

Edexcel GCSE

Specification

**Edexcel GCSE in
Religious Studies
Specification B**

For assessment from summer 2004

October 2003

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This is Issue 2 of this specification and it is valid for assessment from summer 2004. Key changes to requirements are sidelined. Centres will be informed of any changes. The latest issue can be found on the Edexcel website, www.edexcel.org.uk

Acknowledgements

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Authorised by Peter Goff

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Introduction

Edexcel GCSE in Religious Studies Specification B

This specification is for a full course GCSE with a coursework option. It offers students the opportunity to study Christianity or Christianity and ONE other religion, with an emphasis on faith and practice.

Specification cash-in code	Description	Assessment method	Page No
1482	Full course	Two units	2 – 3

Edexcel offers an alternative GCSE specification (Specification A) which focuses on religious and moral issues.

Key features

This specification:

- emphasises the importance of faith and practice in the study of religion
- provides a programme for the systematic study of either Christianity or Christianity and ONE other religion
- is designed to be delivered as a full course
- offers a flexible approach to assessment through optional coursework and a choice of questions in the examination
- is well resourced with specifically written textbooks and detailed guidance booklets
- assessment is modular, so students can be assessed in stages or at the end of the course.

Summary of the specification content: modular route (1482)

GCSE Religious Studies 1482

Students are required to study ONE unit from Module 1 and ONE unit from Module 2.

For each unit there is a choice of assessment methods, **either** 100% written examination, **or** 80% written examination and 20% internally assessed coursework. The unit entry codes for each method of assessment are shown below:

Module 1		Module 2	
Unit I 5577 100% 5578 80% +20%	Christianity	Unit K 5581 100% 5582 80% +20%	Islam
Unit J 5579 100% 5580 80% +20%	Catholic Christianity	Unit L 5583 100% 5584 80% +20%	Judaism
		Unit M 5585 100% 5586 80% +20%	Hinduism
		Unit N 5587 100% 5588 80% +20%	Sikhism
		Unit O 5589 100% 5590 80% +20%	Buddhism
		Unit P 5591 100% 5592 80% +20%	Mark's Gospel

Summary of scheme of assessment

Each unit has a separate examination paper divided into five sections (100% external assessment) or four sections (80% external assessment). Each section requires the candidate to answer one question from a choice of two. Each question is subdivided into parts structured on an incline of difficulty. Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

Each paper will be presented in a question paper/answer booklet format.

The 100% examination will be 2 hours in length, the 80% examination 1 hour and 30 minutes.

Religious Studies papers are not tiered and give access to the full range of grades.

Because examinations cannot necessarily be scheduled in alphabetical or numerical sequence, centres must refer to the examination timetable.

This examination is based on the study of TWO units, one from Module 1 and one from Module 2. Candidates will be required to enter for TWO modules and sit TWO examination papers.

Unit	Mode of assessment	Weighting
I – J	Module 1 (100% exam or 80% exam with coursework)	50%
K – P	Module 2 (100% exam or 80% exam with coursework)	50%

Candidates opting for the 80% examination will be required to complete a coursework title.

The coursework tasks for each unit are listed at the end of each unit description in this specification. Each piece of coursework is designed to be completed in a total of approximately 1,500 words. Each task is sub-divided into parts. Candidates will be required to demonstrate knowledge and understanding and the ability to evaluate alternative points of view.

How to enter

Please see *Appendix 2*.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the statutory requirements in Religious Education at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and AVCEs.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students 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.

The classification code for this specification is 4610.

This specification (Specification B) is intended to be used by students who wish to study Religious Studies from the point of view of faith and practice. There is a separate GCSE Religious Studies specification which focuses on religion and life, as either a short course or a full course award (Specification A).

Students may not take GCSE Religious Studies full course Specification A and GCSE Religious Studies Specification B at the same sitting.

There are no significant overlaps with any other subjects, although GCSE History Specification B has some common material.

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including the QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for Religious Studies and meets the requirements of most locally agreed syllabuses.

Rationale

The specification reflects the fact that the religious traditions of the United Kingdom are in the main Christian while taking into account other principal religions represented in the United Kingdom, thus meeting the requirements of the Education Act (1996), section 375(3) and, where appropriate, section 28(1) of the Education Act (1944).

The specification is designed for centres that wish to enter students for a full course in Religious Studies with an emphasis on faith and practice. It also enables centres to teach an option group in Religious Studies full course whilst following a short course in Religion and Life for Specification A. However, centres with students taking the short course in Specification A and the full course in Specification B may only use one grade for the purpose of school and college performance tables.

The flexibility of the specification enables students to study either Christianity only (units I and P or units J and P) or Christianity and ONE other religion.

This specification provides a coherent full course, balanced in terms of breadth and depth, and offers all students, of any religious persuasion or none, the opportunity to demonstrate their attainment irrespective of their gender, or ethnic or social background.

Aims

The specification aims to give students opportunities to:

- acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religion(s)
- consider the influence of the beliefs, values and traditions associated with one or more religion(s)
- consider religious and other responses to moral issues
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- develop skills relevant to the study of religion.

Knowledge, skills and understanding

This specification requires students to acquire knowledge and understanding of:

- the content and distinctive concepts in the units chosen for study
- the specialist vocabulary of religion
- issues arising from the study of religion.

This specification requires students to develop the following skills:

- recall, select, organise and deploy knowledge of the specified content
- show the nature, relevance and application of religion by using description, analysis and explanation
- give a personal response to religious/moral issues arising from the study of religion
- evaluate different responses to religious and moral issues using relevant evidence and argument
- communicate effectively using appropriate language and terminology.

Assessment objectives

Students must demonstrate their ability to:

- AO1 recall, select, organise, and deploy knowledge of the specification content
- AO2 describe, analyse and explain the relevance and application of a religion or religions
- AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument.

Although the assessment objectives are expressed separately they are not wholly discrete. AO1 pervades the other assessment objectives.

Scheme of assessment

Each unit has a separate examination paper divided into five sections (100% external examination) or four sections if the coursework option has been chosen (80% external examination). Each section requires candidates to answer one question out of a choice of two. Each question is sub-divided into parts structured on an incline of difficulty.

Religious Studies papers are not tiered and give access to the full range of grades. (A* — G)

Relationship of assessment objectives to external assessment

1482 (100% examination)					
Unit	Examination type	AO1	AO2	AO3	Length
I – J	Terminal exam	18%	20%	12%	2 hours
K – P	Terminal exam	18%	20%	12%	2 hours
		36%	40%	24%	

1483 (80% examination)					
Unit	Examination type	AO1	AO2	AO3	Length
I – J	Terminal exam	16%	16%	8%	1 hour 30 minutes
K – P	Terminal exam	16%	16%	8%	1 hour 30 minutes
3	Coursework	4%	8%	8%	
		36%	40%	24%	

These tables give the approximate weightings for each assessment component. However, in any particular examination series the weightings for the assessment objectives in the examination papers may vary very slightly.

Internal assessment

Coursework is centre-assessed using the criteria in *Appendix 3*, and is externally moderated by Edexcel. The coursework tasks are provided in this specification at the end of each unit.

Internal assessment moderation procedures

To assist centres to provide all the information required within this document, detailed internal assessment moderation procedures are given in *Appendix 3*. If it proves necessary to amend these procedures in any way in the future, centres will receive separate notification.

Quality of written communication (QoWC)

Quality of written communication will be assessed through assessment objectives 1, 2 and 3 in Section 5. For candidates entering 100% examination (1482) this will be the final section of the examination paper. For candidates entering 80% examination (1483) this will be through internal assessment.

Candidates will be assessed on their ability to:

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- use a suitable structure and style of writing.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by the QCA. Qualifications will be graded and certificated on an eight-grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- four GCSEs at grades D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

Assessment language

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

Specification 1483 is available to private candidates. Please contact the Edexcel Customer Services on 0870 240 9800 for further details.

Specification content

Unit I: Christianity

Codes 5577, 5578

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section I1 Beliefs and Values

Christian beliefs about the nature of God: the Father (Luke 11:1-4), the Creator (Genesis 1:1 – 2:3), **unity** and **trinity (monotheism)**.

Christian beliefs about Jesus as expressed in the Apostle's Creed (**incarnation, virgin birth, Christ, crucifixion, resurrection**) and the Holy Spirit (including the symbols of **fire, wind and dove**). Christian beliefs about sin and **salvation (repentance, faith, forgiveness, reconciliation** as seen in Luke 19:1-10).

Christian values: love of God and love of others (Mark 12:29-31, Luke 10:25-37, Matthew 25:31-46).

Section I2 Community and Tradition

The Bible: the **Old Testament** as the prophecy of Jesus; the **New Testament** as the record of Jesus and the origins of the Church; the reasons why the Bible has **authority** and importance for Christians; its use in public worship and private devotion.

The Church: the means to **faith** and salvation; as one, **holy, catholic, apostolic**; as the **Body of Christ**; as the **communion of saints**.

Christian ministry: **bishops, priests, deacons**, the role of the **laity**, the **celibacy** of the clergy, the **ordination** of women.

Section I3 Worship and Celebration

Forms of Sunday Worship: the Eucharist (including the symbolism and meanings of Holy Communion – **real presence, transubstantiation, commemoration**); **charismatic worship, non-liturgical worship**.

The practice, meaning and significance of: **infant baptism, confirmation, believers' baptism**.

How and why Christians celebrate: **Advent, Christmas, Epiphany, Lent, Holy Week and Easter, Pentecost**.

Section I4 Living the Christian Life

The basis of Christian values in the **Ten Commandments**: respect for God and respect for others (Exodus 20).

The Sermon on the Mount as the guide for the Christian life: re-interpretation of the Law of Moses (Matthew 5:21-42); **displaying religion** (Matthew 6:1-18); Christians and money (Matthew 6:19-34); Christians and **judgement** (Matthew 7:1-5); the **Golden Rule** (Matthew 7:7-12).

The expression of Christian values: **service to others**, **compassion** for those who suffer, **concern** for the causes of suffering, helping those in need, seeking **justice** for the **oppressed**; in the lives of TWO exemplary Christians of the twentieth century.

Section I5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 A Place of Christian Worship

The architecture and other main features of a particular church and the reasons for them.

The role and function of the minister or priest. The role and function of the church in the local community.

The reasons for differences in places of worship and forms of worship among Christians.

Option 2 Christian Vocation

The meaning and varieties of Christian vocation: the call to discipleship and the opportunity to witness open to every Christian through marriage, the family, daily life and work.

Traditional forms of dedication to the gospel in communities: the monastic life of renunciation; the commitment to poverty, chastity and obedience; service to God and others; the purpose and practice of ONE particular religious community.

Arguments among Christians about the balance between the contemplative and the active life.

Coursework tasks

Option 1 A Place of Christian Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a specific place of Christian worship.
- (ii) Analyse and explain the role and function of the priest or minister.
- (iii) Analyse and explain the role and function of the church in the local community.

(12 marks)

- (b) 'You do not need to go to church to be a good Christian'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Christian teaching.

(8 marks)

(Total 20 marks)

Option 2 Christian Vocation

Write about 1,500 words on the following:

- (a) (i) Describe how a Christian may follow the call to discipleship through daily life and work.
- (ii) Explain why some Christians join communities and take vows of poverty, chastity and obedience.
- (iii) Explain the purpose and practice of ONE particular religious community.

(12 marks)

- (b) 'Christians should lead active rather than contemplative lives'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Christian teaching.

(8 marks)

(Total 20 marks)

Unit J: Catholic Christianity

Codes 5579, 5580

In this unit, the specification content is based on a study of Catholic Christianity, but students will be expected to be aware of the broader Christian tradition, especially in Sections 1, 2 and 4, and of the Eucharist in other Christian traditions in Section 3.

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section J1 Beliefs and Values

Christian beliefs about the nature of God: the Father (Luke 11:1-4), the Creator (Genesis 1:1 – 2:3), **unity** and **trinity (monotheism)**.

Christian beliefs about Jesus as expressed in the Apostle's Creed (**incarnation, virgin birth, Christ, crucifixion, resurrection**) and the Holy Spirit (including the symbols of **fire, wind** and **dove**).

Christian beliefs about sin and salvation (**repentance, faith, forgiveness, reconciliation** as seen in Luke 19:1-10). Christian values: love of God and love of others (Mark 12:29-31, Luke 10:25-37, Matthew 25:31-46).

Section J2 Community and Tradition

The Church: the means to **faith** and salvation; as one, **holy, catholic, apostolic**; as the **Body of Christ**; as the **communion of saints**.

Christian ministry: **bishops, priests, deacons**, the role of the **laity**, the **celibacy** of the clergy, the **ordination** of women.

Authority and guidance: the **Bible** (why it is important for Catholics); the tradition from the Apostles; the **Magisterium (apostolic succession, papacy, dogmas)**, Mary as the model of the Christian life and as worthy of particular devotion.

Section J3 Worship and Celebration

The practice, meaning and significance of the sacraments of initiation: baptism (**water, chrism, vows**) and confirmation (**renewal of baptismal vows**).

The Mass: its structure (**penitential rite, liturgy of the word, liturgy of the Eucharist, rite of communion**); its importance to Catholics (**sacrifice, real presence, transubstantiation, tabernacle**); the meaning of the Eucharist in other Christian traditions. The practice, meaning and significance of the sacraments of healing: penance and reconciliation (**contrition, penance, absolution**); anointing of the sick (**viaticum**).

How and why Catholics celebrate: **Christmas, Lent, Holy Week and Easter.**

Section J4 Living the Christian Life

The basis of Christian values in the **Ten Commandments**: respect for God and respect for others (Exodus 20).

The **Sermon on the Mount** as the guide for the Christian life: re-interpretation of the Law of Moses (Matthew 5:21-42); **displaying religion** (Matthew 6:1-18); Christians and money (Matthew 6:19-34); Christians and **judgement** (Matthew 7:1-5); the **Golden Rule** (Matthew 7:7-12).

The expression of Christian values: **service to others, compassion** for those who suffer, **concern** for the causes of suffering, helping those in need, seeking **justice** for the **oppressed**; in the lives of TWO exemplary Christians of the twentieth century.

Section J5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 A Place of Christian Worship

The architecture and other main features of a Catholic church or cathedral and the reasons for them.

The role and function of the parish priest or cathedral staff. The role and function of the church in the parish, or the cathedral in the diocese.

The reasons for differences in places of worship and forms of worship among Christians.

Option 2 Christian Vocation

The meaning and varieties of Christian vocation: the call to discipleship and the opportunity to witness open to every Christian through marriage, the family, daily life and work.

Traditional forms of dedication to the gospel in communities: the monastic life of renunciation; the commitment to poverty, chastity and obedience; service to God and others; the purpose and practice of ONE particular religious community.

Arguments among Christians about the balance between the contemplative and the active life.

Coursework tasks

Option 1 A Place of Catholic Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a specific place of Catholic worship.
(ii) Analyse and explain the role and function of the priest or bishop.
(iii) Analyse and explain the role of the church in the community or the cathedral in the diocese.

(12 marks)

- (b) 'You do not need to go to church to be a good Christian'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Catholic teaching.

(8 marks)

Total 20 marks

Option 2 Christian Vocation

Write about 1,500 words on the following:

- (a) (i) Describe how a Christian may follow the call to discipleship through daily life and work.
(ii) Explain why some Christians join communities and take vows of poverty, chastity and obedience.
(iii) Explain the purpose and practice of ONE particular religious community.

(12 marks)

- (b) 'Christians should lead active rather than contemplative lives'.

Do you agree? Give your reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Christian teaching.

(8 marks)

(Total 20 marks)

Unit K: Islam

Codes 5581, 5582

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section K1 Beliefs and Values

Tawhid: Muslim beliefs about Allah, in particular unity, power, creativity, mercy and compassion. The sin of **shirk** and why it is the major sin in Islam. The ummah of Islam, its relationship to tawhid and its significance for Islam.

Islamic teaching on the nature of humans as **Khalifah** as shown in the Qur'anic teachings about **Adam**. Islamic teaching on al **Qadar** and human freedom.

Risalah: how Allah communicates with humans. Islamic teaching on angels, prophets (with special reference to the Qur'anic accounts of **Ibrahim** and **Isa**) and holy books (**tawrat**, **zabur**, **injl**). The belief in Muhammad as the seal of the prophets.

Akhirah: Muslim beliefs about life after death including resurrection and judgement.

Section K2 Community and Tradition

Muslim beliefs about the Qur'an, its nature and authority, its revelation to Muhammad, its organisation (**surah**, **ayat**, **bismillah**). How Muslims show their respect for the Qur'an.

The life of the prophet Muhammad with particular reference to: his call to **prophethood**, his work in **Makkah**, the **hijrah** and its importance for Islam, his work in **Madinah**.

Sunni and **Shi'ah** Islam. The reasons for their split; their different attitudes to authority, leadership and tradition and the reasons for them (**hadith**, **imam**, **10 Muharram**).

Section K3 Worship and Celebration

The **shahadah** as a summary of Islamic belief. The practice and significance of **salah** including **wudu**, **qiblah**, **niyyah**, **rak'ah**, **ju'mah** prayers, the benefits of salah.

The practice and significance of **zakah** including payments and distribution methods and relationship to the **ummah**. The practice and significance of **sawm** as the month of fasting in **Ramadan**; the reasons for and benefits of fasting; the celebration of **Id-ul-Fitr**.

The practice and significance of **hajj**: including the relationship to the prophets, **Tawaf**, **Sa'y**, **Mina**, **Arafat**, and **Id-ul-Adha**.

Section K4 Living the Muslim Life

The **shari'ah** as the basis of Muslim life including its sources, **halal** and **haram**.

Islamic teaching on greater and lesser **jihād** and the effects of this teaching on a Muslim's life.

Islamic living: dress laws (including **hijab**), food, alcohol, gambling, **riba** (including its implications when living in a capitalist society).

Birth rituals (including the **aqiqa** ceremony), death rituals (including **Janazah** prayers and burial).

Section K5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 The Mosque

The architectural and other main features of a mosque and the reasons for them.

The role and function of an imam in Sunni mosques. The role and function of the mosque in the local Muslim community.

The reasons for differences in places of worship and forms of worship among Muslims.

Option 2 Sufism

The aim and methods of Sufism.

The role of Sufism in Islam including Ghazzali, Rumi, dervishes, female mystics and arguments within Islam about Sufism.

Sufism in Britain.

Coursework tasks

Option 1 A Place of Muslim Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a specific mosque.
(ii) Analyse and explain the role and function of the imam in a Sunni mosque.
(iii) Analyse and explain the role and function of the mosque in the Muslim community.

(12 marks)

- (b) 'You do not need to go to a mosque to be a good Muslim'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Muslim teaching.

(8 marks)

(Total 20 marks)

Option 2 Sufism

Write about 1,500 words on the following.

- (a) (i) Describe the main features of Sufism.
(ii) Analyse and explain the contribution of Ghazzali to Islam.
(iii) Explain the importance of Sufism in Britain.

(12 marks)

- (b) 'Islam is incomplete without Sufism'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Muslim teaching.

(8 marks)

(Total 20 marks)

Unit L: Judaism

Codes 5583, 5584

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section L1 Beliefs and Values

Beliefs about the nature of the Almighty (**hashem**) as one (as in the **Shema**), as creator (Genesis 1-3), as holy (Leviticus 19:1, 22:31-33), as **omnipotent**, **omniscient** and **omnipresent**, and as shown in the Ten Commandments (Exodus 20).

Beliefs about the identity and role of the Jewish people: the **covenant**, **Zionism** and the establishment of the state of Israel, the **Messiah**.

The **Tenakh** as the divine revelation: the importance of and kinds of writing in **Torah**, **Nevi'im** and **Ketuvim**.

Section L2 Community and Tradition

The importance and use of the **Mishnah**, **Talmud**, **Responsa**, **Codes** and **Halakhah**. The role of the **Bet Din** in Judaism.

Shabbat observance: preparation, **kiddush**, meal, **challot**, rest, **havdalah**, synagogue worship.

Differences among Jews: Orthodox, Reform, Hasidic, Liberal and the reasons for them.

Section L3 Worship and Celebration

Daily prayers, including the use and significance of **tallit**, **tefillin**, **yamulkah**.

How and why Jews celebrate: **Pesach**, **Shavuot**, **Sukkot**, **Simchat Torah**, **Hanukkah** and **Purim**.

How and why Jews observe the **Rosh Hashanah**; **Yom Kippur**; fasting and repentance.

Section L4 Living the Jewish Life

The **mitzvot** as the basis of Jewish life.

Living in a Jewish home with particular reference to: the **mezuzah**, **kosher** food, attitudes to dress, the **mikveh**.

The practice and significance of **brit milah** (**mohel**, **sandek**), naming girls, **bar mitzvah**, **bat mitzvah**, **bat chayil** (**Siddur**). The practice and significance of rituals associated with death and mourning (**chevra kaddisha**, **shiva**, **kaddish**).

Section L5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 The Synagogue

The architecture and other main features of a synagogue and the reasons for them.

The role and function of the rabbi in the synagogue and the community. The role and function of the synagogue in the local Jewish community.

The reasons for differences in places of worship and forms of worship among Jews.

Option 2 The Holocaust

European anti-Semitism in the twentieth century and the background to the Holocaust. The Nazis and the Jews 1933 – 1938.

The Holocaust events; its victims and survivors.

Problems for Jewish belief and identity arising from the Holocaust experience and responses to these.

Coursework tasks

Option 1 A Place of Jewish Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a synagogue.
- (ii) Analyse and explain the role and function of the rabbi in the synagogue and in the local Jewish community.
- (iii) Analyse and explain the role and function of the synagogue in the local Jewish community.

(12 marks)

- (b) ‘You do not have to go to a synagogue to be a good Jew’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Jewish teaching.

(8 marks)

(Total 20 marks)

Option 2 Holocaust

Write about 1,500 words on the following:

- (a) (i) Describe how Jews were persecuted in the twentieth century before the Holocaust.
- (ii) Analyse and explain the events which led to the Holocaust.
- (iii) Explain why questions raised for Jewish people by the Holocaust are difficult to answer.

(12 marks)

- (b) ‘The Holocaust is a unique event in Jewish experience’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Jewish teaching.

(8 marks)

(Total 20 marks)

Unit M: Hinduism

Codes 5585, 5586

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section M1 Beliefs and Values

Beliefs about God: the nature of **Brahman** (the symbol of **Om**), deity as represented in the **trimurti** (**Brahma**, **Vishnu** and **Shiva**); the belief in **avatars** (Rama and Krishna); Shakti as expressed in **Durga**; the form, nature and significance of Ganesha, Parvati and Lakshmi.

The origin, nature and destiny of human beings: **samsara**, **karma**, **moksha**.

The significance of religion as **sanatan dharma**: the three **gunas** (**raja**, **sattva**, **tamas**); the relationship of Atman and Brahman.

Section M2 Community and Tradition

The nature, meaning and importance of caste: the four **varnas** (**brahmins**, **kshatriyas**, **vaishyas**, **shudras**); **jati**, changing attitudes to caste.

Hindu scriptures: **smriti** and **shruti** – the Vedas and Upanishads (the kinds of literature and outlook they represent); the Bhagavad Gita – the context of the story, its teaching about karma, devotion to Krishna and its importance in **bhakti**.

The priestly role and importance of the brahmins; the teaching role and importance of the **swami** and the **guru**.

Section M3 Worship and Celebration

The practice, meaning and significance of **puja** in the home and temple: the **arti** ceremony, the **murti**, symbols and offerings, **darshan** and **prashad**.

How and why Hindus celebrate: **Holi**, **Navaratri** (including **durga puja**), **Diwali**.

The practice, meaning and significance of **yatra**: the Ganges, **Ayodhya**, **Varanasi** and **Vrindavan**.

Section M4 Living the Hindu Life

The nature, meaning and significance of the four **ashramas**: **brahmacharya**, **grihastha**, **vanaprastha**, **sannyasa**.

Samskars and the values they represent with particular reference to the rites of naming, the sacred thread and cremation.

The importance and application of: the values of truthfulness, non-attachment and **ahimsa**; the practice of **karma yoga**, **jnana yoga**, **bhakti yoga**, **raja yoga**.

Section M5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 A Place of Hindu Worship

The architecture and other main features of a Hindu mandir and the reasons for them.

The role and function of leaders in the mandir. The role and function of the mandir in the local community.

The reasons for differences in places of worship and forms of worship in Hinduism.

Option 2 Hindus and Respect for Life

Belief in ahimsa and an attitude of respect for all living creatures: the influence of the Jains; the teaching and practice of non-violence in the life of M K Gandhi.

The significance of cow protection and vegetarianism in Hinduism.

The influence of the principle of ahimsa on non-Hindu individuals and groups.

Coursework tasks

Option 1 A Place of Hindu Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a specific place of Hindu worship.
- (ii) Analyse and explain the role and function of the leaders in the mandir.
- (iii) Analyse and explain the role and function of the mandir in the local Hindu community.

(12 marks)

- (b) ‘You do not have to go to a mandir to be a good Hindu’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Hindu teaching.

(8 marks)

(Total 20 marks)

Option 2 Hindus and Respect for Life

Write about 1,500 words on the following:

- (a) (i) Describe Hindu belief in respect for all living creatures.
- (ii) Analyse and explain the role of non-violence in the life of M K Gandhi.
- (iii) Explain the significance of cow protection and vegetarianism in Hinduism.

(12 marks)

- (b) ‘The principle of ahimsa is Hinduism’s greatest gift to the world’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Hindu teaching.

(8 marks)

(Total 20 marks)

Unit N: Sikhism

Codes 5587, 5588

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section N1 Beliefs and Values

The nature and attributes of God: as expressed in the **Mool Mantar (Akal Purakh, Satnam, Waheguru)**; God as the Eternal One, Creator and Teacher.

The origin and destiny of human beings: **samsara, karma** and **mukti**; **manmukh** and **gurmukh**; the elimination of **haumai** and the aim of union with God.

The rejection of the Vedas and the Qur'an, and of the divisions of **varna**, the acceptance of outcastes and the equal status of men and women.

Section N2 Community and Tradition

The ten human gurus and their significance in the establishment and development of Sikhism:

The fundamental role of Guru Nanak as recorded in the **Janem Sakhi** and as exemplified in the major events of his life and by his teaching (**Japji**); the community at **Kartarpur** and the nomination of Lehna as **Guru Angad**.

The significance of Guru Gobind Singh and the foundation of the **Khalsa (Singh, Kaur, panj piare)**

The **Guru Granth Sahib**: the compilation of the **Adi Granth** by Guru Arjan and the completion by Guru Gobind Singh; its importance and how it is respected in Sikhism.

Section N3 Worship and Celebration

The practice, meaning and significance of Sikh worship: the **diwan**; the use and effects of **kirtan, shabads**; the **ardas** and **karah parshad**; the **langar**.

The **amrit** ceremony: its origin, meaning and significance; the main details of the ceremony; the role of the panj piare.

How and why Sikhs celebrate **melas** and **gurpurbs**: **Vaisakhi, Diwali**; the **akhand path**.

Section N4 Living the Sikh Life

Sikh private devotion: the **nit nem**; **sohila**; **raheras**.

The use and significance of symbols in Sikh life: the **panj kakke** (**kesh**, **kangha**, **kara**, **kach** and **kirpan**); the **Nishan Sahib**; the **pagri**.

The Rahit Maryada as the expression of Sikh religious and moral values: its value as guidance in daily living with special reference to **sewa**.

Section N5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 A Place of Sikh Worship

The architecture and other main features of a particular gurdwara and the reasons for them.

The role and function of the gurdwara leaders. The role and function of the gurdwara in the local community.

The reasons for Sikhs choosing to worship, or not to worship, together.

Option 2 The Sikh Homeland

The Sikh tradition of distinguishing between spiritual and temporal authority as seen at Amritsar: differences of emphasis among the ten gurus.

The conflict that led to Operation Blue Star; its consequences for the Sikh people.

The idea of Khalistan: differing views among British Sikhs.

Coursework tasks

Option 1 A Place of Sikh Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a specific gurdwara.
- (ii) Analyse and explain the role and function of the leaders in the gurdwara.
- (iii) Analyse and explain the role and function of the gurdwara in the local Sikh community.

(12 marks)

- (b) 'You do not have to go to a gurdwara to be a good Sikh'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. You should refer to Sikh teaching in your answer.

(8 marks)

(Total 20 marks)

Option 2 The Sikh Homeland

Write about 1,500 words on the following:

- (a) (i) Describe the arrangements at Amritsar and explain how they show the distinction between spiritual and temporal authority.
- (ii) Analyse and explain the Sikh aspiration for the Punjab to become an independent state.
- (iii) Explain why Sikhs have become divided about the future of their homeland.

(12 marks)

- (b) 'Khalistan is worth dying for'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. You should refer to Sikh teaching in your answer.

(8 marks)

(Total 20 marks)

Unit O: Buddhism

Codes 5589, 5590

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section O1 Beliefs and Values

The nature and importance of the Four Noble Truths: aspects of their meaning in human existence (**anicca, anatta, dukkha, tanha**); the five **khandas**.

The meaning and significance of: the **wheel of existence**; **samsara**; **kamma**; **punna** and **nibbana**.

The Noble Eightfold Path, its meaning and importance as the Middle Way and its three aspects: **prajna, sila, samadhi**.

Section O2 Community and Tradition

Siddhattha Gotama: the events in his life which show the path to enlightenment (circumstances of birth, early life, the **four sights, ascetic practices**, meditation under the **bodhi tree**); the nature and importance of the events which follow his enlightenment (his teaching of the **dhamma**, the establishment of the **sangha**, his death and **parinibbana**).

The nature and significance of: the sangha (**bhikku, bhikkuni**, laypeople, **vihara**); the **Arahant** and **Bodhisattva** in relation to Theravada and Mahayana; **tantra** in relation to Tibetan Buddhism.

The use and importance of written traditions: the **Tipitaka** and **Dhammapada**.

Section O3 Worship and Celebration

The practice, meaning and importance of: **puja** in the home and the vihara; the use of offerings; the chanting of **mantras**.

The use and importance of: rupas, mudras, dhyanas; meditation (dhyana, samatha, vipassana).

How and why Buddhists celebrate **Wesak** and **Vassa**.

Section O4 Living the Buddhist Life

The meaning of the **pansils**: their **negative** and **positive applications** in daily life.

The importance of bhikkus and bhikkunis: **ordination**; the five additional precepts; daily life (**vinaya**).

The meaning and importance of the three refuges: developing the qualities of **metta**, **karuna**, **kshanti** and **vipassana**.

Section O5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 A Place of Buddhist Worship

The architecture and other main features of a Buddhist vihara and the reasons for them.

The role and functions of the vihara leadership. The role and function of the vihara in the local community.

The reasons for differences in places of worship and forms of worship among Buddhists.

Option 2 Buddhists and Work

Buddhist teaching about right livelihood and about the application of Buddhist values to the choice of occupation.

Particular forms of employment which are considered to be desirable and those which are undesirable.

A consideration of Buddhist principles and practice in the context of the modern world and contemporary patterns of work in Western societies.

Coursework tasks

Option 1 A Place of Buddhist Worship

Write about 1,500 words on the following:

- (a) (i) Describe the main features of a Buddhist place of worship.
- (ii) Analyse and explain the role and function of the leaders of the vihara.
- (iii) Analyse and explain the role and function of the vihara in the local Buddhist community.

(12 marks)

- (b) ‘You do not need to go to a vihara to be a good Buddhist’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Buddhist teaching.

(8 marks)

(Total 20 marks)

Option 2 Buddhists and Work

Write about 1,500 words on the following:

- (a) (i) Describe different types of employment and explain whether they would offer right livelihood.
- (ii) Analyse the Pansils and explain how they might be applied to a person’s employment.
- (iii) Explain why Buddhists might regard Western attitudes to work as being against their principles.

(12 marks)

- (b) ‘Right livelihood is more important than earning a high salary’.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Buddhist teaching.

(8 marks)

(Total 20 marks)

Unit P: Mark's Gospel

Codes 5591, 5592

This unit is divided into four sections, examined by external assessment only, and a fifth section, examined by internal or external assessment.

The words in **bold** are key words for this unit. Students should be aware of their meanings and be able to use them in their answers. A glossary of the key words is available from Edexcel.

In order to meet assessment objective 3, students need to be aware of non-religious, as well as religious, responses and moral issues.

Students will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view, in respect of the sections below.

Section P1 Discipleship

The nature of discipleship as shown in: the call of the first **disciples** (1:14-20); the call of **Levi** (2:13-17); the appointing of the **Twelve** (3:13-19); the sending out of the Twelve (6:7-13).

The cost of discipleship as shown in: the **true family** of Jesus (3:31-35); **suffering as discipleship** (8:31-38); **true greatness** (9:33-37); the rich man (10:17-31); James and John and the kingdom (10:35-40).

The problems of discipleship: the disciples and the spirit cast out of the boy (9:14-29); Jesus and **service** (10:41-45); the widow's mite (12:41-44); the **failure** of the disciples (14:27-42); **Peter's denial** (14:66-72).

Section P2 Conflict and Argument

How and why Jesus came into conflict with authority in Galilee: **forgiveness of sins** (2:1-12); eating with **sinners** (2:13-17); **fasting** (2:18-22); the **Sabbath** (2:23-28, 3:1-6); **ritual cleanness** (7:1-8, 14-23); the practice of **Corban** (7:9-13).

How and why Jesus: predicted his **Passion** (8:31-33, 9:30-32, 10:32-34); entered Jerusalem on **Palm Sunday** (11:1-11); cleansed the **Temple** (11:15-17).

How and why arguments led to betrayal: the argument about **authority** (11:27-33); Caesar and taxes (12:13-17); resurrection (12:18-27); the **greatest commandment** (12:28-34); the plot to kill Jesus (14:1-11).

Section P3 Death and Resurrection

The meaning and significance of: the **Last Supper** (14:22-31); the prayers in the **Garden of Gethsemane** (14:32-42); the **betrayal** and arrest (14:43-52).

The death of Jesus: the trial before the **High Priest** (14:53-65); the trial before **Pontius Pilate** (15:1-15); the **crown of thorns** (15:16-20); the **crucifixion** (15:21-39); why Jesus had to die.

After death: the **burial** (15:40-47); the **resurrection** in the **shorter ending** (16:1-8); why Mark ended his gospel in this way (**longer ending**); the meaning of the resurrection for Christians today.

Section P4 Who is Jesus?

The nature of Jesus from events: the **baptism** (1:1-13); the **confession at Caesarea Philippi** (8:27-30); the **transfiguration** (9:1-10).

The nature of Jesus from miracles: the calming of the storm (4:35-41); the healing of Legion (5:1-20); raising **Jairus' daughter** to life (5:21-43); feeding the five thousand (6:39-44); walking on the sea (6:45-52); healing a deaf and dumb man (7:31-37); **blind Bartimaeus** (10:46-52); the difference between **nature** and **healing miracles**.

The nature of Jesus from the titles used in Mark: **Son of God; Son of Man; Messiah (Christ)**; the significance of the crucifixion and resurrection.

Section P5 Options

Students are required to study one of these options which will be assessed EITHER by written examination OR by internal assessment.

Option 1 The Parables of the Kingdom

Parables in Mark's Gospel: the difference between a parable and an allegory; Mark's account of why Jesus used parables (4:11-12) and modern interpretations; other reasons why Jesus might have used parables.

The Kingdom of God: beliefs about the Kingdom of God at the time of Jesus; beliefs about the Kingdom of God today (present and future reality).

The meaning of the Kingdom of God as seen in: the parable of the sower (4:1-9,13-20); the parable of the lamp (4:21-25); the parable of the seed growing secretly (4:26-29); the parable of the mustard seed (4:30-32); the parable of the tenants (12:1-12); the child as the model (10:13-16).

Option 2 Christians and Persecution

The reasons for believing Mark was written for non-Jews undergoing persecution: Mark and Rome; the persecution of Christians in Rome by Nero; the indications in the Gospel (4:1-8, 17; 8:34-38; 9:49; 10:29-31; 10:35-40; 13:9-13; 14:37-39).

How Christians should behave under persecution: 4:1-20; 8:34-38; 13:11-13; the example of Jesus.

An example of how a contemporary Christian has faced up to and dealt with persecution.

Coursework tasks

Option 1 The Parables of the Kingdom

Write about 1,500 words on the following:

- (a) (i) Outline the teaching about the Kingdom of God in the parables of Mark's Gospel.
- (ii) Explain, with examples from Mark's Gospel, the differences between a parable and an allegory.
- (iii) Explain the use of parables in Mark's Gospel.

(12 marks)

'This earth will never be God's Kingdom'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Mark's Gospel.

(8 marks)

(Total 20 marks)

Option 2 Christians and Persecution

Write about 1,500 words on the following:

- (a) (i) Describe the persecution of Christians in Rome by Nero.
- (ii) Explain why some people think Mark's Gospel was written for non-Jews facing persecution.
- (iii) Explain how the example of Jesus might help Christians facing persecution today.

(12 marks)

'Christians today are not prepared to suffer as Jesus did'.

Do you agree? Give reasons for your opinion, showing that you have considered another point of view. Your answer should refer to Mark's Gospel.

(8 marks)

(Total 20 marks)

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

In relation to the religion or religions studied:

Grade F

Candidates demonstrate elementary knowledge and understanding of beliefs, values and traditions studied and their impact on adherents and others. They do this through limited use of specialist vocabulary and knowledge, sometimes correctly but not often systematically, and by making simple connections between religion and people's lives. They support and evaluate responses to issues studied by giving a reason in support of an opinion.

Grade C

Candidates demonstrate, generally with accuracy, a knowledge and understanding of beliefs, values and traditions and their impact on individuals, societies and cultures. They do this by using correct specialist vocabulary when questions specifically demand it and describing accurately and explaining the importance of the key elements of the religion(s) studied. They identify, support, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments, incorporating reference to different points of view and using arguments to make reasoned judgements.

Grade A

Candidates demonstrate detailed and comprehensive knowledge and understanding of beliefs, values and traditions and their impact on the lives of individuals, societies and cultures. They do this by consistently using and interpreting a range of specialist vocabulary, drawing out and explaining the meaning and religious significance of the key elements of the religion(s) studied and explaining, where appropriate, how differences in belief lead to differences of religious response. They support, interpret and evaluate a variety of responses recognising the complexity of issues, weighing up opinions and making reasoned judgements supported by a range of evidence and well-developed arguments.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, application of number, improving own learning and performance, working with others and problem solving.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of:

- **spiritual issues**, through helping students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society.
- **moral and ethical issues**, through helping students to consider and respond to issues or morality using their knowledge and understanding of religious and ethical teaching. This enables students to make informed and reasoned judgements on moral and ethical issues.
- **social issues**, through helping students to develop their sense of identity and belonging, and preparing them for life as citizens in a plural society.
- **cultural issues**, through fostering students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship. The units give students specific opportunities to:

- acquire the knowledge, skills and understanding to play an effective role in society at local, national and international level
- become informed, thoughtful and responsible citizens
- respect different national, religious and ethnic identities
- reflect on topical, spiritual, moral, political, social and cultural issues
- take part in discussions on topical, political and social issues.

The specification allows students to study, reflect upon and discuss significant aspects of social and moral issues and problems, such as the implications of the Sermon on the Mount and the Ten Commandments for living in today's world. It also encourages students to develop a range of skills to help them become effective citizens by covering the key concepts, values or dispositions of social justice and diversity through studying the Christian teaching and activity concerned with loving one's neighbour and through a study of non-Christian religion practised in the United Kingdom.

Information and communication technology

Students should be encouraged to use ICT wherever possible. A variety of applications could be used to support the qualification, such as creating graphs and charts to analyse the percentage of religious groups in Britain, or the use of digital devices to capture religious events. The internet could also be used as a resource, although the credibility of the information should be checked. CD ROMs are a further source of information.

As coursework is optional, information and communication technology cannot be assessed by this specification. However, the specification does allow for students to produce portfolio work for the key skills areas IT2.1 and IT2.3 as shown in *Appendix 1*.

Environmental education, health and safety education and the European and global dimension

This specification provides opportunities for environmental education especially through the study of God the Creator.

Opportunities for health education are provided through the study of religious food laws.

This specification focuses on religion at a global or national level since religions do not naturally conform to a European scale. However, the European dimension is addressed where appropriate, for example the European dimension of Buddhism.

Textbooks and other teaching resources

This booklist is compiled from texts of which we are currently aware.

Useful ICT resources for the whole specification are: Aspects of Religion, a CD ROM available from Nelson publishing, and the website www.re-xs.ucsm.ac.uk which has up-to-the-minute information on Religious Studies including information on forthcoming television programmes related to GCSE.

A fuller resource list is published in the *Teacher's Guide*.

The Key Words Glossary is available for each unit as part of the *Teacher's Guide*.

UNIT I

Watton V W – *A Teacher's Guide to Christianity*
(specially written for the Edexcel Specification and available from the Edexcel website, www.edexcel.org.uk)

Elson M and Watton V W – *Catholic Christianity Student's Book* (Hodder & Stoughton, 2003)

Watton V W and Elson M – *Catholic Christianity Teacher's Handbook* (Hodder & Stoughton, 2003)

Other useful titles

Jenkins J – *Christianity* (Heinemann, 1995)

O'Donnell K – *Christianity: A New Approach* (Hodder & Stoughton, 1998)

UNIT J

There are two books specially adapted to the specification.

Watton V W and Elson M – *Catholic Christianity Student's Book* (Hodder & Stoughton, 2003)

Watton V W and Elson M – *Catholic Christianity Teacher's Handbook* (Hodder & Stoughton, 2003)

Other useful titles

Richards C – *Roman Catholic Christianity* (Heinemann, 1995)

UNIT K

Maqsood R – *Teach Yourself Islam* (Heinemann, 1994)

Thompson J – *Islam: A New Approach* (Hodder & Stoughton, 1998)

Watton V W – *Islam* (Hodder & Stoughton, 1993)

UNIT L

Forta A – *Judaism* (Heinemann, 1995)

Pilkington C M – *Judaism* (Hodder & Stoughton, 1991)

UNIT M

Voiels V – *Hinduism* (Hodder & Stoughton, 1998)

UNIT N

Cole W O – *Teach Yourself Sikhism* (Hodder & Stoughton, 1994)

Draycott P – *Sikhism: A New Approach* (Hodder & Stoughton, 1996)

UNIT O

Clarke S and Thomson M – *Buddhism* (Hodder & Stoughton, 1996)

UNIT P

Cooper R – *Mark's Gospel* (Hodder & Stoughton, 1988)

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

Professional Development and Training
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN
Tel: 0870 240 9800
Fax: 020 7758 5951
Email: trainingenquiries@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN
Tel: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

The following support materials are available:

- specimen papers
- Coursework Guide
- Teacher's Guide.

Regional offices and Customer Services

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call Customer Services on 0870 240 9800.

Appendices

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Appendix 1 – Key skills

The GCSE in Religious Studies offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolio.

In particular, the following key skills can be developed and assessed through this specification at level 2:

- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

- Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student
- Part B: what you must do – this identifies the evidence that students must produce for their portfolio
- Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the students' key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in Religious Studies will provide opportunities for the development of all four of the key skills identified. This appendix identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications (see page 40).

Mapping of key skills: summary table

Key skills (level 2)	Unit I	Unit J	Unit K	Unit L	Unit M	Unit N	Unit O	Unit P
Communication								
C2.1a	✓	✓	✓	✓	✓	✓	✓	✓
C2.1b	✓	✓	✓	✓	✓	✓	✓	✓
C2.2	✓	✓	✓	✓	✓	✓	✓	✓
C2.3	✓	✓	✓	✓	✓	✓	✓	✓
Information technology								
IT2.1	✓	✓	✓	✓	✓	✓	✓	✓
IT2.2	✓	✓	✓	✓	✓	✓	✓	✓
IT2.3	✓	✓	✓	✓	✓	✓	✓	✓
Working with others								
WO2.1	✓	✓	✓	✓	✓	✓	✓	✓
WO2.2	✓	✓	✓	✓	✓	✓	✓	✓
WO2.3	✓	✓	✓	✓	✓	✓	✓	✓
Improving own learning and performance								
LP2.1	✓	✓	✓	✓	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓	✓	✓	✓	✓
Problem solving								
PS2.1	✓	✓	✓	✓	✓	✓	✓	✓
PS2.2	✓	✓	✓	✓	✓	✓	✓	✓
PS2.3	✓	✓	✓	✓	✓	✓	✓	✓

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>For example, students could take part in a discussion on whether it is necessary to go to a place of worship if you believe in God.</p>
C2.1b	Give a short talk about a straightforward subject, using an image	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or models of places of worship, maps, etc.</p> <p>For example, students could present to the rest of the group their research findings on how members of a religion worship. This could be illustrated with a variety of images (for example photographs, computer graphics).</p>
C2.2	<p>Read and summarise information from two extended documents about a straightforward subject</p> <p>One of the documents should include at least one image</p>	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this</p>

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
		<p>information in a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>For example, the student can read and summarise two documents related to the issue being explored, one of which must include an image. So, if they are exploring initiation rituals, they could look at literature produced by a religious group, summarise the contents and compare it with their summary of religious attitudes to initiation rituals in the relevant chapter of the textbook.</p>
C2.3	<p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least one image</p>	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, students could write a piece of extended writing, either as coursework or homework in Section 5, to describe the main features of a place of worship, illustrated by a photograph of that place of worship.</p>

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information technology level 2

When producing work for their GCSE in Religious Studies students will have numerous opportunities to use information technology. The internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be emailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their Religious Studies programme students may not be able to generate all the evidence required for this unit, for example, working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
IT2.1	Search for and select information for two different purposes	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. For example, the student might be working on a religious festival and could use the CD ROM 'Aspects of Religion' to find out further information about the festival.
IT2.2	Explore and develop information, and derive new information for two different purposes	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. Note that application of number cannot be covered in GCSE Religious Studies.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
IT2.3	<p>Present combined information for two different purposes</p> <p>This work must include at least one example of text, one example of images and one example of numbers</p>	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p> <p>For example, as part of a presentation on religious communities students might produce a report importing a picture file and cropping the image to fit the space. They could produce a two-column table of the contemplative and active lives with column 1 justified left and column 2 justified right. As part of the background of the piece they could produce some facts and figures on religious communities in the form of a graph or spreadsheet which they could input into the final document.</p>

Evidence

Student evidence for information technology could include:

- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
WO2.1	Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example, suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>For example, produce a group report on the nature of pilgrimage. Students will need to plan what you hope to achieve and assign tasks to each other.</p>
WO2.2	Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities	<p>Students will need to organise tasks so that responsibilities can be met, for example, obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.</p> <p>For example, work in pairs to produce a report on the case for or against the ordination of women.</p>
WO2.3	Exchange information on progress and agree ways of improving work with others to help achieve objectives	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>For example, in a plenary session, after class presentations, groups could do an audit of their work and produce a plan for improvements to their next piece of co-operative activity.</p>

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Within GCSE in Religious Studies programmes students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and their learning through a straightforward practical activity. This GCSE in Religious Studies will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
LP2.1	Help set short-term targets with an appropriate person and plan how these will be met	<p>Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan.</p> <p>For example, the setting up of the coursework task with dates for the first draft. Students studying a Christian place of worship could have targets set for research into the work of church/cathedral staff.</p>
LP2.2	<p>Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity. 	<p>The plan should be implemented with performance reviews and should include working for short periods without close supervision.</p> <p>For example, producing a first draft of the coursework and submitting it for teacher comments at a set date. Students could produce a completed worksheet on the church/cathedral staff and submit it for teacher comments at a set date.</p>

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
LP2.3	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task	<p>Students should review their own progress with the help of, for example, their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well; and targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance.</p> <p>For example, review the first draft of the coursework or the worksheet on church/cathedral staff to set targets to produce a final draft of the coursework or a revised worksheet on the church/cathedral staff.</p>

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving level 2

Within GCSE in Religious Studies programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and their learning through a straightforward practical activity. This GCSE in Religious Studies will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
PS2.1	Identify the main features of a problem; come up with different ways of solving it, and decide on the best way of solving it, in consultation with others as required	Students can identify a particular problem, for example in carrying out a piece of class or coursework research, and suggest ways of solving it using a variety of resources such as the internet and the local library. For example, in determining what religious groups believe about the nature of God, the student will be faced with the problem of where to find the information and how reliable the sources are. They could use the internet, the school library or the public library. They could use their teacher to check their reliability.
PS2.2	Plan to solve a problem you have identified, and make changes to your plan as necessary	A plan can be developed. Evidence of any alterations, as a result of discussion with their peer group, tutor and others, should be recorded. For example, having identified the problem and some possible solutions, these need to be tried out. Students could use the internet, recording the websites visited and what they said about the nature of God.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment						
PS2.3	Use methods given to check whether a problem has been solved; describe and explain your approach and the results	<p>Students should evaluate the problem to see whether it has been solved successfully, describing the results, and the decisions taken at each stage of tackling the problem. They should identify what parts of the problem solving they dealt with well and what they dealt with not so well, and how they might tackle a similar problem differently.</p> <p>For example, having tried out the above solution to the problem, the student will need to check its effectiveness in consultation with your teacher. Students could check out whether they have solved the problem by writing a check table:</p> <table border="1" data-bbox="909 638 1753 871"> <thead> <tr> <th>Source</th> <th>What it says about the nature of God</th> <th>Teacher comments</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Source	What it says about the nature of God	Teacher comments			
Source	What it says about the nature of God	Teacher comments						

Evidence

Student evidence for problem solving could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Appendix 2 – How to enter

This is a modular course, therefore to enter a candidate for an examination, centres must use the appropriate unit code(s). See page 2 for unit codes. Results of assessment of individual units have a shelf life limited by the shelf life of the specification, prior to certification.

Each unit has two **unit code numbers**. Centres must use both the unit code and the cash-in code when entering candidates for their final examination, in order to claim certification.

- Use the appropriate odd numbered code to make an entry for the 100% examination.
- Use the appropriate even numbered code to make an entry for the 80% examination/20% coursework.

The cash-in code **1482** generates a certificate for a candidate.

How to enter for the first unit of the full course

- Enter the unit code only eg 5577 (for Y10 taking Unit I 100%).

How to enter for the second unit of the full course

- Enter the cash-in code 1482
- Enter the unit code of your second unit eg 5584 (for Y11 Unit L 80%/20%).

How to enter for Full Course taking both papers in the same examination series

- Enter the unit codes of the two units, eg 5577 (Unit I 100%) and 5584 (Unit L 80%/20%)
- Enter cash-in code 1482.

What happens if a candidate cannot complete the second unit?

- Enter cash in code 3481 to claim a short course certificate.

Appendix 3 – Procedures for moderation of internal assessment

Coursework marking scheme

Coursework tasks are set by Edexcel and are marked out of 20 with an additional 3 marks for Quality of Written Communication (QoWC). Coursework should be marked according to the following levels:

a Assessment objectives 1 and 2

Students' abilities in relation to these objectives will be assessed on the basis of the following level descriptors.

Part a) i)

Levels	Marks	
1	1	Gives isolated examples of simple, relevant knowledge or understanding
2	2	Gives basic knowledge or understanding of a relevant idea presented in a structured way.
3	3	Gives a developed description/explanation showing an understanding of the main idea(s) and deploying a limited range of specialist vocabulary.
4	4	Gives a coherent and comprehensive description/explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision.

Part a) ii)

Levels	Marks	
1	1	Gives isolated examples of simple, relevant knowledge or understanding
2	2	Gives basic knowledge or understanding of a relevant idea presented in a structured way.
3	3	Gives a developed description/explanation showing an understanding of the main idea(s) and deploying a limited range of specialist vocabulary.
4	4	Gives a coherent and comprehensive description/explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision.

Part a) iii)

Levels	Marks	
1	1	Gives isolated examples of simple, relevant knowledge or understanding
2	2	Gives basic knowledge or understanding of a relevant idea presented in a structured way.
3	3	Gives a developed description/explanation showing an understanding of the main idea(s) and deploying a limited range of specialist vocabulary.
4	4	Gives a coherent and comprehensive description/explanation showing a full understanding of the main idea(s) using specialist terms appropriately and with precision.

Total: 12 Marks

b Assessment objective 3

Students' abilities in relation to this objective will be assessed on the basis of the following level descriptors. The 'best fit' approach should be used to determine the grade which corresponds most closely to the overall quality of the response.

Level	Marks	
1	1 – 2	For an opinion supported by one relevant reason.
2	3 – 4	For a basic 'for and against' or a reasoned opinion supported by religious/moral evidence or examples, presented in a structured form.
3	5 – 6	For a structured and reasoned evaluation, using religious/moral argument, evidence or examples, referring to another point of view and deploying a limited range of specialist vocabulary.
4	7 – 8	For a coherent and reasoned evaluation, based on religious/moral argument, evidence or examples, giving an account of an alternative point of view to reach a personal conclusion using specialist terms appropriately and with precision.
Total:	8 Marks	

c Quality of Written Communication

Students will be assessed on the following descriptors:

Level	Marks	
n/a	1	For presenting relevant information in a form that suits its purpose. To be awarded to candidates gaining 14 marks or more.
n/a	1	For ensuring text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear. To be awarded to candidates whose spelling, punctuation and grammar are at the level expected of a grade C GCSE candidate.
n/a	1	For using a suitable structure and style of writing. To be awarded to candidates who use a formal style of English, using sentences and paragraphs with no slang or bullet points.
Total:	3 Marks	

Appendix 4 – Coursework record sheet

GCSE RELIGIOUS STUDIES

Examination:	June 200.....
Centre Name:	
Centre Number:	
Candidate Name:	
Candidate Number:	

Unit	Title			
Assessment objectives	For Moderator use only		Mark awarded	Moderator use only
AO1 and AO2 (max 12 marks)	a i			
	a ii			
	a iii			
AO3 (max 8 marks)	b			
Total mark (max 20)				
QoWC (max 3)				
Total mark including QoWC				
Final total (Total Mark including QoWC x3) (max 69)				

Moderator's Final total		Team Leader's total	
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Declaration by candidate

I have produced this coursework without external assistance, apart from any which is acceptable under the scheme of assessment.

Signature..... Date.....

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