

**OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES A  
(WORLD RELIGIONS)**

**1030**

**Key Features**

- World Religions; Christian Perspectives; Luke or Mark's Gospel; Roman Catholic Papers available in any combination.
- Clear content requirements and a straightforward structure.
- Fully supported by new textbooks written specifically for the course.
- Fully co-teachable Full Course and Certificate of Achievement also available
- Staged assessment available.
- Choice of questions on every paper.
- Full and regular INSET support.

**Support and In-Service Training for Teachers**

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Notes for Guidance, specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Examples of marked work.
- A report on the examination, compiled by senior examining personnel after each examination session.

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# CONTENTS

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<b>SECTION A: SPECIFICATION SUMMARY</b>	<b>5</b>
<b>SECTION B: GENERAL INFORMATION</b>	<b>7</b>
<b>1 Introduction</b>	<b>7</b>
1.1 Rationale	7
1.2 Certification Title	8
1.3 Level of Qualification	8
1.4 Recommended Prior Learning	8
1.5 Progression	8
1.6 Overlap with Other Qualifications	9
1.7 Restrictions on candidate entries	9
1.8 Code of Practice Requirements	9
1.9 Status in Wales and Northern Ireland	9
<b>2 Specification Aims</b>	<b>10</b>
<b>3 Assessment Objectives</b>	<b>10</b>
<b>4 Scheme of Assessment</b>	<b>11</b>
4.1 Tiers	11
4.2 Units	11
4.3 Unit availability	12
4.4 Certification	12
4.5 Uniform Marks	13
4.6 Question Papers	13
4.7 Weighting of Assessment Objectives	14
4.8 Assessment of Written Communication	14
4.9 Differentiation	14
4.10 Awarding of Grades	14
4.11 Quotations	15
4.12 Grade Descriptions	15

<b>SECTION C: SPECIFICATION CONTENT</b>	<b>17</b>
<b>5 Specification Content</b>	<b>17</b>
5.1 Paper 1 Christianity through a study of <i>either</i> Luke <i>or</i> Mark	18
5.2 Paper 2A Christian Perspectives on Personal, Social and World Issues	22
5.3 Paper 2B Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	24
5.4 Paper 3 Buddhism	26
5.5 Paper 4A Christianity	28
5.6 Paper 4B Christianity (Roman Catholic)	30
5.7 Paper 5 Hinduism	32
5.8 Paper 6 Islam	34
5.9 Paper 7 Judaism	36
5.10 Paper 8 Sikhism	38
5.11 Paper 9 Jewish Studies	40
5.12 Paper 10 Jewish Texts	42
<b>SECTION D: COURSEWORK</b> (not available in this course)	<b>45</b>
<b>SECTION E: FURTHER INFORMATION</b>	<b>47</b>
<b>6 Opportunities for Teaching</b>	<b>47</b>
6.1 ICT	47
6.2 Citizenship	48
6.3 Spiritual, Moral, Social and Cultural Issues	48
6.4 Health, Safety and Environmental Issues	49
6.5 The European Dimension	49
<b>7 Key Skills</b>	<b>49</b>
<b>8 Resources List</b>	<b>50</b>
<b>9 Arrangements for Candidates with Special Needs</b>	<b>51</b>
<b>10 Support and In-service Training for Teachers</b>	<b>51</b>

Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

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# OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES A (WORLD RELIGIONS) (1030)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

Religious Studies specifications do not incorporate tiers.

### UNITS

This specification permits staged assessment: candidates may take the full assessment at the end of their course or they may take the two papers in separate years; at the end of their course they are entered for the full certification code and their overall grade is calculated by aggregation of the uniform marks they gain in their two papers.

Unit Code/ Option Code	Title	Duration	Weighting
2391	Paper 1 – Christianity through a study of <i>either</i> Luke <i>or</i> Mark	1 hour	50%
2392/A	Paper 2A – Christian Perspectives on Personal, Social and World Issues	1 hour	50%
2392/B	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	1 hour	50%
2393	Paper 3 – Buddhism	1 hour	50%
2394/A	Paper 4A – Christianity	1 hour	50%
2394/B	Paper 4B – Christianity (Roman Catholic)	1 hour	50%
2395	Paper 5 – Hinduism	1 hour	50%
2396	Paper 6 – Islam	1 hour	50%
2397	Paper 7 – Judaism	1 hour	50%
2398	Paper 8 – Sikhism	1 hour	50%
2399	Paper 9 – Jewish Studies	1 hour	50%
2400	Paper 10 – Jewish Texts	1 hour	50%

## QUESTION PAPERS

Candidates take **two** of Papers 1 – 8, **or** Papers 9 and 10. Candidates may **not** enter **both** of papers 2A and 2B or **both** of papers 4A and 4B.

Each paper will consist of:

- One compulsory structured question with stimulus;
- Three further structured questions without stimulus.

Candidates answer Question 1 and one other.

## CERTIFICATION

Candidates must be entered for certification code 1030 to claim their overall grade.

## Rules of combination

Candidates are entered for the units they will take according to the following scheme:

- Candidates must take **two** of papers 1 – 8: they may not take both papers 2A [Christian Perspectives] and 2B [Christian Perspectives (Roman Catholic)] or both papers 4A [Christianity] and 4B [Christianity (Roman Catholic)];
- **or** they must take papers 9 and 10.

Thus, when making entries, candidates must take the following combination of units:

Two from 2391 – 2398 *or* 2399 and 2400.

Entries which do not meet these criteria will be invalid and no grade will be awarded.

## INTERNAL ASSESSMENT

Internal assessment is not available in this specification.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

The OCR GCSE Short Course specification in Religious Studies with its emphasis on World Religions provides an opportunity for candidates to build upon the foundation laid by following a Locally Agreed Syllabus in Religious Education (where applicable) and to continue their study of religious education from the earlier Key Stages, although it does not require or assume any prior knowledge in the area of Religious Education.

It provides the opportunity for candidates to follow a coherent course, balanced in terms of breadth and depth, and supports the study of Christianity and/or one or two other principal religions. Through staged assessment candidates may follow the two halves of the course in separate years and be assessed for each half when they complete it.

The specification may be delivered in conjunction with a Locally Agreed Syllabus in Religious Education.

Where candidates study only Christianity from a Roman Catholic perspective or only Judaism they must place this denomination in the context of the broader tradition of the religion.

This specification is distinctive in that it enables candidates to study any permitted combination of the available modules, so that (for instance) they might study Christian (Roman Catholic) Perspectives together with Judaism.

It is also designed so that it can be delivered in conjunction with the associated Full Course and Entry Level Certificate specifications; the content of the former contains all that of this specification, and the content of the latter is identical, and candidates may transfer from one course to another at almost any point in their period of study.

This specification offers all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background; it is accessible to candidates of any religious persuasion or none.

It complements, and may be delivered in conjunction with, courses in Personal, Social and Health Education and/or Citizenship, and provides a potentially rich source of evidence for attainment in five of the six Key Skills; it also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

This specification allows progression into general post-16 education and provides candidates with a point of departure for study at Advanced Subsidiary GCE and Advanced GCE in Religious Studies, particularly for the OCR specifications at these levels.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

## **1.2 CERTIFICATION TITLE**

This specification will be shown on a certificate as:

OCR GCSE (Short Course) in Religious Studies A.

## **1.3 LEVEL OF QUALIFICATION**

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation level.

Candidates who gain grades C to A\* will have achieved an award at Intermediate level.

Two full GCSEs at grade G to D and two full GCSEs at grade C to A\* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four full GCSEs at grade G to D and four full GCSEs at grade C to A\* are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

## **1.4 RECOMMENDED PRIOR LEARNING**

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

## **1.5 PROGRESSION**

GCSE qualifications are general qualifications which enable candidates either to progress directly to employment or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A\* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.



## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

The content of OCR GCSE Full Course in Religious Studies A (World Religions) [1930] and Religious Studies C (Judaism) [1932] overlap entirely with the content of this GCSE Short Course.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any GCSE specification with the certification title Religious Studies in the same examination series with the exception that they **may** however also enter for the OCR GCSE Full Course in Religious Studies B (Philosophy & Ethics) [1931] in the same examination series. They may also enter for the Entry Level Certificate in Religious Studies.

Candidates who enter for this GCSE qualification **may not** also enter for the OCR GCSE in Humanities in the same examination series.

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

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

The classification code for this specification is 4610.

## 1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

## 1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation. For candidates in Wales, appropriate notice should be taken of requirements concerning Welsh culture and that there are differences in approaches to Citizenship and PSHE.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998).

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## 2 Specification Aims

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This specification gives students opportunities to:

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

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## 3 Assessment Objectives

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As specified in the Subject Criteria, candidates will be assessed, in the specified weightings, for their ability to:

- AO1 recall, select, organise and deploy knowledge of the specification content; [40%]
- AO2 describe, analyse and explain the relevance and application of a religion or religions; [35%]
- AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument. [25%]

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

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1) with a mark allocation of approximately 7%.

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## 4 Scheme of Assessment

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### 4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A\*. Candidates achieving less than the minimum mark for grade G will be ungraded.

### 4.2 UNITS

This specification permits staged assessment: candidates may take the full assessment at the end of their course or they may take the two papers in separate years; at the end of their course they are entered for the full specification code and their overall grade is calculated by aggregation of the uniform marks they gain in their two papers (units).

Unit Code/ Option Code	Title	Duration	Weighting
2391	Paper 1 – Christianity through a study of <i>either</i> Luke <i>or</i> Mark	1 hour	50%
2392/A	Paper 2A – Christian Perspectives on Personal, Social and World Issues	1 hour	50%
2392/B	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	1 hour	50%
2393	Paper 3 – Buddhism	1 hour	50%
2394/A	Paper 4A – Christianity	1 hour	50%
2394/B	Paper 4B – Christianity (Roman Catholic)	1 hour	50%
2395	Paper 5 – Hinduism	1 hour	50%
2396	Paper 6 – Islam	1 hour	50%
2397	Paper 7 – Judaism	1 hour	50%
2398	Paper 8 – Sikhism	1 hour	50%
2399	Paper 9 – Jewish Studies	1 hour	50%
2400	Paper 10 – Jewish Texts	1 hour	50%

## Unit Entry Options

All candidates for units 2392 and 2394 must select a single option and be entered under the relevant option code.

Entry Code	Option Code	Components to be taken	
2392	A	01	Paper 2A – Christian Perspectives on Personal, Social and World Issues
	B	02	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues
2394	A	01	Paper 4A – Christianity
	B	02	Paper 4B – Christianity (Roman Catholic)

### 4.3 UNIT AVAILABILITY

All units will be available in the June session only. The first session the units are available is June 2003. It should be noted that candidates in the first cohort may not therefore begin staged assessment in 2002.

### 4.4 CERTIFICATION

Candidates must be entered for certification code 1030 to claim their overall grade.

### Rules of combination

Candidates are entered for the units they will take according to the following scheme:

- Candidates must take **two** of papers 1 – 8: they may not take both papers 2A [Christian Perspectives] and 2B [Christian Perspectives (Roman Catholic)] or both papers 4A [Christianity] and 4B [Christianity (Roman Catholic)];
- **or** they must take papers 9 & 10.

Thus, when making entries, candidates must take the following combination of units:

Two from 2391 – 2398 *or* 2399 and 2400.

Entries which do not meet these criteria will be invalid and no grade will be awarded.

## 4.5 UNIFORM MARKS

The Short Course will be graded on a uniform mark scale out of 86. The uniform mark thresholds for each of the units are shown below:

Units	2391	2392/A	2392/B	2393	2394/A	2394/B	2395	2396	2397	2398	2399	2400
Max. mark available	43	43	43	43	43	43	43	43	43	43	43	43
A*	A* is not awarded at unit level											
A	30	30	30	30	30	30	30	30	30	30	30	30
B	26	26	26	26	26	26	26	26	26	26	26	26
C	22	22	22	22	22	22	22	22	22	22	22	22
D	18	18	18	18	18	18	18	18	18	18	18	18
E	14	14	14	14	14	14	14	14	14	14	14	14
F	10	10	10	10	10	10	10	10	10	10	10	10
G	6	6	6	6	6	6	6	6	6	6	6	6

The overall uniform mark grade thresholds for the full course are as follows:

Max	A*	A	B	C	D	E	F	G	U
86	68	60	52	44	36	28	20	12	00

## 4.6 QUESTION PAPERS

Candidates must be entered for **two** of Papers 1 – 8, except they may not enter both of Papers 2A and 2B or both of Papers 4A and 4B; **or** for Papers 9 and 10. Each paper will consist of

- one compulsory structured question with stimulus;
- three further structured questions, without stimulus.

Candidates answer Question 1 and one other. In all papers all questions test all the assessment objectives in their overall weightings, and each question is structured into three parts. In addition, marks are awarded for Written Communication in Question 1.

All questions give opportunities for candidates to demonstrate achievement in extended writing.

## 4.7 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid.

	<b>AO 1</b>	<b>AO 2</b>	<b>AO 3</b>	<b>Total</b>
<b>First written paper from 1–10</b>	20%	17.5%	12.5%	<b>50%</b>
<b>Second written paper from 1–10</b>	20%	17.5%	12.5%	<b>50%</b>
<b>Overall</b>	40%	35%	25%	<b>100%</b>

## 4.8 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are required 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.

Where appropriate they should also use a suitable structure and style of writing.

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1) with a mark allocation of approximately 7%.

## 4.9 DIFFERENTIATION

In the terminal examination differentiation will be achieved by structured questions and by outcome.

## 4.10 AWARDING OF GRADES

The written papers will have a total weighting of 100%. There is no coursework in this specification.

A candidate's mark for each of the units will be combined to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

## 4.11 QUOTATIONS

No particular version of the sacred texts is prescribed for any of the religions, and questions which depend on any particular version will not be set. Where quotations are made in question papers, the following versions will be used:

Buddhism:	<i>Buddhist Scriptures</i> , trans. E. Conze, Penguin
Christianity:	<i>The Holy Bible</i> , New International Version
Christianity (Roman Catholic):	<i>The New Jerusalem Bible</i>
Hinduism:	<i>Hindu Scriptures</i> , trans & ed R C Zaehner, Everyman's Library
Islam:	<i>The Meaning of the Holy Qur'an</i> , Yusuf Ali Abdullah, Amana Publications
Judaism:	<i>Tanach</i> , Mesorah Publications
Judaism:	<i>The Complete ArtScroll Siddur</i> , Mesorah Publications
Sikhism:	<i>Sri Guru Granth Sahib</i> (CD) translated by Dr. Sant Singh Khalsa

Publication details are given in Sub-section 8, the Resources List.

## 4.12 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

### 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 religion(s) studied. They 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 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 by making judgements supported by a range of evidence and well-developed arguments.



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## SECTION C: SPECIFICATION CONTENT


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### 5 Specification Content

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For all papers, candidates will be expected to be able to recall, select, organise and deploy knowledge of the specification content and to describe, analyse and explain the relevance and application of the religion(s) studied; and to evaluate different responses to religious and moral issues, using relevant evidence and argument.

Where only one religion is studied, candidates must, where concerned with a particular denomination, place the denomination in the context of the broader religious tradition to which it belongs.

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3


  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

Similar opportunities arise throughout the teaching of every paper for the use of ICT and for the generation of Key Skills evidence at the level appropriate to the individual candidate – see Sub-section 7. Candidates' learning for a subject of this nature can always generate evidence for any of the Communication skills if directed appropriately by the teacher; but, conversely, not every moment of learning activity will usefully be directed to the generation of evidence. It is not appropriate to indicate specific sections of each paper as more particularly suited than others to discussion, or research from a CD-ROM, or the writing of a document with an image; these opportunities will vary according to the resources available in particular schools, the demands of the timetable, and so on.

## 5.1 PAPER 1 CHRISTIANITY THROUGH A STUDY OF *EITHER* LUKE OR MARK

This paper provides an introduction to Christianity from one of its foundation documents: *either* the writings of Luke *or* Mark's Gospel.

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Section A Luke

#### Background

Candidates should be aware of the influence of the particular emphasis and interpretation which Luke brings to his writings.

Questions may be based on any of the themes or combination of the themes set out below.

The following themes, as presented and interpreted in Luke's writings, and their modern-day implications, should be explored:

#### The Nature of God

Candidates should have an understanding of the triune God of Christianity. They are required to study the life and teachings of Jesus from Luke's writings. They should be aware of Jesus' teaching about God the Father, and of the work of the Holy Spirit both in the life of Jesus and in the Church today.

#### Jesus as Messiah

Birth and birth stories:	
fulfilment of scripture	Luke 1:26-38, 2:1-20
Presentation in the Temple:	
Simeon's declaration of Messiahship	Luke 2:21-35
Jesus' baptism	Luke 3:21-22
Peter's declaration of Messiahship	Luke 9:18-27
Jesus' life:	
The temptations	Luke 4:1-13
The Transfiguration	Luke 9:28-36
The Passion narrative:	Luke 22:39-53, 23:33-47,
Resurrection stories	24:1-53
The Ascension	Acts 1:9-11

Candidates should be aware of the way in which the events of the life of Jesus are celebrated by the Church today in festivals; and they should understand the significance of events such as the baptism, Transfiguration and the Passion and Resurrection for Christian belief, and the centrality to that belief of the Messiahship of Jesus as expressed in Luke 2 and 9.

## **The Holy Spirit**

The events of Pentecost

Acts 2:1-15, 37-41

Candidates should have some understanding of the significance of the Holy Spirit, both at the time of the early church and also today.

## **The Nature of Christian Discipleship**

The duties of the Christian as expressed in:


### *Jesus' teachings*

The Parable of the Sower	Luke 8:1-15
The Parable of the Good Samaritan	Luke 10:25-37
Jesus' teaching on Prayer	Luke 11:1-13
The Cost of Being a Disciple	Luke 14:25-33
The Parable of the Lost Sheep	Luke 15:1-7
The Parable of the Lost Son	Luke 15:11-32

Candidates should be aware of the significance of these teachings for the development of Christianity and for the beliefs of the Christian today.

## **Christian Life**

Outcasts	Luke 5:12-16; 19:1-10
Christian teaching on good and evil	Luke 6:20-49
Women	Luke 8:42b-48
Self-sacrifice and service	Luke 9:10-17, 57-62
Wealth	Luke 12:13-21
Suffering	Luke 16:19-31

 Candidates should understand the way in which these sections of Luke have influenced the development of the Christian Church and the importance which they bear in the life of the present-day Christian.

## Section B Mark

### Background

Candidates should be aware of the influence of the particular emphasis and interpretation which Mark brings to his writings.

Questions may be based on any of the themes or combination of the themes set out below.

The following themes, as presented and interpreted in Mark's Gospel, and their modern-day implications, should be explored:

### The Nature of God

Candidates should have an understanding of the triune God of Christianity. They are required to study the life and teachings of Jesus from Mark's Gospel. They should be aware of Jesus' teaching about God the Father, and of the work of the Holy Spirit both in the life of Jesus and in the Church today.

### Jesus as Messiah

John the Baptist	Mark 1:1-8
Jesus' baptism	Mark 1:9-11
Jesus' life:	
The temptations	Mark 1:12-13
The Transfiguration	Mark 9:2-8
Entry into Jerusalem	Mark 11:1-11
The Passion narrative:	Mark 14:26-52, 15:1-41,
Resurrection stories	16:1-18
The Ascension	Mark 16:19-20

Candidates should be aware of the way in which the events of the life of Jesus are celebrated by the Church today in festivals and they should understand the significance of events such as the baptism, Transfiguration and the Passion and Resurrection for Christian belief and the centrality to that belief of the Messiahship of Jesus as expressed in Mark 8:27-33.

### Jesus as Son of Man

Mark 8:31-33; 10:35-45


### The Holy Spirit

Mark 1:7-11; 12:35-37


Candidates should have some understanding of the significance of the Holy Spirit for Christians today.


## Jesus' Teachings


Healing on the Sabbath	Mark 2:23-28; 3:1-6
Jesus and Beelzebub	Mark 3:22-27
The Greatest Commandment	Mark 12:28-34
The widow's offering	Mark 12:41-44
<i>The Kingdom of God</i>	
The Parable of the Sower	Mark 4:1-20
The Parables of the Mustard Seed	Mark 4:30-32
The Rich Young Man	Mark 10:17-31

 Candidates should be aware of the significance of these teachings for the development of Christianity and for the beliefs of the Christian today.

## 5.2 PAPER 2A CHRISTIAN PERSPECTIVES ON PERSONAL, SOCIAL AND WORLD ISSUES

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

 Throughout this paper candidates should be aware of the basic Christian teaching, from the Bible and from statements from churches when appropriate, which may guide the modern Christian in making decisions about contemporary moral issues. Texts are suggested which might help candidates to interpret the teaching of the Bible in relation to the issue being studied.

The Background section is intended to inform candidates about Christian ways of making moral decisions. Specific questions on the content of this Background section will not be asked, but candidates will be expected in their discussion of moral issues to demonstrate an understanding of the ways in which Christians might form their opinions.

### Background

Candidates should have considered the following influences on Christian moral decision-making:

- the importance of the Bible for Christians, especially the Ten Commandments (Exodus 20:1-17) and the example of Jesus;
- the role of the church for Christians: the ways in which statements made by the churches, the advice of clergy, and the support of the local Christian community might influence the decisions of individual Christians;
- the importance of prayer, conscience and the guidance of the Holy Spirit for Christians.

Love (agape) as a guiding Christian principle:


God is love	1 John 4:7-21
The two greatest commandments	Mark 12:28-34
The nature of Christian love	1 Corinthians 13

### Issues for study

For each topic, candidates should consider the ways in which Christians might respond to the issues raised. They should be aware of biblical passages which could be used in discussion about the topics, as well as the teachings of the churches when appropriate. They should refer, when appropriate, to individuals, agencies and organisations.

The texts listed may be used as a basis for developing an understanding of Christian teachings on the issues studied. They are not prescriptive; questions will not be asked which require knowledge of any particular texts, and candidates will not be disadvantaged if they have studied other appropriate passages instead of or in addition to those suggested.

## Marriage and Divorce; Relationships within the Family

 Candidates should consider the importance of family life for Christians, and Christian views about the roles of family members. They should have considered Christian teaching about divorce, and different Christian opinions about marriage after divorce.


Relationships between children and parents	Exodus 20:12 Colossians 3:20-21
Caring for relatives	1 Timothy 5:8
Relationships between husbands and wives	Exodus 20:14 Matthew 18:21-22 Ephesians 5:28-33
About divorce	Matthew 5:31-32 Mark 10:2-12

## Birth and Death

Candidates should have considered issues related to the sanctity of life, and Christian responses to these issues. They should have considered issues related to birth control (contraception), fertility treatment (the right to a child and the use of embryos), abortion, suicide, and euthanasia. They should be aware of biblical teachings about the value of human life, and the teachings of the Christian churches.


Creation of humanity	Genesis 1:26-27
Known before birth	Jeremiah 1:5
Created by God	Psalms 139:13
The body is a temple	1 Corinthians 3:16-17


## Prejudice and equality


 Candidates should have considered Christian understandings of issues concerning race and gender. They should be aware of the work of one or more well-known Christians who have worked to overcome prejudice and discrimination.

Treatment of foreigners	Leviticus 19:33-34
Behaviour towards others	Deuteronomy 24:14-22
Who is my neighbour?	Luke 10:25-37
Race and gender	Galatians 3:26-28
Resist evil and discrimination	Colossians 3:5-11
Favouritism	James 2:1-9

### 5.3 PAPER 2B CHRISTIAN (ROMAN CATHOLIC) PERSPECTIVES ON PERSONAL, SOCIAL AND WORLD ISSUES

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

 Throughout this paper candidates should be aware of the basic Christian teaching, from the Bible and from statements from the Church when appropriate, which may guide the modern Christian in making decisions about contemporary moral issues. Texts are suggested which might help candidates to interpret the teaching of the Bible in relation to the issue being studied. In addition candidates should be familiar with the relevant passages of Church documents such as the Catechism of the Catholic Church (1992).

The Background section is intended to inform candidates about Christian ways of making moral decisions. Specific questions on the content of this Background section will not be asked, but candidates will be expected in their discussion of moral issues to demonstrate an understanding of the ways in which Christians might form their opinions.

#### Background

Candidates should have considered the following influences on Christian moral decision-making:

- the importance of the Bible for Christians, especially the Ten Commandments (Exodus 20:1-17) and the example of Jesus;
- the role of the church for Christians: the ways in which statements made by the Church, the advice of clergy, and the support of the local Christian community might influence the decisions of individual Christians;
- the importance of prayer, conscience and the guidance of the Holy Spirit for Christians.

Love (agape) as a guiding Christian principle:

God is love	1 John 4:7-21
The two greatest commandments	Mark 12:28-34
The nature of Christian love	1 Corinthians 13


#### Issues for study

For each topic, candidates should consider the ways in which Christians might respond to the issues raised. They should be aware of biblical passages which could be used in discussion about the topics, as well as the teachings of the Church when appropriate. They should refer, when appropriate, to individuals, agencies and organisations.

The texts listed may be used as a basis for developing an understanding of Christian teachings on the issues studied. They are not prescriptive; questions will not be asked which require knowledge of any particular texts, and candidates will not be disadvantaged if they have studied other appropriate passages instead of or in addition to those suggested.



## **Marriage, Divorce and Annulment; Relationships within the Family**

 Candidates should consider the importance of the family of the Church, family life for Christians, and Christian views about the roles of family members. They should have considered Christian and Church teaching about divorce and annulment.


Relationships between children and parents	Exodus 20:12 Colossians 3:20-21
Caring for relatives	1 Timothy 5:8
Relationships between husbands and wives	Exodus 20:14 Matthew 18:21-22 Ephesians 5:28-33
About divorce	Matthew 5:31-32 Mark 10:2-12

## **Birth and Death**

Candidates should have considered issues related to the sanctity of life, and Christian responses to these issues. They should have considered issues related to birth control (contraception), fertility treatment (the right to a child and the use of embryos), abortion, suicide, and euthanasia. They should be aware of biblical teachings about the value of human life, and the teachings of the Church.


Creation of humanity	Genesis 1:26-27
Known before birth	Jeremiah 1:5
Created by God	Psalms 139:13
The body is a temple	1 Corinthians 3:16-17



## **Prejudice and equality**

 Candidates should have considered Christian understandings of issues concerning race and gender. They should be aware of the work of one or more well-known Christians who have worked to overcome prejudice and discrimination.

Treatment of foreigners	Leviticus 19:33-34
Behaviour towards others	Deuteronomy 24:14-22
Who is my neighbour?	Luke 10:25-37
Race and gender	Galatians 3:26-28
Resist evil and discrimination	Colossians 3:5-11
Favouritism	James 2:1-9

## 5.4 PAPER 3 BUDDHISM

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Buddhists in relation to the following:

- the life of the Buddha;
- the Three Universal Truths (Marks of Existence): anicca, anatta, dukkha;
- the Four Noble Truths, including tanha and the Noble Eightfold Path;
- the Law of kamma, samsara and rebirth in the six realms;
- the goals of enlightenment and nibbana;
- the Three Refuges: Buddha, Dhamma, Sangha;
- the Five Precepts;
- the Mahayana Path of the Bodhisattva and the Six Perfections.

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Buddhists in the modern world.

### Festivals, Fasts and Special Days

Candidates should have explored the ways in which some Buddhists observe:

- Rain Retreats, Uposatha Days and Wesak.

There should be a consideration of the significance of these times for Buddhists.


### Places and Forms of Worship

Candidates should have explored the ways in which Buddhists use symbols and artefacts in their worship. There should be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers.

Candidates should have considered:

- the practice of puja (worship) in the home;
- the symbolism of rupas;
- temples, viharas (monasteries) and stupas;
- Buddhist meditation: samatha, vipassana, anapanasati, metta bhavana.


## Religion in the Family



 Candidates should have considered the following aspects of Buddhism:

- the role of the monastic Sangha and its relationship with the laity;
- ordination into the Sangha;
- the lifestyle of a bhikkhu and bhikkhuni;
- funeral rites, and beliefs about death and dying, life after death.

Candidates should have explored the preparation for and ceremony of initiation into the Sangha. There should be consideration of the rites surrounding initiation, the significance of this event for Buddhists, and the ways in which this ceremony reflects Buddhist belief.

## 5.5 PAPER 4A CHRISTIANITY

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Christians in relation to the following:

the Trinity – Father, Son and Holy Spirit – as expressed in the Apostles' Creed;  
sin, judgement, forgiveness, salvation, eternal life;

the Christian ideal as expressed in Jesus' teaching in:

the Sermon on the Mount

Matthew 5-7

the two great commandments

Mark 12:28-34.

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Christians in the modern world.

### Festivals, Fasts and Special Days

Candidates should have explored the ways in which some Christians observe:

Lent, including Ash Wednesday;

Holy Week and Easter;

Advent, Christmas, and Epiphany;

Pentecost (Whitsun);

Sunday.

There should be a consideration of the significance of these times for Christians.

### Places and Forms of Worship

Candidates should have explored the ways in which Christians use symbols and artefacts in their worship. There should also be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers. Candidates should have considered:


Christian places of worship and their artefacts and furnishings, such as font, altar, crucifix, cross, lectern; the different ways in which the church building is used by the community;

public worship: Eucharist, Bible readings, prayer;

ministers: bishop, priest, presbyter, lay ministry;

private worship: family, individual prayers, Bible reading and meditation.


## Religion in the Family



 Candidates should have considered the following aspects of Christianity:

- baptism / dedication of an infant and the nurture of the young;
- believer's baptism / confirmation
- the marriage ceremony;
- the role of the family;
- funeral rites and beliefs about death and dying.

There should be consideration of the ceremonies which mark these events, the significance of the events for Christians, and the ways in which the ceremonies reflect Christian belief.

## 5.6 PAPER 4B CHRISTIANITY (ROMAN CATHOLIC)

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Christians in relation to the following:

- the Trinity – Father, Son and Holy Spirit – as expressed in the Nicene Creed;
- sin, judgement, forgiveness, salvation, eternal life;
- the Ten Commandments Exodus 20:1-17
- the Christian ideal as expressed in Jesus' teaching in:
  - the Sermon on the Mount Matthew 5-7
  - the two great commandments Mark 12:28-34
- the role of Mary – as expressed in the Hail Mary (and the Catechism).

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Christians in the modern world.

### Festivals, Fasts and Special Days

Candidates should have explored the ways in which Roman Catholics observe:

- Lent, including Ash Wednesday;
- Holy Week and Easter;
- Advent, Christmas, and Epiphany;
- Pentecost (Whitsun);
- Sunday;
- the Assumption of the Blessed Virgin Mary.


There should be a consideration of the significance of these times for Roman Catholics.

### Places and Forms of Worship

Candidates should have explored the ways in which Christians use symbols and artefacts in their worship. There should also be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers. Candidates should have considered:

- Christian places of worship and their artefacts and furnishings, such as font, altar, crucifix, cross, lectern; the different ways in which the church building is used by the community;
- public worship: Mass, Bible readings, prayer;
- ministers: Pope, bishops, priests, deacons, religious orders and lay ministry;
- private worship: family, individual prayers, Bible reading and meditation;
- sacramental worship: baptism, confirmation, reconciliation, eucharist, ordination, marriage, anointing of the sick.


## Religion in the Family


 Candidates should have considered the following aspects of Christianity:

- baptism and the nurture of the young;
- the marriage ceremony;
- the role of the family;
- funeral rites and beliefs about death and dying.

There should be consideration of the ceremonies which mark these events, the significance of the events for Christians, and the ways in which the ceremonies reflect Christian belief.

## 5.7 PAPER 5 HINDUISM

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Hindus in relation to the following:

one God, Brahman, but with many aspects in theistic Hinduism,  
especially Vishnu, Lakshmi, Shiva, Parvati, Rama, Krishna, Ganesha, Hanuman;  
samsara (round of rebirth), karma (action) and moksha (release);  
dharma and ahimsa.

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Hindus in the modern world.

### Festivals, Fasts and Special Days

Candidates should have considered the ways in which some Hindus observe:

Durgapuja (Navaratri), Dassehra (the tenth night of Durgapuja), Divali and Holi.

There should be a consideration of the significance of these times for Hindus.

### Places and Forms of Worship


Candidates should have explored the ways in which Hindus use symbols and artefacts in their worship. There should be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers.

Candidates should have considered:

the practice of puja (worship) in the home, and the objects used in worship;  
the hall, dome, ritual objects and representations of God found in the mandir; the different  
ways in which the mandir is used by the community;  
the role of the priest.




## Religion in the Family


 Candidates should have considered the following aspects of Hinduism:

- birth rites and the nurture of the young;
- the sacred thread ceremony;
- the marriage ceremony;
- the role of the family;
- funeral rites and beliefs about death and dying.

There should be consideration of the ceremonies which mark these events (samskaras), the significance of the events for Hindus, and the ways in which the ceremonies reflect Hindu belief.

## 5.8 PAPER 6 ISLAM

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Muslims in relation to the following:

one compassionate creator God;  
the day of Judgement and life after death;

the life and teaching of Muhammad ﷺ;  
the practice of the Five Pillars and Jihad

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Muslims in the modern world.

### Festivals, Fasts and Special Days

Candidates should have considered the ways in which Muslims observe:

Ramadan; Id-ul-Fitr and Id-ul-Adha; Salat-ul-Jumu‘ah prayers on Friday

There should be a consideration of the significance of these times for Muslims.

### Places and Forms of Worship

Candidates should have explored the ways in which Muslim artefacts are used in the practicalities of worship. There should be a consideration of the ways in which these artefacts might support and influence the beliefs and attitudes of the worshippers.

Candidates should have considered:


the design and artefacts of a mosque (especially the minaret, dome, mihrab [niche], qiblah [direction], minbar [steps for sermon] and calligraphy); the absence of any representations of Allah or Muhammad ﷺ; the different ways in which the mosque is used by the community;

the role of the imam;

Salah and du‘a;

the use of artefacts in private worship, e.g. beads, prayer mats.


## Religion in the Family



 Candidates should have considered the following aspects of Islam:

- birth rites and the nurture of the young;
- the marriage ceremony;
- the role of the family;
- funeral rites and beliefs about death and dying.

There should be consideration of the ceremonies which mark these events, the significance of the events for Muslims, and the ways in which the ceremonies reflect Muslim belief.

## 5.9 PAPER 7 JUDAISM

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Jews in relation to the following:

the unity and nature of G-d, with reference to the Shema (Deuteronomy 6:4-5);  
Covenant and the Messianic hope;  
Torah as Law and the concept and applications of mitzvot (commandments) in life.

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Jews in the modern world.

### Festivals, Fasts and Special Days

Candidates should have considered the ways in which some Jews observe:

Shabbat;  
Yom Kippur (Day of Atonement);  
Rosh Hashanah (New Year);  
Pesach (Passover);  
Sukkot (Tabernacles).

There should be a consideration of the significance of these times for Jews.

### Places and Forms of Worship

Candidates should have explored the ways in which Jews use symbols and artefacts in their worship. There should be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers.

Candidates should have considered:

the design and artefacts of a synagogue, especially Aron Hakodesh (ark), Sefer Torah (scrolls) and their ornaments, bimah (reading desk),  
Ner Tamid (eternal light), Magen David (shield/star of David); the absence of any representations of G-d; the different ways in which the synagogue is used by the community;  
the roles of the rabbi and chazan (cantor);  
ritual dress – Kippah (Yamulkah, Capel), tallit (prayer shawl), tzizit (fringes),  
tefillin (phylacteries);

The home as a place of worship:

the mezuzah and other ritual objects;  
Sabbath worship, preparations, Havdalah (division);  
daily prayers.

### **Religion in the Family**


 Candidates should have considered the following aspects of Judaism:



Kashrut (dietary laws).

Birth rites (Brit Milah) and the nurture of the young;  
Bar/Bat Mitzvah (son/daughter of the commandment);  
the marriage ceremony (Kiddushin);  
the role of the family;  
funeral rites, mourning rituals and beliefs about death and dying.

There should be consideration of the ceremonies which mark these events, the significance of the events for Jews, and the ways in which the ceremonies reflect Jewish belief.

## 5.10 PAPER 8 SIKHISM

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

### Beliefs

Candidates should have considered the beliefs of Sikhs in relation to the following:

one God, the true Guru;  
samsara (round of rebirth), karma (action) and mukti (release);  
the lives and teaching of the Ten Gurus, especially Guru Nanak Dev Ji,  
Guru Arjan Dev Ji, Guru Tegh Bahadur Ji and Guru Gobind Singh Ji;  
the Five Ks.

There should be a consideration of the ways in which these beliefs might affect the lifestyles and outlooks of Sikhs in the modern world.

### Festivals, Fasts and Special Days

Candidates should have considered the ways in which Sikhs observe:

Gurpurbs (especially the birthdays of Guru Nanak Dev Ji and Guru Gobind Singh Ji,  
and the martyrdom of Guru Tegh Bahadur Ji);  
Baisakhi;  
Hola Mohalla;  
Divali.

There should be a consideration of the significance of these times for Sikhs.


### Places and Forms of Worship

Candidates should have explored the ways in which Sikhs use symbols and artefacts in their worship. There should be a consideration of the ways in which these symbols and artefacts might support and influence the beliefs and attitudes of the worshippers.

Candidates should have considered:

the design and artefacts of a gurdwara (especially the Guru Granth Sahib Ji, the dais,  
chanani [canopy], chauri [fan], Khanda [symbol of Sikhism], Nishan Sahib [flag],  
and langar);  
the use of the Guru Granth Sahib Ji in worship;  
the granthi (reader) and ragis (musicians);  
the preparation, use and significance of prashad;  
daily worship in the home.


## Religion in the Family



 The reasons why and the ways in which Sikh beliefs are reflected in:

- birth rites, naming ceremonies and the nurture of the young;
- initiation ceremonies
- the marriage ceremony;
- the role of the family;
- funeral rites and beliefs about death and dying.

There should be consideration of the ceremonies which mark the events listed, the significance of the events for Sikhs, and the ways in which the ceremonies reflect Sikh belief.

## 5.11 PAPER 9 JEWISH STUDIES

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

  IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

Candidates will be expected to be able to demonstrate knowledge of the specification content and to describe, analyse and explain the relevance and application of Judaism supported by references to both biblical and other Jewish source material; and to evaluate different responses to religious and moral issues, using relevant evidence and argument.

They will also be expected to demonstrate their knowledge of the various issues listed and an understanding of the way in which Judaism guides believers in approaching these issues and in the answering of ultimate questions about the meaning of life. A knowledge of the scriptural basis for the issues raised will be required. They will be expected to demonstrate understanding of the relationship between religion and morality in the context of Judaism, and the effects of the religion on individual or corporate behaviour, attitudes, social practices and life-styles. Candidates will be required to produce evidence and arguments to support and evaluate the points of view expressed.

Teachers should note that, due to the inter-related nature of the material, there is overlap between some parts of the syllabus.

### Background

Candidates should have a broad general knowledge of the topics in this section but will not be expected to recall detailed information of all the areas covered.

Adam and Eve, Noachide Code, Patriarchs, Egyptian slavery and the Exodus, giving of the Torah (oral and written).

The Twentieth-Century Holocaust and its impact on the founding of the State of Israel.

### Beliefs

Ethical Monotheism and Halakhah – ‘Going with G-d’;

Holiness in everyday life;

G-d’s actions in history – The Covenants: Noah, Abraham, at Mount Sinai, the Exodus;

The challenge of, and responses to, persecution and the Twentieth-Century Holocaust.

### Practices

*Public worship:*

the synagogue (modelled on the Temple), its design and symbolism;

Shabbat;

leaders of worship and the community: Rabbi, Chazan, lay leaders;

the minyan for communal prayer.




*Private worship:*


daily prayer (set prayers, spontaneous prayer);  
observance in the home: blessings, grace after meals, kosher food, mezuzah;  
Kosher rules for dress (Shatnez), money and objects;  
religious dress: kippah/yamulkah/capel, tzizit; tallit, tefillin;  
dress codes for men and women.

**Festivals and Fasts**

Shabbat: creation; celebration and observance at home and the synagogue;  
Pilgrim festivals: Pesach, Sukkot, Shavuot – commemorations, celebration and observance;  
Rosh Hashanah and Yom Kippur: celebration and observance; judgement, repentance, prayer,  
forgiveness and reconciliation;  
Hanukkah and Purim: celebration and commemoration;  
Yom Ha'Shoah.

## 5.12 PAPER 10 JEWISH TEXTS

 C1.1, C1.2, C1.3, C2.1a, C2.1b, C2.2, C2.3

 IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

The aim of this part of the syllabus is to provide a study of the teachings of the Tenakh and to show its continuing impact on behaviour, attitudes and life-style today.

Candidates will be expected to demonstrate knowledge and understanding of the texts specified and to have considered the following:

- the nature of the Tenakh and the Talmudic material;
- the Covenant relationship between G-d and the Israelites;
- the role and uses of this material in daily life and worship.


These set texts are to be studied along with other appropriate texts selected by the Centre to address the beliefs and topics set out below:

### Specific Texts

#### Genesis 1:1-2:9, 15-25

*Beliefs and Teachings:*

- the nature of G-d;
- Creation;
- the nature of humanity.


 *Contemporary Issues:*

- male/female relationships;
- sanctity of human life: contraception, abortion, euthanasia;
- Shabbat;
- the global environment, animal welfare, vegetarianism, kashrut.

#### Exodus 20:1-14

*Beliefs and Teachings:*

- covenant: the nature of Torah;
- mitzvot;
- oral and written Torah, revelation;
- giving of the Torah;
- the Exodus.


 *Contemporary Issues:*

parent/child relationships;  
sanctity of life: medical ethics;  
marriage, fidelity, divorce;  
truthfulness: business ethics.

**Book of Jonah**

*Beliefs and Teachings:*

divine providence;  
the seven Noachide laws;  
prayer.

 *Contemporary Issues:*

the role of the individual;  
responsibility for the world;  
wrongdoing, repentance and forgiveness;  
Jewish/non-Jewish relations.



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## **SECTION D: COURSEWORK**

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There is no coursework in Religious Studies A (World Religions) (Short Course).



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## SECTION E: FURTHER INFORMATION



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### 6 Opportunities for Teaching

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#### 6.1 ICT


In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Religious Studies.

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section C by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/Development	Opportunities for Using ICT during the Course
 Search for and select information.	CD-ROM or web-based research for any aspects of the course, to be used in preparation for class assignments.
 Present information.	Information, derived from a variety of electronic or book-based sources, presented either for a shorter class assignment or a longer revision task. There are many opportunities for the use of images in addition to text.

## 6.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section C by a  symbol.

Citizenship Programme of Study	Opportunities for Teaching Citizenship Issues during the Course
1 Pupils should be taught about: ... b The origins and implications of the diverse ... religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Candidates undertaking study of any of the principal religions will learn about their origins; every paper includes opportunities to learn about the need for mutual respect and understanding of different religious identities.
1 f The opportunities for individuals and voluntary groups to bring about social change ...	Every candidate will learn about the religious motivation which has led individuals and groups to bring about social change.
2 Pupils should be taught to: a research a topical ... spiritual, moral ... issue, problem or event ...	Topical issues relating, in particular, to the family are required by available combination of the specification content.
2 b express, justify and defend orally and in writing a personal opinion about such issues, problems or events.  3 a use their imagination to consider other people's experiences and to be able to think about, express, explain and critically evaluate views that are not their own.	The expression, justification and defence of personal opinion, its comparison with others' and empathy with their experiences, and the evaluation of others' views, are explicitly required by AO3 and will be developed in preparation for part (c) of all examination questions both in writing and orally.

## 6.3 SPIRITUAL, MORAL, SOCIAL AND CULTURAL ISSUES

Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. All modules address at least one of these areas directly. Candidates learn about the nature of spiritual issues and have the opportunity to consider some responses to spiritual questions. For example, candidates taking Paper 2A or 2B on Christian Perspectives on Personal, Social and World Issues will study basic Christian teachings which may guide the modern Christian in making decisions about contemporary moral issues such as abortion and divorce. Candidates studying any of the papers 3 – 10 will gain an understanding of the beliefs of the faith concerned and of the way these have an impact on cultural and social issues in the community and in the family.



## 6.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.


## 6.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

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# 7 Key Skills

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Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication and Information Technology are indicated through the use of a 'key symbol'  in Section C. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

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## 8 Resources List

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At the time of the publication of this specification a series of GCSE Religious Studies textbooks (listed below) is being prepared to accompany this course. They will be endorsed by OCR for use with this specification subject to OCR's quality assurance procedure before final publication. For further details, please contact the Religious Studies Subject Officer at OCR Cambridge Office.

A list of other resources which teachers have found helpful in the delivery of the subject-areas of this specification is published in the *Religious Studies Notes for Guidance*.

To be published in May 2001:

AHLUWALIA, Libby	Christian Perspectives (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78965-4]
GREEN, Janet	Islam (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78963-8]
MAYLED, Jon	Judaism (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78964-4]
MAYLED, Jon & GREEN, Janet	Christianity (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78962-X]

### Sacred Texts:

CONZE, E (trans)	Buddhist Scriptures	Penguin (1969) [0-14-044088-7]
	The Holy Bible, New International Version	Hodder and Stoughton (1996) [0-340-59140-4]
	The New Jerusalem Bible	Darton, Longman & Todd Ltd (1990) [0-232-51930-7]
ZAEHNER, R C (trans & ed)	Hindu Scriptures	Everyman's Library (1992) [1-85715-064-3]
ABDULLAH, Yusuf Ali	The Meaning of the Holy Qur'an (seventh edition)	Amana Publications (1995) [0-915957-55-8]
SCHERMAN, Rabbi Nosson	Tanach	Mesorah Publications (1996) [0-89906-269-5]
SCHERMAN, Rabbi Nosson	The Complete ArtScroll Siddur	Mesorah Publications (1989) [0-89906-650-X]
KHALSA, Dr. Sant Singh (trans)	Sri Guru Granth Sahib (CD)	Gurbani CD Orange County Sikh Center 2530 W. Warner Avenue Santa Ana, California 92704 <a href="http://www.sikhs.org">www.sikhs.org</a>

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## 9 Arrangements for Candidates with Special Needs

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

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## 10 Support and In-service Training for Teachers

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To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- notes for Guidance, specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622);
- past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622);
- examples of marked work;
- a report on the examination, compiled by senior examining personnel after each examination session.

