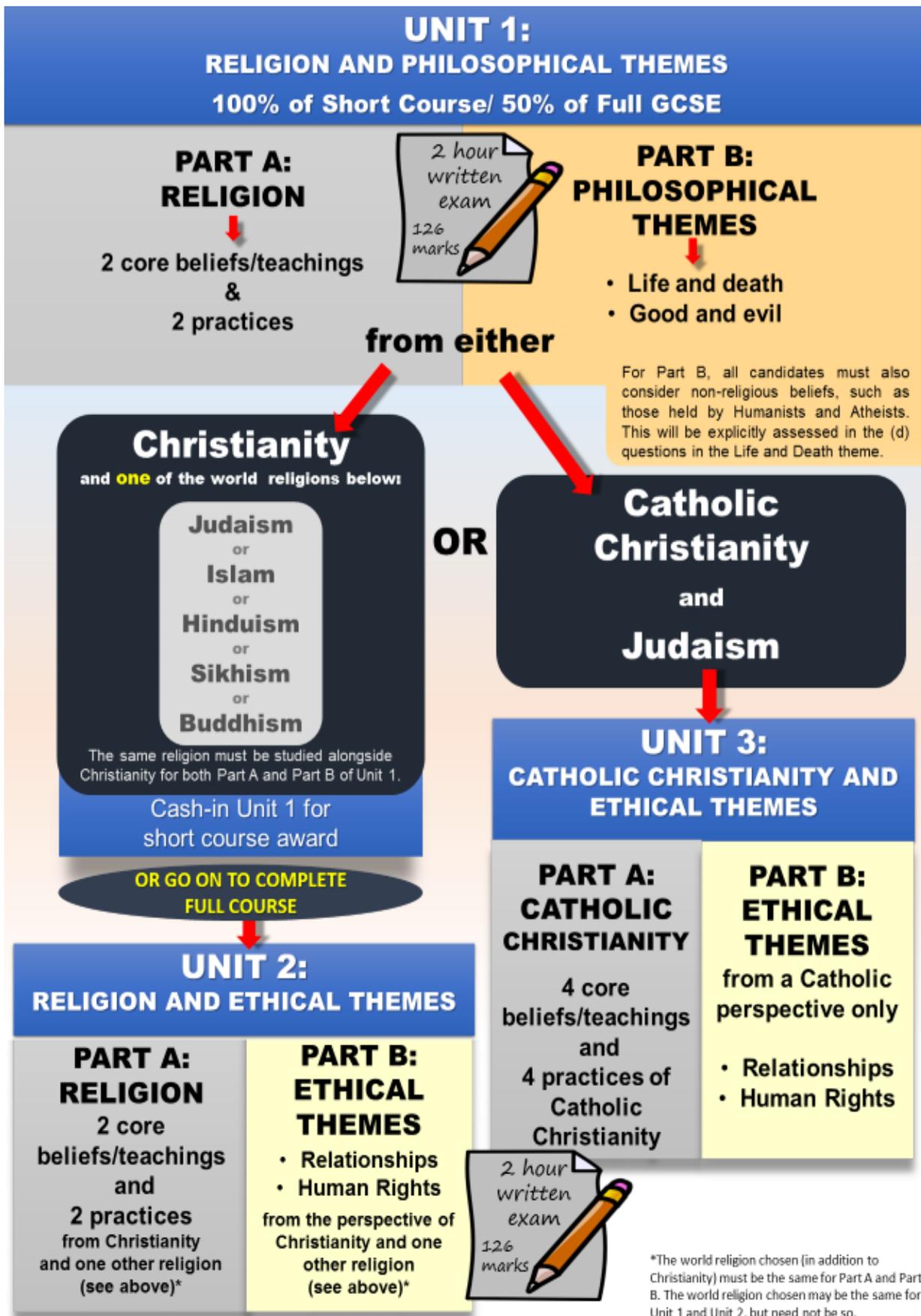
In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate of the Welsh Baccalaureate Certificate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales, the UK, Europe and the world.

The Specification at a Glance



**UNIT 2:
RELIGION AND ETHICAL THEMES**

**PART A:
RELIGION**

2 core beliefs/teachings and 2 practices from Christianity and one other religion (see above)*

**PART B:
ETHICAL THEMES**

• Relationships
• Human Rights

from the perspective of Christianity and one other religion (see above)*



Course Overview

GCSE Religious Studies

All centres studying the Full Course GCSE (except Catholic centres) will complete Units 1 and 2.

Catholic centres will complete Units 1 and 3.

Short course can be awarded on successful completion of Unit 1.

Unit 1 – Religion and Philosophical Themes

One examination, 2 hours, consisting of 4 questions (a-d) as shown below.

PART A: Religion (Christianity plus one other world religion)

Christianity: Core beliefs, teachings and practices	Beliefs	God	Question 1 30 marks + 6 SPaG	KEY CONCEPTS Omnipotence Atonement Omniscience Omnibenevolence Divine Command Holy Spirit Trinity Agapé Resurrection Incarnation Inter-faith Dialogue Messiah
		Jesus as God Incarnate		
	Practices	Morality		
		Church		

And, in addition, the study of **ONE** of the following world religions

Judaism: Core beliefs, teachings and practices	Beliefs	God	Question 2 30 marks	KEY CONCEPTS Omnipotence Orthodox Aron Hakodesh Omnibenevolence Reform Rabbi Shema Shabbat Kippah Synagogue Kashrut Ner Tamid
		Sacred Place		
	Practices	Practices that demonstrate beliefs about God		
		Worship in the home and synagogue		

OR

Islam: Core beliefs, teachings and practices	Beliefs	The Nature of God	Question 2 30 marks	KEY CONCEPTS Tawhid Salat Halal Shahadah Sawm Du'ah Shirk Zakat Saddaqah Qur'an Adhan Hadith
		The Qur'an		
	Practices	The Five Pillars of Sunni Islam Prayer/Salat		
		Obligatory Acts		

OR

Hinduism: Core beliefs, teachings and practices	Beliefs	Brahman and atman	Question 2 30 marks	KEY CONCEPTS Brahman Puja Bhakti Atman Arti Varanasi Trimurti Upanaya Nam Samskar Avatar Mandir Murti
		Hindu Gods		
	Practices	Worship		
		Rites of Passage		

OR

Sikhism: Core beliefs, teachings and practices	Beliefs	Nature of God	Question 2 30 marks	KEY CONCEPTS Guru Langar Mukti Sewa 5 K's Singh/Kaur Gurdwara Amrit Sanskar Karma Guru Granth Sahib Gurmukh Rebirth
		Role and purpose of humanity		
	Practices	Worship		
		Ceremonies		

OR

Buddhism: Core beliefs, teachings and practices	Beliefs	The Buddha	Question 2 30 marks	KEY CONCEPTS Buddha Samatha Noble Truths Dukkha Dhamma Vipassana Tanha Sangha Mettabhavana Eightfold Path Wesak Paranirvana
		The Teachings of the Buddha		
	Practices	Meditation Practices		
		Festivals and Rituals		

PART B: Philosophical Themes (from the perspective of Christianity AND the world religion studied for Part A)

Theme 1: Issues of Life and Death	The World	Question 3 30 marks <i>This theme must also be studied from a non-religious perspective</i>	KEY CONCEPTS Afterlife Environmental responsibility Euthanasia Evolution Abortion Quality of life Sanctity of life Soul
	The origin and value of human life		
	Beliefs about death and the afterlife		
Theme 2: Issues of Good and Evil	Crime and punishment	Question 4 30 marks	KEY CONCEPTS Good/evil Forgiveness Free will Justice Morality Pacifism Conscience Suffering
	Forgiveness		
	Good, evil and suffering		

PLEASE NOTE CAREFULLY:

Unit 1 may be cashed in to obtain the Short Course qualification. If a candidate has cashed-in Unit 1 to obtain the Short Course qualification, it is NOT then possible to obtain the Full Course GCSE by subsequently studying Unit 2 or 3 unless the Unit 1 paper is sat again (the re-sit grade will be combined with the Unit 2 or 3 grade to make the Full Course qualification).

Unit 2 – Religion and Ethical Themes

One examination, 2 hours, consisting of 4 questions (a-d) as shown below.

PART A: Religion (Christianity plus one other world religion)

Christianity: Core beliefs, teachings and practices	Beliefs	The Bible	Question 1 30 marks + 6 SPaG	KEY CONCEPTS Bible Reason Free Will Revelation Confirmation Heaven/Hell Judgement Eucharist Vows Baptism Pilgrimage Marriage symbols
		The Afterlife		
	Practices	Life's Journey		
		Special Places		

And, in addition, the study of **ONE** of the following world religions

Judaism: Core beliefs, teachings and practices	Beliefs	Sacred Texts	Question 2 30 marks	KEY CONCEPTS Tenakh Bar/Bat Mitzvah Abraham Talmud Mezuzah Moses Covenant Pesach Promised Land Brit Milah Magen David Tefillin
		The Covenant		
	Practices	The use of sacred texts		
		Jewish identity		

OR

Islam: Core beliefs, teachings and practices	Beliefs	Prophethood	Question 2 30 marks	KEY CONCEPTS Prophet Mosque Al-Qadr Isa Mecca Aakhirah Muhammed Burkha Lesser Jihad Ummah Hijab Id-UI-Fitr
		Afterlife (Aakhirah)		
	Practices	Muslim Identity and Ummah		
		Festivals and commemorations		

OR

Hinduism: Core beliefs, teachings and practices	Beliefs	Karma and reincarnation	Question 2 30 marks	KEY CONCEPTS Karma Ashramas Reincarnation Samsara Ahimsa Dharma Moksha Diwali Ramayana Caste (Varna) Holi ISKCON
		Varnashramadharma		
	Practices	Festivals		
		Social concern		

OR

Sikhism: Core beliefs, teachings and practices	Beliefs	Authority	Question 2 30 marks	KEY CONCEPTS Granthi Baisakhi Khalsa Guru Gobind Singh Diwali Guru Arjan Lavan Martyrdom Caste Gurpurbs Cremation Chauri
		Equality		
	Practices	Rites of Passage		
		Festivals		

OR

Buddhism: Core beliefs, teachings and practices	Beliefs	The Three Marks of Existence (lakshanas)	Question 2 30 marks	KEY CONCEPTS Anicca Bodhisattva Theravada Anatta 5 precepts Mahayana (S)kandhas Puja Mudras Vihara Stupa Triratna
		The Three Jewels		
	Practices	Places of 'Worship' and Puja		
		Ethical Behaviour		

PART B: Ethical Themes (from the perspective of Christianity AND the world religion studied for Part A)

Theme 1: Issues of Relationships	Relationships	Question 3 30 marks	KEY CONCEPTS Adultery Divorce Cohabitation Commitment Contraception Gender equality Responsibilities Roles
	Sexual relationships		
	Issues of equality: gender prejudice and discrimination		
Theme 2: Issues of Human Rights	Human rights and social justice	Question 4 30 marks	KEY CONCEPTS Censorship Discrimination Extremism Human rights Personal conviction Prejudice Relative and absolute poverty Social justice
	Prejudice and discrimination		
	Issues of wealth and poverty		

GCSE Religious Studies (Catholic Theology and Judaism)

All Catholic centres will follow:

- Unit 1 – Catholic Christianity and Judaism
- Unit 3 – Catholic Christianity only

Unit 1 – Catholic Christianity and Judaism

One examination, 2 hours, consisting of 4 questions (a-d) as shown below.

PART A: Religion				
Catholic Christianity: Core beliefs, teachings and practices	Beliefs	God	Question 1 30 marks + 6 SPaG	KEY CONCEPTS Omnipotence Atonement Resurrection Omnibenevolence Divine Command Sacraments Trinity Agapé Mass Incarnation Inter-faith Dialogue <i>Imago Dei</i>
		Creation		
	Practices	Morality		
		Catholic Church		
Judaism: Core beliefs, teachings and practices	Beliefs	The Concept of God	Question 2 30 marks	KEY CONCEPTS Omnipotence Orthodox Aron Hakodesh Omnibenevolence Reform Rabbi Shema Shabbat Kippah Synagogue Kashrut Ner Tamid
		Sacred place		
	Practices	Practices that demonstrate beliefs about God		
		Worship in the home and synagogue		

PART B: Philosophical Themes (Catholic and Jewish Perspectives)			
Theme 1: Issues of Life and Death	The World	Question 3 30 marks <i>This theme must also be studied from a non- religious perspective</i>	KEY CONCEPTS Afterlife Environmental responsibility Euthanasia Evolution Abortion Quality of life Sanctity of life Soul
	The origin and value of human life		
	Beliefs about death and the afterlife		
Theme 2: Issues of Good and Evil	Crime and punishment	Question 4 30 marks	KEY CONCEPTS Good/evil Forgiveness Free will Justice Morality Pacifism Conscience Suffering
	Forgiveness		
	Good, evil and suffering		

Unit 3 – Catholic Christianity only

One examination, 2 hours, consisting of 4 questions (a-d) as shown below.

PART A: Religion				
Catholic Christianity:	Beliefs	The Bible	Question 1 30 marks + 6 SPaG	KEY CONCEPTS Bible Advent Revelation Conscience Epiphany Purgatory Judgement Lent Liturgical Year Stations of the Cross Pilgrimage Confessionals
		The afterlife		
	Practices	The liturgical year		
		Special places		
Core beliefs, teachings and practices Christianity:				
Core beliefs, teachings and practices				
	Beliefs	The nature of the Church	Question 2 30 marks	KEY CONCEPTS Pope Infallible Veneration Monastic vows A religious Theotokos Ichthus Chi Rho Retreats Apostolic succession Immaculate Conception Crucifix
		The veneration of Mary		
	Practices	Living the religious life		
		Catholic forms of religious expression: meanings and significance		

PART B: Ethical Themes (Catholic perspective only)			
Theme 1: Issues of Relationships	Relationships	Question 3 30 marks	KEY CONCEPTS Adultery Divorce Cohabitation Commitment Contraception Gender equality Responsibilities Roles
	Sexual relationships		
	Issues of equality: gender prejudice and discrimination		
Theme 2: Issues of Human Rights	Human Rights and Social Justice	Question 4 30 marks	KEY CONCEPTS Censorship Discrimination Extremism Human rights Personal conviction Prejudice Relative and absolute poverty Social justice
	Prejudice and discrimination		
	Issues of wealth and poverty		

PLEASE NOTE CAREFULLY:

When the words 'attitude(s) to...' are used in the context of Catholic Christianity, this is not implying individualistic and subjective attitudes but rather the 'attitude' of the Catholic Church to particular ideas, especially those pertaining to philosophical and ethical issues. In other words, 'attitudes to', in this context, means 'what the Catholic Church teaches' and, therefore, 'what Catholics believe'.

Non-Religious Content

This section of the Guidance for Teaching is intended to give a brief overview of the specific requirements to include non-religious beliefs and to direct teachers to places where they can find additional support and resources. The latest British Social Attitudes Survey (2014) found that almost 51% of people claimed to have no religion, and the figure was almost 69% for people aged 18-24. Non-religious world views are increasingly a feature of British society and must be included within the content of the specification. As a Religious Studies qualification, there is no requirement for a systematic study of non-religious perspectives, but learners will be expected to know and understand the non-religious perspectives stipulated in the specification. In addition, they may refer, where appropriate, to non-religious world views throughout the course. Within the specification ‘belief’ should be understood to encompass both religious and non-religious world views. There is a specific question in which learners are required to demonstrate knowledge and understanding of non-religious perspectives, which is set out below:

Candidates may make reference to non-religious belief in any of the **d. questions**, in all Units, but they **must do so in the following question**:

Unit 1

Part B: Philosophical Themes

Theme 1: Life and Death

Question 3 (d)

Non-Religious Sources of Wisdom

Further Support and Resources

WJEC Eduqas

A more detailed and comprehensive guide to teaching about non-religious perspectives, tailored to the WJEC Eduqas Religious Studies specification can be found at:

http://www.eduqas.co.uk/qualifications/religious-studies/gcse/WJEC%20Eduqas%20GCSE%209-1%20Religious%20Studies%20A%20guidance%20for%20teaching.pdf?language_id=1

There is also a range of free to access digital resources for the non-religious content of this specification, which can be found at:

[GCSE Religious Studies - Route A and B Non-religious Beliefs](#)

The British Humanist Association (BHA)

The British Humanist Association (BHA) has an excellent and extensive range of educational resources on its website: <http://understandinghumanism.org.uk>. The BHA can arrange for their accredited speakers to visit your school to deliver talks and workshops to learners, tailored to your specific requirements.

Examinations and Assessment

Candidates studying GCSE (full course) will sit two examinations; one paper on Unit 1 and the other on Unit 2 in non-Catholic centres. Catholic centres will study Unit 1 (Catholic Christianity and Judaism), along with Unit 3, which consists of a further study of Catholic core beliefs, teachings and practices. Each examination is two hours long.

Short Course candidates will sit the Unit 1 examination only.

There are no optional questions in the examinations. Candidates are expected to attempt all questions. Candidates will write their responses in the space provided underneath each question. The lined space provided is intended to give candidates ample space to record their responses. There is no expectation that candidates will fill up all the space provided. Extra lined pages are provided within the question paper, and further continuation booklets will be provided for candidates if necessary.

Command Words

	Meaning	Which question(s)?
What is meant by... Define.... AO1	Definition of a key concept (e.g: 'What do Christians mean by...' 'What is meant by the term'...)	a. (2 marks)
Describe... AO1	Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.	b. (5 marks)
Explain... AO1	Demonstrate knowledge and understanding of a topic by explaining and supporting the statements made with reasoning and/or evidence e.g. Explain how... Explain why... Explain the main features of... Explain the importance/significance of...	c. (8 marks)

Command words – A02 Discuss....	<p><u>Discuss</u> this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). Evaluation of a view from more than one perspective.</p> <p>N.B: ‘Belief’ can also mean non-religious belief. In Unit 1, Philosophical Themes, questions 3(d) Issues of Life and Death ONLY specific reference to non-religious beliefs <u>must</u> be included.</p> <p>Subjective personal responses <i>per se</i> will not be credited – see marking bands.</p>	d. (15 marks)
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Assessing TWO religions in Units 1 and 2 (PART B ONLY)

'Assessing TWO religions in Units 1 and 2 (PART B ONLY)

The specification requires the philosophical and ethical themes to be studied from the perspective of TWO religions in Units 1 and 2 (i.e. Christianity and the other religion chosen). Learners can gain credit from drawing upon the perspective of more than one religion in any appropriate questions, but there is not an explicit requirement to do so.

However, in c. questions of part B in the exam papers, learners will be assessed on the requirement to include responses from the perspective of TWO religions and this will be made explicit in the demands of the question, for example, 'Explain Christian and Sikh attitudes to.....',

Assessment Objective 2 is assessed in the (d) questions ONLY.

In responses to d. questions, candidates are required to demonstrate knowledge and understanding of religion and belief as well as to analyse and evaluate aspects of religion and belief. In relation to AO2 (d. questions), candidates must use their knowledge of religion, religious teachings and moral reasoning (and, if appropriate, non-religious beliefs) to offer **alternative AND/OR different perspectives and viewpoints** and to formulate judgements about those viewpoints. They may offer personal opinions, **but if they do not also offer views based on religious (and non-religious, if appropriate) beliefs, their response will not be credited.** To gain the higher levels they must make appropriate use of religious language and sources of wisdom and authority.

During the life of this specification, assessed example responses will be available on the Online Exam Review (OER) area of the WJEC website.

Assessment of Spelling, Punctuation and the Accurate Use of Grammar (SPaG).

Which questions carry SPaG marks?		
Unit 1 Question 1(d) Christian/Catholic Christian core beliefs, teachings and practices Up to 6 marks	Unit 2 Question 1(d) Christian core beliefs, teachings and practices Up to 6 marks	Unit 3 Question 1(d) Catholic Christian core beliefs, teachings and practices Up to 6 marks
FULL COURSE (Units 1 and 2 or 3) TOTAL MARKS AVAILABLE FOR SPaG: 12		
SHORT COURSE (Unit 1 only) TOTAL MARKS AVAILABLE FOR SPaG: 6		

Band Performance Descriptions

High performance

5-6 marks

- Learners spell and punctuate with consistent accuracy
- Learners use rules of grammar with effective control of meaning overall

Intermediate performance

3-4 marks

- Learners spell and punctuate with considerable accuracy
- Learners use rules of grammar with general control of meaning overall

Threshold performance

1-2 marks

- Learners spell and punctuate with reasonable accuracy
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall

0 marks

- The learner writes nothing
- The learner's response does not relate to the question
- The learner's achievement in SPaG does not reach the threshold performance band, for example errors in spelling, punctuation and grammar severely hinder meaning

Suggested Frameworks for Delivery

Qualifications Wales recommends that all full course GCSE qualifications are designed to be taken by 16 year-old learners following a two-year programme of study comprised of 120 guided learning hours (GLH). This is reflected in the breadth, depth and challenge of the content that learners will be assessed against.

WJEC acknowledges that the Religious Studies GCSE will be delivered in a variety of contexts across a diverse array of centres. With this in mind, a 'one size fits all' approach is not possible. In addition, delivery of the GCSE may be linear, with both examinations sat by candidates at the end of a two-year period, or centres may choose to enter candidates for the examinations annually (modular-style delivery). If the order of topics studied within each of the Units is up to the professional judgement of teachers and it is left to teachers' professional discretion how they present the course, but all aspects of the specification must be studied.

Below is an outline schemes of learning, which provides suggestions for how some aspects of the course may be organised and delivered. It is hoped that teachers will find this framework helpful and adaptable to their own particular context. However, it is an example only.

Christianity - Core beliefs, teachings and practices (suggested scheme of learning)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Beliefs	God: Creator and sustainer, omnipotence, omnibenevolence, omniscience, omnipresence	Omnipotence; omnibenevolence; omniscience	Interactive whiteboards, online Bible (this is just one possible option: https://www.biblegateway.com/). A list of the quotes from this part of the course could be put together and students could stick them in their books/use Google classroom or other similar resources. Individual whiteboards.	Using hard copies of the Bible, students could be taught how to use a Bible (book, chapter, verse)
2	Beliefs	Beliefs and teachings on Creation from Genesis 1-3; nature of humanity, image of God	Divine command	https://www.truetube.co.uk/film/beginning; https://www.youtube.com/watch?v=xlETz4b40yU (Maybe a little difficult but worth using with the more able); http://www.philosophyofreligion.info/christian-ethics/divine-command-theory/; if God created the universe is it therefore automatically good?; https://www.truetube.co.uk/film/problem-evil; https://www.truetube.co.uk/interactive/problem-evil-quiz; The Simpsons episode where Bart whilst in church sells his soul is a good place to start discussing the nature of the soul; image of God, soul, moral, free will, rational, creative, fallen (focus on Genesis 1:26-28 and 2:15-17)	An understanding of the importance of the Bible is crucial to underpinning Christian belief.

3	Beliefs	The Trinity; Jesus as Messiah	Trinity; Holy Spirit; Incarnation	<p>Three aspects of one God: Father (Luke 15:11-32), Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23). Jesus as God Incarnate; https://www.truetube.co.uk/film/alien-abduction-christianity.</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/rs/god/christianityrev2.shtml;</p> <p>http://whatsinthebible.com/activity-library/the-trinity/ (a very simple diagram).</p> <p>(Matthew 16:13-17), Saviour, Word; the Incarnation (John 1:1-3, 14) salvation and atonement (John 3:16, 14:6); whiteboards for an attempt to define Incarnation</p> <p>http://www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml</p> <p>(Students could read the text and find how many times the words Incarnation/Incarnate appear and explain the context)</p>	Analysis of the biblical texts; design your own diagram of the Trinity; Continue from last lesson and expand on Jesus' role; consolidate learning on relevant passages
4	Beliefs	The birth, crucifixion, resurrection and ascension of Jesus	Resurrection; Messiah; Incarnation	<p>https://www.truetube.co.uk/film/last-supper-2014</p> <p>https://www.truetube.co.uk/film/crucifixion-2014</p> <p>https://www.truetube.co.uk/film/resurrection-2014</p> <p>Link to passages on specification: Birth: Matthew 1:18-2:12 and Luke 1:26-35; 2:21 Death: Mark 15:1-39 Resurrection: John 20:1-21 Ascension: Acts 1:9-11</p>	Watch the three videos in sequence and write a brief description of the events for each clip

5	Practices	Morality: Divine command/absolutist and situational/relativist approaches to ethical decision making	Divine command	<p>Refer back to previous resources/suggestions on Divine command theory above; situational ethics/morality:</p> <p>https://www.truetube.co.uk/film/abortion-male-perspective (the focus here is not so much on abortion but more on the different approach between those who take the absolutist path as opposed to the situational/relativist – also ties in with issues later in Part B)</p>	Discuss absolutism as opposed to situational; watch video and link to abortion
6	Practices	Teachings of Jesus (Matthew 7:13-14; 25:31-46)	Resurrection, Atonement	Read the parable of the Sheep and the Goats (Matthew 25:31-46)	Discuss its meaning with reference to resurrection and atonement
7	Practices	Love (Agapé) forgiveness; treasures of earth/in Heaven	Agapé, Atonement, Resurrection	<p>https://www.youtube.com/watch?v=tgQyBLWFDBI – Matthew 6:5-13 (note the biblical reference at the start of the video clip). Luke 10:25-37 – the parable of the Good Samaritan: try and imagine a modern version. John 13:34-35; other passages. Matthew 5:43-44; 18:21-22; Luke 23:34; Link the idea of treasures on earth and in heaven directly to the passage of Matthew 6:19-21. Also study Luke 16:19-31</p>	Watch the video and try to imagine being in the same situation; why does Gee Walker forgive? How does the promise of resurrection help Christians lead their lives?

8	Practices	Diversity of Christianity: Catholic, Anglican, Church in Wales, non-conformist, churches and chapels	Inter-faith dialogue	http://chartist.cynefin.wales/protest_in_pews - An interesting perspective bearing in mind the Chartist uprising in Newport in 1839.	Time permitting, a look at the influence of the Welsh language in church communities could be done.
9	Practices	Role of the local church; Diverse features of churches and chapels and diversity of worship practices	Inter-faith dialogue;	A visit to a local church; http://request.org.uk/life/church/church-tours/ ; This could be done before a visit to a local church. A plan could perhaps be obtained that students could then fill in on their visit; if this is not feasible this website offers a good floor plan of the layout of a traditional church: http://myweb.tiscali.co.uk/hstchg/abbey	Visit a local church. Draw and label the layout of a typical parish church in Wales
10	Practices	Importance of prayer (communal and private)	Atonement	Matthew 6:5-13 – the Lord’s Prayer; Matthew 18:20	It is important to emphasise what Jesus says to his disciples prior to actually saying the prayer (which does not start until verse 9)

11	Practices	Social and community functions of churches; Christian groups working for Social Justice such as the Interfaith Council for Wales	Inter-faith dialogue	<p>Welsh example: http://stpaulsnewport.org.uk/events/foodbank/</p> <p>Shelter Cymru: http://sheltercymru.org.uk/</p> <p>Salvation Army: http://www.salvationarmy.org.uk/</p> <p>Interfaith Council for Wales: http://www.cytun.org.uk/interfaithwales/interfaith_eng_about.html</p>	Ask someone from your local church to come and talk about the work they do in the community; take a closer look at some of the Salvation Army's current campaigns
12	Practices	Persecution of Christians in the modern world	Inter-faith dialogue; Holy Spirit	<p>Matthew 10:22 – examine the importance of this passage</p> <p>Archbishop Oscar Romero: http://www.romerotrue.org.uk/who-was-archbishop-oscar-romero</p> <p>Coptic Christians in Egypt: http://www.telegraph.co.uk/news/2016/05/26/hundreds-of-egyptian-muslims-attack-christian-woman-and-homes-af/</p>	Link campaigns for Social Justice to Christians being persecuted in the modern world
13	Assessme				

Frequently Asked Questions

Q. What is the recommended number of hours in which to deliver the full course GCSE in Religious Studies?

A. Qualifications Wales recommends 120 hours of guided learning over two years, with examinations taken by learners at the age of 16. **With this recommendation in mind, centres must exercise careful professional judgement and caution if considering delivering the course within a reduced timeframe.**

Q. How many religions are needed to deliver Part B of Units 1 and 2 (philosophical and ethical issues, respectively).

A. Two. Part B questions of Units 1 and 2 must include reference to Christianity and the world religion chosen for study in Part A.

Q. I am a teacher in a Catholic school. Can I opt for another world religion in Unit 1, in place of Judaism?

A. No. According to guidance from the Bishops' Conference of England and Wales, Catholic centres must study Catholic Christianity and, in Unit 1, Judaism (unless special circumstances are granted by individual bishops).

Q. Can students answer the Part B questions (Philosophical/Ethical Issues) from the perspective of any religions they choose?

A. No. Part B questions must be answered from the perspective of Christianity and the world religion studied in Part A only. In Unit 3 (Catholic Christianity), candidates must answer from a Catholic Christian perspective only.

Q. Do I have to teach the same world religion option in Unit 1 as in Unit 2?

A. No. A different world religion can be selected for each separate unit, but only Christianity plus one other world religion can be used to answer questions within a Unit.

Q. Will it be possible to enter a whole cohort of students for the Short Course (in order to fulfil statutory RE requirements and provide the opportunity for a qualification) and students who opt for RS to enter Short Course and Full Course in addition to Short Course?

A. No. Candidates can either be awarded the Full Course GCSE qualification or the Short Course qualification, but not both.

Q. Can a student who has 'cashed in' a short course qualification then go on to use this credit towards the full GCSE in Religious Studies?

A. No. In order to do so, the candidate would be required to sit Unit 1 again and the result of the non-cashed in unit (whether higher or lower) would contribute towards the full course GCSE qualification. The original Short Course qualification would then become null and void.

Q. Does the Short Course have to be delivered over two years?

A. No, it may be delivered over one year, or two years.

Q. Is there a Short Course available to Catholic centres?

A. Catholic centres are expected to teach the appropriate options from Unit 1 and proceed to complete Unit 3 in order to gain a Full Course qualification.

Q. Is it possible for students to sit one examination in Year 10 and the other in Year 11?

A. Yes, although teachers should be mindful that, according to guidance from Welsh Government and Qualifications Wales, the Full Course qualification has been designed to be studied by pupils in Key Stage 4, over two years with examinations taken at the age of 16. Centres may choose modular entry, or linear entry at their own discretion. It is essential that the correct code is used in the first year for modular entry, as a 'cashed-in' Short Course cannot be extended into a full GCSE qualification retrospectively.

Q. Are candidates required to fill all of the lines given in the question papers?

A. No. The answer booklet will allow three lines per mark, but there is no requirement to fill the lines. Extra space within the answer booklet will be available for candidates who write more.

Q. Will the questions always be worth the same number of marks as set out in the Sample Assessment Materials?

A. Yes, insofar as WJEC has jurisdiction over this.

Q. Will the pattern of questions remain the same?

A. Yes; (a) is a definition type question, (b) is a describe type question, (c) questions are explain type questions and (d) is a discuss/evaluate type question. This pattern will remain the case in live question papers insofar as WJEC has jurisdiction over this.

Q. What about spelling, punctuation and grammar (SPaG)?

A. In each examination paper, assessment of spelling, punctuation and the accurate use of grammar (SPaG) applies to Section A, Question 1, part (d) only. Candidates may be awarded up to 6 marks for SPaG per examination. For Units 1 and 2, this is the 15 mark AO2 question on Christian Core Beliefs, Teachings and Practices (and in Unit 1, for Catholic centres, Catholic Christian Core Beliefs, Teachings and Practices). In Unit 3, the SPaG marks are available on question 1(d), Catholic Christian Core Beliefs, Teachings and Practices.

For the Full Course, there are a total of 12 marks available for SPaG (2 x 6). For the Short Course, there are a total of 6 marks available for SPaG (1 x 6).

Q. Is there a system of tiered entry for learners of different abilities?

A. No, all candidates sit the same papers. Results are differentiated by outcome.

Q. Are there any options which allow controlled assessment or coursework?

A. No. Candidates are assessed only by their performance in unseen, written examinations.

Q. Do candidates have to make reference to non-religious perspectives in their responses?

A. The only question in which candidates **must** make reference to non-religious perspectives is Question 3 (d) of Unit (AO2). This question is on Philosophical Theme 1: Life and Death.

All AO2 (d) questions state 'you must refer to religion and belief in your answer'. 'Belief' encompasses both religious and secular, non-religious belief and, therefore, candidates **may** make appropriate reference to non-religious views in these answers, but do not have to.

Q. I've never taught about Humanism and Atheism before. What support is there for teachers who may be unfamiliar with this content?

A. WJEC Eduqas have a range of digital, free to access resources on non-religious perspectives, tailored to our GCSE Religious Studies specification <http://resources.wjec.co.uk/>. In addition, the British Humanist Association (BHA) has an excellent and extensive range of educational resources on its website: <http://understandinghumanism.org.uk> . The BHA can arrange for their accredited speakers to visit your school to deliver talks and workshops to learners, tailored to your specific requirements.

Q. Are all (a) questions taken from the Key Concepts stipulated in the specification?
Yes.

Q. Will candidates be required to know exact references for sources of wisdom and authority, or quote them word for word?

A. No. Candidates will be expected to know, understand and be able to apply relevant sources of wisdom in their responses, but they do not need to give exact references or quote word for word, though they are free to do so.

A separate 'Sources of Wisdom and Authority Text Reference' booklet is available in the resources section of the WJEC website <http://resources.wjec.co.uk/>.

Q. How can I receive regular updates about this subject?

A. You can sign up [here](#). You can also follow us on [Twitter](#).

Appendix1 - Rachel Dodge

Developing Writing Skills-Transitional and Linking Words

Add information:

again	and	along with
besides	likewise	also
moreover	as well	for example
another	furthermore	equally important
for insurance	additionally	further
together with		

Conclude or summarise:

in short	consequently	accordingly
finally	due to	to sum up
in summary	all in all	thus
in conclusion	as a result	therefore

Contrast two things or show a difference:

but	yet	in the meantime
otherwise	however	on the contrary
even though	counter to	nevertheless
conversely	on the other hand	still
even so	as opposed to	

Emphasise a point:

again	truly	for this reason
indeed	in fact	with this in mind
to repeat	to emphasise	

Show similarities:

in the same manner	likewise	as
in the same way	like	similarly
also	both	

Clarify:

that is
 in other words
 put another way stated differently
 to clarify

Appendix 2

WJEC does not recommend a particular 'formula' for responding to the (d) questions. However, we do recognise that many teachers will feel that their candidates may benefit from a structure and, hence, an example outline response is provided below. Please note that this is just one way to successfully respond to (d) questions and should not be taken as definitive.

Many.....(Christians/Buddhists/people) would agree with this because.....(link with religion and belief)

Furthermore, they might also say that.....(expanded or different viewpoint – link with sources of authority)

These arguments are valid/weak/strong/make sense because.....(formulating judgements)

On the other hand/however/additionally.... (alternative or opposing views)

some.....might disagree because.....(link with religion and belief)

In addition they could argue that.....(expanded or different view – link with sources of authority and show the effects of belief on practice)

These arguments are valid/weak/strong/make sense because.....(formulating judgements)

Conclusion (**but not obligatory**) with own opinion given (**but not obligatory**). If own opinion given, use it as another opportunity to link with religion and belief e.g. 'Like many Christians/Buddhists/Atheists, I would argue that.....because.....'