

Religious Studies A (World Religion(s))

OCR GCSE in Religious Studies A (World Religion(s)) J620

OCR GCSE (Short Course) in Religious Studies A (World Religion(s)) J120

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1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Religious Studies (World Religion(s)) for teaching from September 2009.

The OCR GCSE (Short Course) and GCSE specifications in Religious Studies, with their emphasis on World Religion(s), provide an opportunity for candidates to build upon the foundations laid down by following a Locally Agreed Syllabus in Religious Education (where applicable). They enable candidates to continue their study of Religious Education from the earlier Key Stages, although not requiring or assuming any prior knowledge in the area of Religious Education. It is possible to deliver the specifications in conjunction with a Locally Agreed Syllabus in Religious Education.

These specifications provide the opportunity for candidates to follow a course that is coherent and that balances breadth of religion(s) and/or beliefs studied with depth of understanding. They reflect the fact that the religious tradition of Great Britain is in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

These specifications support the study of Christianity and/or one or more other principal religions (up to a maximum of three). Candidates have the opportunity to develop their knowledge, skills and understanding of religion through exploration of the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. Candidates may also learn to express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

This is reflected in the subject content and also in the question format where students are required explicitly and distinctly to address these skills.

Religious Studies (World Religion(s)) consists of units, **two** for the GCSE (Short Course) and **four** for GCSE, which can be examined in different examination series (at least 40% of units must be taken when aggregating).

These specifications are consistent with the requirements of the non-statutory framework for religious education (England), the national exemplar framework for religious education (Wales), and the equivalent requirements for Northern Ireland.

These specifications offer all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background; they are accessible to candidates of any religious persuasion or none.

These specifications complement courses in Personal, Social and Health Education and/or Citizenship, and provide potentially rich sources of evidence for attainment in five of the six Key Skills; they also contribute to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

These specifications allow progression into general post-16 education and provide candidates with an appropriate foundation 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 these specifications and assessment materials to avoid bias of any kind.

1.1 GCSE (Full Course)

From September 2009 the GCSE is made up of four units. Candidates may study **four** units subject to the restrictions below and in section 1.6.

If candidates study Christianity they can study one or two other principal religions also, but they are not required to do so. If candidates study Buddhism, Hinduism, Islam, Judaism or Sikhism they can study one other principal religion also but are not required to do so.

Two of these units may be carried forward from the Short Course but this is not compulsory. All units are externally assessed.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009 the GCSE (Short Course) is made up of a choice of **two** units (subject to the restrictions in section 1.6) which are externally assessed and form 50% of the corresponding GCSE (Full Course).

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Religious Studies A (World Religion(s))
- OCR GCSE (Short Course) in Religious Studies A (World Religion(s))

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and Learning Outcomes

The aims of these specifications are to:

- Encourage candidates to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study;
- Challenge and equip candidates to lead constructive lives in the modern world;
- Encourage candidates' to adopt an enquiring, critical and reflective approach to the study of religion;
- Help candidates' to explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally;
- Enhance candidates' spiritual and moral development, and contribute to their health and well being;
- Enhance candidates' personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion;
- Help candidates develop their interest in and enthusiasm for the study of religion, and relate it to the wider world;
- Encourage candidates to reflect on and develop their own values, opinions and attitudes in light of their learning.

1.5 Prior Learning/Attainment

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

1.6 Restrictions

If candidates study Christianity they can study one or two other principal religions also, but they are not required to do so. If candidates study Buddhism, Hinduism, Islam, Judaism or Sikhism they can study one other principal religion also but are not required to do so.

Candidates entering for unit B571: *Christianity 1* may not also enter for unit B573: *Christianity (Roman Catholic) 1*.

Candidates entering for unit B572: *Christianity 2* may not also enter for unit B574: *Christianity (Roman Catholic) 2*.

Candidates entering for J120 – Religious Studies A (World Religion(s)) (Short course) may not enter for both B589 and B603.

2 Summary of Content

2.1 GCSE and GCSE (Short Course) Units

The GCSE Short Course is made up of **two** units (subject to the restrictions in section 1.6).

The GCSE Full Course is made up of **four** units (subject to the restrictions in section 1.6).

Unit B569: *Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B570: *Buddhism 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B571: *Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B572: *Christianity 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B573: *Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B574: *Christianity (Roman Catholic) 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B575: *Hinduism 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B576: *Hinduism 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B577: *Islam 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B578: *Islam 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B579: *Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B580: *Judaism 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B581: *Sikhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

- Core beliefs
- Special days and pilgrimage
- Major divisions and interpretations

Unit B582: *Sikhism 2 (Worship, Community and Family, Sacred Writings)*

- Places and forms of worship
- Religion in the faith community and the family
- Sacred writings

Unit B583: *Christian Scriptures 1 (Mark)*

- Life of Jesus through a study of Mark:
 - Jesus as Messiah
 - Death and resurrection
 - The Lord's Supper/Eucharist
 - Jesus as miracle worker:
 - The nature of miracles
 - Healings and exorcisms
 - Jesus in conflict with authority

Unit B584: *Christian Scriptures 2 (Luke)*

- Teachings of Jesus through a study of Luke:
 - Jesus as Messiah: Lord
 - The nature of God
 - The Kingdom of God

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- Christian discipleship
 - Christian life
 - The Holy Spirit

Unit B585: *Jewish Scriptures 1 (Tenakh)*

- The nature of the Tenakh
- The covenant relationship between G-d and the Israelites
- The role and uses of the Tenakh and the covenant relationship in daily life and worship

Unit B586: *Jewish Scriptures 2 (Talmud)*

- The nature of the Talmud
- The role and uses of the Talmud in daily life and worship

Unit B587: *Muslim Texts 1 (Qur'an)*

- Qur'an;
 - Surahs 1; 2: 177; 30: 20–25; 33: 35; 88; 96; 98; 112

Unit B588: *Muslim Texts 2 (Sunnah and Hadith)*

- Sunnah and Hadith:
 - Hadith of the pond of Khumm
 - Hadith of the two weighty things
 - Hadith of the event of the cloak
 - From an-Nawawi's Forty Hadith
 - Hadith 1, 2, 3, 5, 6, 9, 11, 38
 - The Prophet's Last Sermon

Unit B589: Perspectives on World Religions

- Responsibility for the Planet
- War, Peace and Human Rights
- Prejudice and Equality

Unit B603: *Ethics (Relationships, Medical Ethics, Poverty and Wealth)*

- Religion and human relationships
- Religion and medical ethics
- Religion, poverty and wealth

3 Content

3.1 Unit B569: *Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Buddhists. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Buddhists.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Buddhism.

3.1.1 Core 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 three poisons:
 - Lobha
 - Dosa
 - Moha
- The goals of enlightenment and nibbana;
- The Three Refuges:
 - Buddha
 - Dhamma
 - Sangha
- The Five Precepts

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

3.1.2 Special days and pilgrimage

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

- Rain retreats
- Uposatha days
- Wesak

There should be consideration of the significance of these times for Buddhists as individuals and communities.

Candidates should explore the nature and importance of pilgrimage for Buddhists, with reference to:

- Bodh Gaya
- The Deer Park at Sarnath
- Local places of pilgrimage

There should be a consideration of the role pilgrimage might play in the spiritual development of Buddhists.

3.1.3 Major divisions and interpretations

Candidates should have considered the main similarities and differences between:

- Theravada Buddhism, including the path of the arhat
- The Mahayana schools of Tibetan and Zen Buddhism, including the path of the Bodhisattva and the perfections
- The Western Buddhist Order

There should be consideration of the reasons for the existence of different schools of Buddhism, and an exploration of the different ways in which Buddhism is practised in different parts of the world, and how these differences might affect the lifestyles and outlooks of Buddhists in the modern world.

3.2 Unit B570: *Buddhism 2 (Worship, Community and Family, Sacred Writings)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Buddhists. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Buddhists.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Buddhism.

3.2.1 Places and forms of worship

Candidates should have considered the significance for Buddhist places of worship of:

- Design
- Symbols
- Artefacts
- Rupas
- Offerings

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 following:

- The different ways in which temples, viharas and stupas might be used by the community
- Public acts of worship

Candidates should have considered:

- The practice of puja in the home
- Buddhist meditation:
 - Samatha
 - Vipassana
 - Metta bhavana

There should be a consideration of the ways in which these practices support and influence the beliefs of Buddhists.

3.2.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Buddhism:

- The application of Buddhist principles to issues concerning:
 - The family
 - Wealth
 - Employment
 - Work in the community
- The role of the monastic Sangha and its relationship with the laity
- Ordination into the monastic Sangha
- The lifestyle of a bhikkhu and bhikkhuni
- Beliefs about death and dying and 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.

3.2.3 Sacred writings

Candidates should have considered:

- The nature of:
 - The Pali Canon
 - Vinaya Pitaka
 - The Metta Sutta
 - Mahayan sutras
- The ways in which these texts are used by some Buddhists
- The importance of these texts for Buddhists
- The respect shown to the texts by some Buddhists

3.3 Unit B571: *Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates taking this unit may **not** also take unit B573: *Christianity (Roman Catholic) 1*, due to too much overlap between the two units.

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Christians. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Christians.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Christianity.

3.3.1 Core beliefs

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

- The Creeds:
 - The Apostles Creed
- The Trinity:
 - Father
 - Son
 - Holy Spirit
- 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)

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

3.3.2 Special days and pilgrimage

Candidates should have explored the origins and observance of:

- Lent, including Ash Wednesday
- Holy Week and Easter
- Advent, Christmas, and Epiphany
- Pentecost (Whitsun)
- Sunday

There should be consideration of the significance of these times for Christians as individuals and communities.

Candidates should consider the importance of:

- Saints' days

Candidates should explore the nature and importance of pilgrimage for Christians, with reference to **one** of the following:

- Bethlehem
- Nazareth
- Jerusalem
- Walsingham
- Lourdes
- Rome

There should be a consideration of the role pilgrimage might play in the spiritual development of Christians.

3.3.3 Major divisions and interpretations

Candidates should analyse the main similarities and differences between:

- Roman Catholic
- Orthodox
- Protestant Christianity

The analysis should refer to authority, worship, belief, organisation and practice.

Reference should be made to new developments in all three divisions.

There should be consideration of the reasons for the existence of different denominations in Christianity, and an exploration of the different ways in which Christianity is practised in different parts of the world, and how these differences might affect the lifestyles and outlooks of Christians in the modern world.

Candidates should explore the nature, growth and effects of Ecumenism with reference to:

- The World Council of Churches
- Shared worship
- Shared churches
- Combined charitable activities
- Ecumenical communities:
 - Taizé
 - Iona
 - Corrymeela

3.4 Unit B572: *Christianity 2 (Worship, Community and Family, Sacred Writings)*

Candidates taking this unit may **not** also take unit B574: *Christianity (Roman Catholic) 2*, due to too much overlap between the two units.

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Christians. Candidates are expected to be able to consider and evaluate the effect of belief and practice on the lives of Christians.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Christianity.

3.4.1 Places and forms of worship

Candidates should have considered the significance for Christian places of worship of:

- Design
- Symbols
- Artefacts and features including:
 - Altar or Communion Table
 - Font
 - Baptistry
 - Pulpit
 - Lectern
 - Stations of the Cross
 - Iconostasis

Candidates should have explored the ways in which Christians 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 following:

- The different ways in which the place of worship might be used by the community
- Public acts of worship:
 - Eucharist/Holy Communion
 - Sunday services
 - Prayer
- Private acts of worship:
 - Worship at home
 - Prayer
- The role and significance of religious leaders in worship

3.4.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Christianity:

- Rituals and how they reflect Christian belief:
 - Baptism/dedication of an infant
 - Believer's baptism/Confirmation
 - The marriage ceremony
 - Funeral rites
- Nurture of the young and the role of the family
- Christian teaching about charity and concern for others. Candidates should study **one** of:
 - Christian Aid
 - CAFOD
 - TEAR Fund
- The role and significance of religious communities to their members and the wider community

3.4.3 Sacred writings

Candidates should have considered:

- The nature of the Bible:
 - Old and New Testaments
 - The variety of literature within the Bible
 - The Bible as a collection of 66 or more books compiled over a period of time
 - Reasons for inclusion/exclusion of the Apocrypha
- The importance of the Bible for Christians
- Use of the Bible in public and private worship

3.5 Unit B573: *Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates taking this unit may **not** also take unit B571: *Christianity 1*, due to too much overlap between the two units.

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Roman Catholics. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Roman Catholics.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Roman Catholicism. Candidates are also required to place Roman Catholicism within the broader Christian tradition.

3.5.1 Core beliefs

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

- The Trinity as expressed in the Nicene creed:
 - Father
 - Son
 - Holy Spirit
- 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 and importance of the Blessed Virgin Mary
- The role of saints in understanding Roman Catholic belief and morality (eg Maximillian Kolbe, Blessed Mother Teresa, Padre Pio)

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

3.5.2 Special days and pilgrimage

Candidates should have explored the origins and observance of:

- Lent, including Ash Wednesday
- The Triduum and Eastertide
- Advent, Christmas, and Epiphany
- Pentecost (Whitsun)
- Sunday

There should be consideration of the significance of these times for Roman Catholics as individuals and communities.

Candidates should consider the importance of:

- Saints' days

Candidates should explore the nature and importance of pilgrimage for Roman Catholics, with reference to **one** of the following:

- Bethlehem
- Nazareth
- Jerusalem
- Walsingham
- Lourdes
- Rome

There should be a consideration of the role pilgrimage might play in the spiritual development of Roman Catholics.

3.5.3 Major divisions and interpretations

Candidates should analyse the main similarities and differences between:

- Roman Catholic
- Orthodox
- Protestant Christianity

The analysis should refer to authority, worship, belief, organisation and practice.

Reference should be made to new developments in all three divisions.

There should be consideration of the reasons for the existence of different denominations in Christianity, and an exploration of the different ways in which Christianity is practised in different parts of the world, and how these differences might affect the lifestyles and outlooks of Christians in the modern world.

Candidates should explore the nature, growth and effects of Ecumenism with reference to:

- The World Council of Churches
- Shared worship
- Shared churches
- Combined charitable activities
- Ecumenical communities:
 - Taizé
 - Iona
 - Corrymeela

3.6 Unit B574: *Christianity (Roman Catholic) 2 (Worship, Community and Family, Sacred Writings)*

Candidates taking this unit may **not** also take unit B572: *Christianity 2*, due to too much overlap between the two units.

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Roman Catholics. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Roman Catholics.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Roman Catholicism. Candidates are also required to place Roman Catholicism within the broader Christian tradition.

3.6.1 Places and forms of worship

Candidates should have considered the significance for Roman Catholic places of worship of:

- Design
- Symbols
- Artefacts and features including:
 - Altar
 - Baptismal font
 - Pulpit
 - Lectern/pulpit
 - Sanctuary
 - Tabernacle
 - Confessional
 - Crucifix
 - Stations of the Cross

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

- The different ways in which the church building may be used by the community
- Public acts of worship:
 - The Mass

- Benediction
- Prayer
- The rosary
- Private acts of worship:
 - Family prayers
 - Individual prayers
 - Bible reading
 - Meditation
 - The rosary
- Sacramental worship:
 - Holy Communion
 - Baptism
 - Confirmation
 - Marriage
 - Reconciliation
 - Ordination
 - Anointing of the sick
- The role and significance of the clergy and laity in worship

3.6.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Roman Catholicism:

- Rituals and how they reflect Roman Catholic belief:
 - Baptism and confirmation
 - Rite of Christian initiation for adults
 - The marriage ceremony
 - Funeral rites
- Nurture of the young and the role of the family
- Roman Catholic teaching about charity and concern for others (Luke 3: 11, James 2: 14–17, Encyclicals)
- The role, significance and charisms of religious communities to their members and the wider community, eg Franciscans, Dominicans, Jesuits

3.6.3 Sacred writings

Candidates should have considered:

- The nature of the Bible:
 - Old and New Testament
 - The variety of literature within the Bible
 - The Bible as a collection of 72 books compiled over a period of time
 - Reasons for inclusion of the Apocrypha
- The importance of the Bible for Roman Catholics
- Use of the Bible in public and private worship

3.7 Unit B575: *Hinduism 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Hindus. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Hindus.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Hinduism.

3.7.1 Core beliefs

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

- Religions' pluralism
 - God as the ultimate reality manifesting as the universe (Brahman) and as mankind (Atman)
 - God as a super personality
 - Individual deities (gods and goddesses):
 - Brahma
 - Vishnu
 - Shiva
 - Shakti (Parvati, Saraswati, Lakshmi and Durga)
 - Ganesha (Ganesh)
 - Hanuman
 - Avatar (Rama and Krishna)
- Beliefs:
 - Samsara
 - Karma
 - Maya
 - Moksha
 - Dharma, including varnashrama
 - Ahimsa
 - Atman

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

3.7.2 Special days and pilgrimage

Candidates should have explored the origins and observance of:

- Durgapuja (Navaratri) and Dassehra
- Divali
- Holi

There should be consideration of the significance of these times for Hindus as individuals and communities.

Candidates should explore the nature and importance of pilgrimage for Hindus, with reference to:

- Varanasi
- The river Ganges
- Other well-known holy places or rivers

There should be a consideration of the role pilgrimage might play in the spiritual development of Hindus.

3.7.3 Major divisions and interpretations

Candidates should have considered the main similarities and differences between:

- Shaivism (devotion to Shiva)
- Vaishnavism (devotion to Vishnu)
- Shaktism (devotion to the Goddess)

There should be consideration of the reasons for the existence of different groups in Hinduism, and an exploration of the different ways in which Hinduism is practised in different parts of the world, and how these differences might affect the lifestyles and outlooks of Hindus in the modern world.

3.8 Unit B576: *Hinduism 2 (Worship, Community and Family, Sacred Writings)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Hindus. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Hindus.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Hinduism.

3.8.1 Places and forms of worship

Candidates should have considered the significance for Hindu places of worship of:

- Design
- Symbols
- Artefacts and features including:
 - Hall
 - Dome
 - Ritual objects
 - Murti

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 following:

- The different ways in which a mandir might be used by the community
- Public acts of worship:
 - Puja
 - Arti
 - Prayer
 - Meditation
- Private acts of worship:
 - Worship in the home
 - Puja
 - Arti
 - Prayer
 - Meditation
- The roles of the priest in the mandir and in the Hindu community

3.8.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Hinduism:

- The meaning and application of:
 - Dharma
 - Karma
 - Varnashrama
- Samskaras and how they reflect Hindu belief:
 - Birth rites
 - Mundan
 - Upanayana
 - The marriage ceremony
 - Funeral rites
- Nurture of the young and the role of the family
- Hindu teaching about charity and concern for others
- The role and significance of religious communities to their members and the wider community

3.8.3 Sacred writings

Candidates should have considered:

- The nature of the Vedas (Samhitas) and Upanishads
- The nature of the Mahabharata (including the Bhagavad Gita)
- The nature of the Ramayana
- The ways in which sacred writings might be used by Hindus
- The special status of the Vedas as sruti
- The status of the Mahabharata and Ramayana as smriti

3.9 Unit B577: *Islam 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Muslims. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Muslims.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Islam.

3.9.1 Core beliefs

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

- Allah, One compassionate creator God
- The Day of Judgement and life after death
- The life and teaching of Muhammad ﷺ
 - Birth and early life
 - Revelation at the age of 40
 - The Hijrah
 - Return to Makkah and the establishment of Islam
- The practice of the Five Pillars:
 - Shahadah
 - Salah
 - Sawm
 - Hajj
 - Zakah
- Greater and lesser Jihad

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

3.9.2 Special days and pilgrimage

Candidates should have explored the origins and observance of:

- Ramadan
- Id-ul-Fitr

-
- Id-ul-Adha
 - Salat-ul-Jumu'ah
 - Mawlid an-Nabi
-

There should be consideration of the significance of these times for Muslims as individuals and communities.

Candidates should explore the nature and importance of pilgrimage for Muslims, with reference to:

- The customs and significance of Hajj
-

There should be a consideration of the role pilgrimage might play in the spiritual development of Muslims.

3.9.3 Major divisions and interpretations

Candidates should analyse the main similarities and differences between:

- Sunni
 - Shi'a
 - Sufi
-

The analysis should refer to authority, worship, belief, organisation and practice.

There should be consideration of the reasons for the existence of different groups in Islam, and an exploration of the different ways in which Islam is practised in different parts of the world (the UK, Muslim states and secular Muslim states), and how these differences might affect the lifestyles and outlooks of Muslims in the modern world.

3.10 Unit B578: *Islam 2 (Worship, Community and Family, Sacred Writings)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Muslims. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Muslims.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contribute to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Islam.

3.10.1 Places and forms of worship

Candidates should have considered the significance for Muslim places of worship of:

- Design
- The absence of representations of Allah or Muhammad ﷺ
- Artefacts and features including:
 - Minaret
 - Dome
 - Mihrab
 - Qiblah
 - Minbar
 - Calligraphy

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

Candidates should have considered the following:

- The different ways in which the mosque is used by the community
 - Public acts of worship:
 - Salah
 - Jumu'ah
 - Private acts of worship:
 - Salah
 - Du'a
 - The role and significance of religious leaders in worship
-

3.10.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Islam:

- Rituals and how they reflect Muslim belief:
 - Birth rites
 - The marriage ceremony
 - Funeral rites
- Nurture of the young and the role of the family
- Zakah
- The role and significance of religious communities to their members and the wider community

3.10.3 Sacred writings

Candidates should have considered:

- The nature of the Qur'an and Sunnah (Ahadith)
 - The origins of the Qur'an
 - An outline of the contents of the Qur'an and Sunnah
 - The importance of sacred writings for Muslims
 - Use of sacred writings in public and private worship
 - The respect shown towards sacred writings
-

3.11 Unit B579: *Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Jews. Candidates are expected to be able to consider and evaluate the issues related to the topics and the effect of belief and practice on the lives of Jews.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Judaism.

3.11.1 Core beliefs

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

- The nature of G-d
- Messiah and the Messianic Age
- The meaning and understanding of 'covenant'
- Covenants with Abraham
- Covenant with Moses
- The Law and the mitzvot
- Beliefs about life after death

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

3.11.2 Special days and pilgrimage

Candidates should have explored the origins and observance of:

- Shabbat
- Rosh Hashanah
- Yom Kippur
- The pilgrim festivals:
 - Pesach
 - Shavuot
 - Sukkot

There should be consideration of the significance of these times for Jews as individuals and communities.

Candidates should explore the nature and importance of pilgrimage for Jews. There should be a consideration of the role pilgrimage might play in the spiritual development of Jews.

3.11.3 Major divisions and interpretations

Candidates should have a knowledge and understanding of the following:

- Hasidic
- Orthodox
- Reform
- Liberal/progressive

Candidates should refer to the similarities and differences in authority, worship, belief, organisation and practice.

There should be consideration of the reasons for the existence of different groups in Judaism, and an exploration of the different ways in which Judaism is practised in different parts of the world, and how these differences might affect the lifestyles and outlooks of Jews in the modern world.

Candidates should have a knowledge and understanding of the following:

- Zionism
- The land and State of Israel
- Twentieth century Holocaust/Shoah

3.12 Unit B580: *Judaism 2 (Worship, Community and Family, Sacred Writings)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Jews. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Jews.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Judaism.

3.12.1 Places and forms of worship

Candidates should have considered the significance for Jewish places of worship of:

- Design
- Symbols
- Artefacts and features including:
 - Ner Tamid
 - Aron Hakodesh
 - Bimah
 - Sefer Torah and their ornaments
 - The absence of any representations of G-d
 - Mikveh

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 following:

- The different ways in which the synagogue is used by the community
- Public acts of worship:
 - Synagogue services
- Private acts of worship:
 - Worship at home
 - Prayer
- Ritual dress:
 - Kippah
 - Tallit
 - Tefillin
 - Kittel
 - Clothing customs relevant to certain groups or festivals
 - The role and significance of the rabbi, chazan and congregation in worship

3.12.2 Religion in the faith community and the family

Candidates should have considered the following aspects of Judaism:

- Rituals and how they reflect Jewish belief:
 - Brit Milah
 - Bar Mitzvah
 - Bat Mitzvah
 - Kiddushin
 - Funeral rites
- Kashrut:
 - Food
 - Objects
 - Clothing
- Jewish teaching about charity and concern for others
- The role and significance of religious communities to their members and the wider community

3.12.3 Sacred writings

Candidates should have considered:

- The nature of the Tenakh:
 - Torah
 - Nevi'im
 - Ketuvim
- The nature of the Talmud
- The importance of the Tenakh for Jews
- The importance of the Talmud for Jews
- Use of the Tenakh in public and private worship
- Use of the Talmud in public and private worship
- The respect shown towards the Tenakh
- The respect shown towards the Talmud

3.13 Unit B581: *Sikhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Sikhs. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Sikhs.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, with the exception of the Major Divisions and Interpretations section, candidates may approach the questions from the perspective of **one or more** groups within Sikhism.

3.13.1 Core beliefs

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

- Ik Onkar, one God (Waheguru, 'Wonderful Guru')
- Human life as the opportunity to unite with God
- The practice of qualities/virtues:
 - Daya
 - Nimarta
 - Prem
- The balance of Nam with Sewa
- The concept of 'Nam japo, kirat karna, vand chhakna'
- The lives of the Ten Gurus, especially:
 - Guru Nanak Dev Ji
 - Guru Arjan Dev Ji
 - Guru Tegh Bahadur Ji
 - Guru Gobind Singh Ji
- The Five Ks:
 - Kara
 - Kesh
 - Kangha
 - Kirpan
 - Kachera
- Khalsa

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

3.13.2 Special days and pilgrimage

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

- Gurpurbs, especially the birthdays of:
 - Guru Nanak Dev Ji
 - Guru Gobind Singh Ji
- The martyrdoms of:
 - Guru Arjan
 - Guru Tegh Bahadur Ji
- Baisakhi/Vaisakhi
- Hola Mohalla
- Divali

There should be consideration of the significance of these times for Sikhs as individuals and communities.

Candidates should explore the place of yatra in Sikh tradition with reference to:

- Harmandir Sahib in Amritsar (Golden Temple)

There should be a consideration of the idea of yatra in Sikh teachings about spiritual development and the role it plays in helping to educate Sikhs about their tradition.

3.13.3 Major divisions and interpretations

Candidates should have considered:

- The ways in which the Sikh Rahit Maryada is generally accepted to lay the basic foundations for Sikh belief and practice for all Sikh individuals and groups
- The ways in which Sikhs' social and cultural practice might be affected by jat/zat
- The divergent views on whether or not there is a continuing line of Gurus

3.14 Unit B582: *Sikhism 2 (Worship, Community and Family, Sacred Writings)*

Candidates are required to demonstrate knowledge and understanding of and an ability to analyse the topics as aspects of a living faith as it is currently practised. Candidates should be aware of the importance of the content of these topics in supporting and influencing the beliefs and spiritual development of Sikhs. Candidates are expected to be able to consider and evaluate issues related to the topics and the effect of belief and practice on the lives of Sikhs.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

In the examination, candidates may approach the questions from the perspective of **one or more** groups within Sikhism.

3.14.1 Places and forms of worship

Candidates should have considered the significance for Sikh places of worship of:

- Design and layout (prayer hall and langar hall)
- Centrality of Guru Granth Sahib Ji and features reflecting its status (palki, chanani, chanri)
- Key symbols (Ik Onkar, the khanda which appears on the nishan sahib)
- The preparation and serving of karah parshad and langar
- The roles of the granthi and ragis

Candidates should have explored how the main features of the gurdwara might support and influence the beliefs and attitudes of the worshippers. Candidates must also explore langar as an act of ethical commitment.

Candidates should have considered the role of the gurdwara in the spiritual development of Sikhs through offering an opportunity to :

- Contemplate on the teachings of Guru Granth Sahib Ji through:
 - Nam simran
 - Paath
 - Kirtan
- Worship collectively as part of the Sangat
- Practise sewa

Candidates should also consider the significance of personal devotion through:

- Nam simran
- Daily prayers
- Kirat and sewa as a form of worship

3.14.2 Religion in the faith community and the family

Candidates should have considered the significance of key religious ceremonies in the life of a Sikh family:

- Birth and the naming ceremony
- Amrit Sanchar
- Anand karaj
- Funeral rites

Consideration should also be given to the Sikh outlook and practices regarding:

- The nurture of the young
- The role of the family life in spiritual development
- The link of family customs to Sikh spiritual teachings and wider cultural and social practices amongst Sikhs, including similarities and differences

3.14.3 Sacred writings

Candidates should have considered:

- The nature and the importance of the Guru Granth Sahib Ji
- The Guru Granth Sahib Ji as a living guru
- The content of the Guru Granth Sahib Ji including:
 - Compositions of the Gurus
 - Compositions of the Bhagats
- The basic meaning of the opening prayer of the Guru Granth Sahib Ji, Mul Mantra
- A basic interpretation of the logo, Ik Onkar
- The role of the Dasam Granth in public and private worship

3.15 Unit B583: *Christian Scriptures 1 (Mark)*

Candidates should be aware of the significance of the events in the life of Jesus for the development of Christianity and beliefs about the nature of God.

Candidates should be aware of the particular emphasis and interpretation which Mark brings to his writings and the influence this might have on Christian thought and belief.

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

Candidates should have an understanding of the triune God of Christianity. They should be aware of Christian teaching about God the Father and the work of the Holy Spirit, both in the life of Jesus as depicted in Mark's Gospel and in the church today.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.15.1 Life of Jesus through a study of Mark

Jesus as Messiah

- John the Baptist prepares the way (Mark 1: 1–8)
- The baptism and temptation of Jesus (Mark 1: 9–11)
- The transfiguration of Jesus (Mark 9: 2–8)
- The triumphal entry into Jerusalem (Mark 11: 1–11)
- Jesus anointed at Bethany (Mark 14: 1–10)

Death and resurrection

- Jesus arrested (Mark 14: 43–51)
- The Jewish trial before the Sanhedrin (Mark 14: 53–65)
- The Roman trial before Pilate (Mark 15: 1–15)
- The Crucifixion (Mark 15: 21–41)
- The burial of Jesus (Mark 15: 42–47)
- The Resurrection (Mark 16: 1–8)

Candidates should be aware of the way in which the events of the life of Jesus are celebrated by Christians in festivals and the significance of the rite of baptism.

Candidates should be aware that belief in Jesus as the Messiah is a central Christian belief and be able to understand the significance of events such as the Transfiguration, Crucifixion and Resurrection in influencing that belief.

The Lord's Supper/Eucharist

- Institution of the Lord's Supper/Eucharist and centrality to Christian worship (Mark 14: 12–26)

Candidates should be aware of the religious significance of The Lord's Supper/Eucharist and of its centrality to Christian worship.

Jesus as miracle worker:

The nature of miracles

- Jesus calms the storm (Mark 4: 35–41)
- Jesus feeds the five thousand (5000) (Mark 6: 30–44)
- Jesus walks on the water (Mark 6: 45–52)

Healings and exorcisms

- Jesus drives out an evil spirit (Mark 1: 21–28)
- Jesus heals a paralytic (paralysed man) (Mark 2: 1–12)
- A dead girl and a sick woman (Mark 5: 21–43)
- The healing of a demon-possessed man (Legion) (Mark 5: 1–20)
- The faith of a Syrophenecian woman (Mark 7: 24–30)
- The healing of a boy with an evil spirit (Mark 9: 14–29)

Candidates should demonstrate understanding of the importance of the miracles of Jesus during his ministry and for Christians today.

Jesus in conflict with authority

- Lord of the Sabbath (Mark 2: 23–28)
- The man with the withered (shrivelled) hand (Mark 3: 1–6)
- Clean and unclean (Jesus answers criticism by the Pharisees) (Mark 7: 1–23)

Candidates should be aware of how Mark, in his writing of the gospel, shows the growing tension between Jesus and his opponents, mainly the religious authorities.

Jesus was also disappointing the hopes of some who expected him to be a nationalist, rebellious leader. Candidates should understand how Mark's account shows the growing tensions in Jesus' ministry as he deals with weakness in faith from his followers, as shown in events from other sections of the study (eg Calming the storm (Mark 4: 35–41), the Transfiguration (Mark 9: 2–8), the healing of a boy with an evil spirit (Mark 9: 14–29), the arrest of Jesus (Mark 14: 43–51)).

Candidates should be able to recognise the significance of the different types of tensions or conflicts which might arise in the lives of religious believers today and how Christians might reflect on the teachings and actions of Jesus in their own attitudes and actions.

3.16 Unit B584: *Christian Scriptures 2 (Luke)*

Candidates should be aware of the significance of the teachings and actions of Jesus for the development of Christianity and beliefs about the nature of God.

Candidates should be aware of the influence of the particular emphasis and interpretation that 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 Gospel, and their modern day application for Christians, should be explored.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.16.1 Teachings of Jesus through a study of Luke

Jesus as Messiah: Lord

- The birth of Jesus and the visit of the shepherds (Luke 2: 1–20)
- Presentation in the Temple: Simeon's declaration in the Temple (Luke 2: 21–35)
- The boy Jesus at the Temple (Luke 2: 41–52)

Candidates should have an understanding of the triune God of Christianity. They should be aware of Jesus' teaching about God the Father and the work of the Holy Spirit, both in the life of Jesus and in the Church today.

The nature of God

- Jesus' teaching on prayer (Luke 11: 1–13)
- The parables of the lost sheep and the lost coin (Luke 15: 1–10)
- The parable of the lost son (Luke 15: 11–32)

The Kingdom of God

- The parable of the sower (Luke 8: 1–15)
- The parable of the great banquet (Luke 14: 15–24)
- The lamp of the body (Luke 11: 33–36)
- The narrow door (Luke 13: 22–30)

Christian discipleship

- The faith of the centurion (Luke 7: 1–10)
- The cost of being a disciple (Luke 14: 25–33)
- Peter disowns Jesus (Luke 22: 54–62)

Christian life

- Wealth:
 - The parable of the rich fool (Luke 12: 13–21)
 - The rich ruler (young man) (Luke 18: 18–30)
 - The widow's offering (Luke 21: 1–4)
- Women:
 - At the home of Martha and Mary (Luke 10: 38–42)
 - Jesus anointed by a sinful woman (Luke 7: 36–50)
 - The Resurrection (Luke 24: 1–12)
- Outcasts:
 - The man with leprosy (Luke 5: 12–16)
 - The parable of the good Samaritan (Luke 10: 25–37)
 - Zacchaeus the tax collector (Luke 19: 1–10)
 - A crippled woman healed on the Sabbath (Luke 13: 10–17)
- Suffering:
 - The rich man and Lazarus (Luke 16: 19–31)

Candidates should understand the distinctive emphasis on the oppressed and the poor in Luke's writing. He was concerned about the plight of outcasts and sinners and the status of women. Jesus is shown teaching about equality and universalism and condemning discrimination. Candidates should be able to recognise the significance of some of the issues raised and their implications for Christian life today.

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.

3.17 Unit B585: *Jewish Scriptures 1 (Tenakh)*

Candidates are required to be able to describe, explain and analyse the teachings found in these passages and be aware of their significance and importance for Jewish belief and practice. They should be able to use the texts and the teaching found in them to support reasoned argument, to express and evaluate personal responses, informed insights and differing viewpoints.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.17.1 Tenakh

Introduction	<ul style="list-style-type: none">• The nature of the Tenakh• The Covenant relationship between G-d and the Israelites• The role and uses of the Tenakh and the Covenant relationship in daily life and worship
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3.17.2 Genesis 1: 1–2:9, 15–25

Beliefs and teachings	<ul style="list-style-type: none">• The nature of G-d• Creation• The nature of humanity
Contemporary issues	<ul style="list-style-type: none">• Male/female relationships• Sanctity of human life:<ul style="list-style-type: none">• Contraception• Abortion• Euthanasia• Shabbat• The global environment, animal welfare, vegetarianism, kashrut

3.17.3 Exodus 20: 1–15

Beliefs and teachings	<ul style="list-style-type: none">• Covenant: the nature of Torah• Mitzvot• Oral and written Torah, revelation• Giving of the Torah• The Exodus
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Contemporary issues

- Parent/child relationships
- Sanctity of life
- Medical ethics
- Marriage, fidelity, divorce
- Truthfulness
- Business ethics

3.17.4 Book of Jonah

Beliefs and teachings

- Divine providence
- The seven Noachide Laws
- Prayer
- The role of the individual

Contemporary issues

- Responsibility for the world
 - Wrongdoing, repentance and forgiveness
 - Jewish/non-Jewish relations
-

3.18 Unit B586: *Jewish Scriptures 2 (Talmud)*

Candidates are required to be able to describe, explain and analyse the teachings found in these passages and be aware of their significance and importance for Jewish belief and practice. They should be able to use the texts and the teaching found in them to support reasoned argument, to express and evaluate personal responses, informed insights and differing viewpoints.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.18.1 Talmud

Introduction	<ul style="list-style-type: none">• The nature of the Talmud• The Covenant relationship between G-d and the Israelites• The role and uses of the Talmud and the Covenant relationship in daily life and worship
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3.18.2 The Shema (Deuteronomy 6: 4–9; 11: 31–21; Numbers 15: 37–41)

Beliefs and teachings	<ul style="list-style-type: none">• Unity of G-d• Covenant• Tefillin, tzizit, mezuzah• Torah study• The Land of Israel• The Exodus
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Contemporary issues	<ul style="list-style-type: none">• Individual relationships with G-d• Sacrifice for religious commitment• Use of material wealth: tzedaka• Education of children• Reward and punishment
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3.18.3 The Amidah paras: 1 (Patriarchs), 6 (Forgiveness), 8 (Healing) and 19 (Peace)

Beliefs and teachings	<ul style="list-style-type: none">• Patriarchs: origins of Judaism• Forgiveness and repentance: Rosh Hashanah and Yom Kippur• Prayer
Contemporary issues	<ul style="list-style-type: none">• Dependence on G-d (health, prosperity, welfare, etc)

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- Gratitude
 - Peace and war
 - The synagogue

3.18.4 Grace after meals – first three blessings only

Beliefs and teachings

- The Land of Israel and Jerusalem
- Purim and Hanukkah
- Festivals and Shabbat

Contemporary issues

- The role of the individual
- Responsibility for the world

3.18.5 Ethics of the Fathers 1: 1, 1: 14, 1: 18

Beliefs and teachings

- Ethical monotheism:
 - The need for legal and absolute expression of ethics
 - Chain of tradition from the Sinai Covenant

Contemporary issues

- Responsibility for others
 - Justice, peace and a just society
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3.19 Unit B587: *Muslim Texts 1 (Qur'an)*

Candidates are required to be able to describe, explain and analyse the teachings found in these passages and be aware of their significance and importance for Muslim belief and practice. They should be able to use the texts and the teaching found in them to support reasoned argument, to express and evaluate personal responses, informed insights and differing viewpoints.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.19.1 Qur'an

Introduction

- The nature of the Qur'anic material
- The revelation of the Qur'an
- The importance of the Qur'an for Muslims

3.19.2 Surah 1 – The Opening

Beliefs and teachings

- Teachings about the nature of Allah
- Teachings about the nature of submission to the will of Allah

3.19.3 Surah 2: 177 – The Cow

Beliefs and teachings

- Beliefs about Allah
- Treatment of the oppressed
- Charity
- Business ethics

3.19.4 Surah 30: 20–25 – The Romans

Beliefs and teachings

- The signs of Allah
- Creation from dust
- Creation of men and women
- Different skin colours and languages
- Creation of the weather
- Obedience to the will of Allah

3.19.5 Surah 33: 35 – The Clans

Beliefs and teachings

- Devotion
- Patience
- Constancy
- Charity
- Fasting
- Praising Allah

3.19.6 Surah 88 – The Overwhelming

Beliefs and teachings

- Life after death

3.19.7 Surah 96 – The Clot

Beliefs and teachings

- The revelation of the Qur'an

3.19.8 Surah 98 – The Clear Proof

Beliefs and teachings

- Believers and non-believers

3.19.9 Surah 112 – Sincerity

Beliefs and teachings

- The attributes of Allah

3.20 Unit B588: *Muslim Texts 2 (Sunnah and Hadith)*

Candidates are required to be able to describe, explain and analyse the teachings found in these passages and be aware of their significance and importance for Muslim belief and practice. They should be able to use the texts and the teaching found in them to support reasoned argument, to express and evaluate personal responses, informed insights and differing viewpoints.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

3.20.1 Sunnah and Hadith

Introduction

- The nature of the Sunnah and Hadith
- The importance of the Sunnah and Hadith for Muslims

Hadith of the pond of Khumm

Beliefs and teachings

- Sunni Muslims believe it to be Muhammad's ﷺ defence of Ali in the face of unjust criticism, while Shi'a Muslims believe it to be an indication of Ali as Muhammad's ﷺ successor

Hadith of the two weighty things

Beliefs and teachings

- The 'Hadith al-Thaqalayn' refers to a saying about 'al-Thaqalayn', translates as 'the two weighty things.' In this narration, Muhammad ﷺ referred to the Qur'an and 'Ahl al-Bayt' (his family) as the two weighty things. Although the Hadith is accepted by both Sunnis and Shi'as, the two groups differ on the exact wording of what Muhammad ﷺ said, as well as how to interpret these words

Hadith of the event of the cloak

Beliefs and teachings

- The Hadith of the cloak is an account of an occasion where Muhammad ﷺ gathered Hassan ibn Ali, Husayn ibn Ali, Ali and Fatimah (members of his immediate family) under his cloak
- This is a central Hadith in terms of the differences between Shi'a and Sunni Muslims as it is the basis of the Shi'a claim that the Governorship of Muslims should reside only with the direct line of Muhammad ﷺ through Fatimah and Ali, as well as being the basis for claims that certain of the descendants of Muhammad ﷺ are infallible

an-Nawawi's Forty Hadith: 1

Beliefs and teachings

- The importance of intention in judgement

an-Nawawi's Forty Hadith: 2

Beliefs and teachings

- The Prophet and Jibril

an-Nawawi's Forty Hadith: 3

Beliefs and teachings

- The Five Pillars

an-Nawawi's Forty Hadith: 5

Beliefs and teachings

- The dangers of innovation

an-Nawawi's Forty Hadith: 6

Beliefs and teachings

- That which is lawful is evident, and what is unlawful is evident

an-Nawawi's Forty Hadith: 9

Beliefs and teachings

- The Prophets

an-Nawawi's Forty Hadith: 11

Beliefs and teachings

- Leave alone what does not concern you

an-Nawawi's Forty Hadith: 38

Beliefs and teachings

- The immanence of Allah

The Prophet's Last Sermon

Beliefs and teachings

- The Last Sermon contains many important teachings and summarises much of the Prophet's message

3.21 Unit B589: *Perspectives on World Religions*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from faith to faith.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

Buddhism

Responsibility for the planet

Origins of the world and life

- Religious understandings of the origins of the world and humanity and their relation to scientific theories
- The universe as cyclical
- The refusal to answer questions on causation
- The cycle of dependent origination

People and animals

- The place of humanity in relation to animals
- Attitudes to animals and their treatment

Environmental issues

- Responses to environmental issues
- Religious teachings relating to environmental issues

War, peace and human rights

War

- Attitudes towards war
- The concept of ahimsa

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism
- Reasons for these attitudes

Human Rights

- Awareness of the main features of the Universal Declaration of Human Rights
- Attitudes towards human rights

Prejudice and equality

Principle of Equality

- Buddhist teachings about equality, including the rejection of the caste system

Racism

- Different views about prejudice and equality in relation to race
- Practices in relation to racism

Gender

- Different views about prejudice and equality in relation to gender
- The role of women in Buddhist society

Religion

- Attitudes towards other religions with reference to:
- Conversion to Buddhism
 - The attitude of Asoka to non-Buddhists
 - The status of non-Buddhist religions

Christianity

Responsibility for the planet

Origins of the world and life

- Christian teachings about the origins of the world and humanity
- Religious understandings of the origins of the world and humanity and their relation to scientific theories

People and animals

- The place of humanity in relation to animals
- Attitudes to animals and their treatment

Environmental issues

- Responses to environmental issues
- Concept of stewardship
- Religious teachings relating to environmental issues

War, peace and human rights

War

- Attitudes towards war
- The Just War Theory

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism
- Reasons for these attitudes

Human Rights

- Awareness of the main features of the Universal Declaration of Human Rights
- Attitudes towards human rights

Prejudice and equality

Principle of equality

- Biblical teaching about equality

Racism

- Different views about prejudice and equality in relation to race
- Practices in relation to racism

Gender

- Different views about prejudice and equality in relation to gender
- The role of women in Christian society

Religion

- Attitudes towards other religions with reference to:
- Missionary work
- Evangelism
- Ecumenism

Hinduism

Responsibility for the planet

Origins of the world and life

- Hindu teachings about the origins of the world and humanity
- Religious understandings of the origins of the world and humanity and their relation to scientific theories
- Creation stories
- The universe as cyclical
- An understanding of Purusha Shukta

People and animals

- The place of humanity in relation to animals
- Attitudes to animals and their treatment

Environmental issues

- Responses to environmental issues
- Ahimsa as it relates to environmental issues
- The teachings of M.K. Gandhi and Krishna
- Religious teachings relating to environmental issues

War, peace and human rights

War

- Attitudes towards war
- The concept of ahimsa
- Ahimsa and Satyagraha as developed and used by M.K. Gandhi

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism and ahimsa
- The traditional roles of the different varnas, particularly kshatriyas
- Reasons for these attitudes

Human Rights

- Awareness of the main features of the Universal Declaration of Human Rights
- Attitudes towards human rights

Prejudice and equality

Principle of Equality

- Attitudes towards varnashrama as they relate to caste and discrimination
- Approaches towards caste and equality

Racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race and the status of foreigners • Practices in relation to racism
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Gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Hindu society
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Religion	<ul style="list-style-type: none"> • Attitudes towards other religions to promote tolerance and equality
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Islam

Responsibility for the planet

Origins of the world and life	<ul style="list-style-type: none"> • Muslim teachings about the origins of the world and humanity
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People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
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Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Concept of khalifah • Religious teachings relating to environmental issues
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War, peace and human rights

War	<ul style="list-style-type: none"> • Attitudes towards war • Concept of jihad
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Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
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Human Rights	<ul style="list-style-type: none"> • Awareness of the main features of the Universal Declaration of Human Rights • Attitudes towards human rights
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Prejudice and equality

Principle of Equality	<ul style="list-style-type: none"> • Teaching about equality from the Qur'an
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Racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race • Practices in relation to racism
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Gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Muslim society
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Religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: • Conversion to Islam • The status of non-Muslim religions
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Judaism

Responsibility for the planet

Origins of the world and life	<ul style="list-style-type: none"> • Jewish teachings about the origins of the world and humanity
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People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
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Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Concept of stewardship • The ideals of Tikkun Olam • Religious teachings relating to environmental issues
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War, peace and human rights

War	<ul style="list-style-type: none"> • Attitudes towards war • The concept of being victims of war
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Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
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Human Rights	<ul style="list-style-type: none"> • Awareness of the main features of the Universal Declaration of Human Rights • Attitudes towards human rights
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Prejudice and equality

Principle of Equality	<ul style="list-style-type: none"> • Teaching about equality from the Torah
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Racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race • Practices in relation to racism
Gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Jewish society
Religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: • Conversion to Judaism • The status of non-Jewish religions

Sikhism

Responsibility for the planet

Origins of the world and life	<ul style="list-style-type: none"> • Sikh teachings about the origins of the world and humanity
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People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
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Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • The importance of Sewa as it relates to environmental issues • Religious teachings relating to environmental issues
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War, peace and human rights

War	<ul style="list-style-type: none"> • Attitudes towards war • Concept of dharma yudh
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Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
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Human Rights	<ul style="list-style-type: none"> • Awareness of the main features of the Universal Declaration of Human Rights • Attitudes towards human rights
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Prejudice and equality

Principle of Equality

- Teaching about equality from the Guru Granth Sahib Ji

Racism

- Different views about prejudice and equality in relation to race
- Practices in relation to racism

Gender

- Different views about prejudice and equality in relation to gender
- The role of women in Sikh society

Religion

- Attitudes towards other religions with reference to:
- Composition of the Guru Granth Sahib Ji
- Tolerance and the Singh Sabha movement
- The status of non-Sikh religions

3.22 Unit B603: *Ethics (Relationships, Medical Ethics, Poverty and Wealth)*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from faith to faith.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

Buddhism

Religion and human relationships

Roles of men and women in the family

- Roles of men and women in a Buddhist family
- Roles of men and women in the vihara

Marriage

- The ways in which the beliefs about marriage reflect and emphasise Buddhist beliefs within the local community
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- The variety of attitudes to divorce within Buddhist communities
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception	<ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception • Celibacy and the monastic sangha
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Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none"> • Different attitudes towards abortion • Reasons for different attitudes
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Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning
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Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
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Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research
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Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
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Concern for others	<ul style="list-style-type: none"> • Buddhist teaching about caring for others • Understandings of 'charity' • Different ways charity is put into practice
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The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (eg gambling, lending) • Giving to charity
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Moral and immoral occupations	<ul style="list-style-type: none"> • Concept of moral and immoral • Teachings about moral and immoral occupations • Impact of teachings on believers
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Christianity

Religion and human relationships

Roles of men and women in the family

- Roles of men and women in a Christian family
- Roles of men and women in the Church family

Marriage and marriage ceremonies

- Marriage ceremonies
- The ways in which the ceremonies reflect and emphasise Christian teaching about marriage
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

Religion and medical ethics

Attitudes to abortion

- Different attitudes towards abortion
- Reasons for different attitudes

Attitudes to fertility treatment

- Responses to issues raised by fertility treatment and cloning

Attitudes to euthanasia and suicide

- Different attitudes towards euthanasia
- Different attitudes towards suicide
- Reasons for different attitudes

Using animals in medical research

- Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease

- Wealth
- Causes of hunger, poverty and disease
- Responses to the needs of the starving, the poor and the sick

Concern for others

- Biblical teaching about caring for others
- Understandings of 'charity'
- Different ways charity is put into practice

The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (eg gambling, lending) • Giving to charity
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Moral and immoral occupations	<ul style="list-style-type: none"> • Concept of moral and immoral • Teachings about moral and immoral occupations • Impact of teachings on believers
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Hinduism

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none"> • Roles of men and women in a Hindu family • Roles of other family members according to the demands of varnashrama and the scriptures
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Marriage and marriage ceremonies	<ul style="list-style-type: none"> • Marriage ceremonies in India and the UK • The symbolism and the meaning of the various features of the ceremonies • The ways in which the ceremonies reflect and emphasise Hindu teaching about marriage • Responses to civil partnership
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Divorce	<ul style="list-style-type: none"> • Beliefs about the ethics of divorce in India and the UK • Beliefs about the ethics of re-marriage in India and the UK
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Sexual relationships and contraception	<ul style="list-style-type: none"> • Attitudes towards sexual relationships as they relate to varnashrama and kama as a valid life goal during the grihastha ashrama • Teachings about celibacy and renunciation including the tapas and the teachings of M.K. Gandhi: • Beliefs about contraception, including the idea of ahimsa • Social concerns about contraception
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Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none"> • Different attitudes towards abortion, including the ideas of the atman and karma • Reasons for different attitudes
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Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning, including the ideas of the atman and karma
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Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes • The idea of ahimsa and teachings about samsara in relation to euthanasia and suicide
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Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research • The idea of ahimsa and teachings about samsara in relation to research
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Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Poverty and disease related to pollution and environmental conditions • Responses to the needs of the starving, the poor and the sick
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Concern for others	<ul style="list-style-type: none"> • Teachings about dana and samsara in relation to caring for others • Understandings of 'charity', including atathi • Prashad • Different ways charity is put into practice
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The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (eg gambling, lending) • Giving to charity
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Moral and immoral occupations	<ul style="list-style-type: none"> • Concept of moral and immoral • Teachings about moral and immoral occupations, including dharma and varnashrama and the concept of ahimsa • Impact of teachings on believers
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Islam

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none"> • Roles of men and women in a Muslim family • Roles of men and women in the Mosque
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Marriage and marriage ceremonies	<ul style="list-style-type: none"> • Marriage ceremonies
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	<ul style="list-style-type: none"> • The ways in which the ceremonies reflect and emphasise Muslim teaching about marriage • Responses to civil partnerships
Divorce	<ul style="list-style-type: none"> • Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception
Religion and medical ethics	
Attitudes to abortion	<ul style="list-style-type: none"> • Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research
Religion, poverty and wealth	
Religious views of wealth and of the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	<ul style="list-style-type: none"> • Qur'anic teaching about caring for others • Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (eg gambling, lending) • Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none"> • Teachings about moral and immoral occupations • Impact of teachings on believers

Judaism

Religion and human relationships

Roles of men and women in the family

- Roles of men and women in a Jewish family
- Roles of men and women in the synagogue

Marriage and marriage ceremonies

- Marriage ceremonies
- The ways in which the ceremonies reflect and emphasise Jewish teaching about marriage
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

Religion and medical ethics

Attitudes to abortion

- Different attitudes towards abortion
- Reasons for different attitudes

Attitudes to fertility treatment

- Responses to issues raised by fertility treatment and cloning

Attitudes to euthanasia and suicide

- Different attitudes towards euthanasia
- Different attitudes towards suicide
- Reasons for different attitudes

Using animals in medical research

- Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease

- Wealth
- Causes of hunger, poverty and disease
- Responses to the needs of the starving, the poor and the sick

Concern for others

- Torah and Talmudic teaching about caring for others
- Different ways charity is put into practice

The uses of money

- Teachings about the use of money (eg gambling, lending)

-
- Giving to charity

Moral and immoral occupations

- Teachings about moral and immoral occupations
- Impact of teachings on believers

Sikhism

Religion and human relationships

Roles of men and women in the family

- Roles of men and women in a Sikh family
- Roles of men and women in the gurdwara

Marriage and marriage ceremonies

- Marriage ceremonies
- The ways in which the ceremonies reflect and emphasise Sikh teaching about marriage
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

Religion and medical ethics

Attitudes to abortion

- Different attitudes towards abortion
- Reasons for different attitudes

Attitudes to fertility treatment

- Responses to issues raised by fertility treatment and cloning

Attitudes to euthanasia and suicide

- Different attitudes towards euthanasia
- Different attitudes towards suicide
- Reasons for different attitudes

Using animals in medical research

- Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease

- Wealth
- Causes of hunger, poverty and disease
- Responses to the needs of the starving, the poor and the sick

Concern for others

- Teaching from the Guru Granth Sahib Ji about caring for others
- Different ways charity is put into practice

The uses of money

- Teachings about the use of money (eg gambling, lending)
- Giving to charity

Moral and immoral occupations

- Teachings about moral and immoral occupations
- Impact of teachings on believers

4 Schemes of Assessment

4.1 GCSE and GCSE (Short Course) Scheme of Assessment

GCSE Religious Studies (World Religion(s)) J620/J120

The GCSE Short Course consists of **two** units, subject to the restrictions in section 1.6.

The GCSE Full Course consists of **four** units, subject to the restrictions in section 1.6.

B569: *Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

B570: *Buddhism 2 (Worship, Community and Family, Sacred Writings)*

B571: *Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)*

B572: *Christianity 2 (Worship, Community and Family, Sacred Writings)*

B573: *Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)*

B574: *Christianity (Roman Catholic) 2 (Worship, Community and Family, Sacred Writings)*

B575: *Hinduism 1 (Beliefs, Special Days, Divisions and Interpretations)*

B576: *Hinduism 2 (Worship, Community and Family, Sacred Writings)*

B577: *Islam 1 (Beliefs, Special Days, Divisions and Interpretations)*

B578: *Islam 2 (Worship, Community and Family, Sacred Writings)*

B579: *Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)*

B580: *Judaism 2 (Worship, Community and Family, Sacred Writings)*

B581: *Sikhism 1 (Beliefs, Special Days, Divisions and Interpretations)*

B582: *Sikhism 2 (Worship, Community and Family, Sacred Writings)*

B583: *Christian Scriptures 1 (Mark)*

B584: *Christian Scriptures 2 (Luke)*

B585: *Jewish Scriptures 1 (Tenakh)*

B586: *Jewish Scriptures 2 (Talmud)*

B587: *Muslim Texts 1 (Qur'an)*

B588: *Muslim Texts 2 (Sunnah and Hadith)*

B589: *Perspectives on World Religions*

B603: *Ethics (Relationships, Medical Ethics, Poverty and Wealth)*

Each individual unit equals 25% of the total GCSE marks (50% of the GCSE Short Course).

All examinations will be 1 hr.

The total mark for each unit is 48.

Each question paper (B569–B588) has **three** questions each containing **five** parts. Candidates are required to answer **two** out of the **three** questions.

The question papers for B589 and B603 have **six** questions on each of the three topics and each question contains **five** parts. Candidates answer **two** questions from any **two** topic areas.

Candidates should answer **all** parts of both the questions chosen.

Parts a, b and c of all questions are point marked.

Part d of all questions asks candidates to describe, explain and analyse in their answers.

Part e of all questions requires the use of evidence and reasoned argument in the candidates' answers.

All units are externally assessed.

4.2 Entry Options

GCSE (Short Course) candidates must be entered for **two** units (subject to the restrictions in section 1.6).

GCSE candidates must be entered for **four** units (subject to the restrictions in section 1.6).

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the appropriate certification codes from the following list:

OCR GCSE in Religious Studies (World Religion(s)) – J620

OCR GCSE (Short Course) in Religious Studies (World Religion(s)) – J120

4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4 Assessment Availability

There are two examination series each year, in January (only unit B603: *Ethics*) and June (all units).

From January 2010 Unit B603 will be assessed. From June 2010, all units will be assessed.

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
B569	x	✓	x	✓	x
B570	x	✓	x	✓	x
B571	x	✓	x	✓	x
B572	x	✓	x	✓	x
B573	x	✓	x	✓	x
B574	x	✓	x	✓	x
B575	x	✓	x	✓	x
B576	x	✓	x	✓	x
B577	x	✓	x	✓	x
B578	x	✓	x	✓	x
B579	x	✓	x	✓	x
B580	x	✓	x	✓	x
B581	x	✓	x	✓	x
B582	x	✓	x	✓	x
B583	x	✓	x	✓	x
B584	x	✓	x	✓	x
B585	x	✓	x	✓	x
B586	x	✓	x	✓	x
B587	x	✓	x	✓	x
B588	x	✓	x	✓	x
B589	x	✓	x	✓	x
B603	✓	✓	✓	✓	✓

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Demonstrate Knowledge, Understanding and Analysis

- Describe, explain and analyse, using knowledge and understanding

AO2 Use of Evidence, Evaluation and Argument

- Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints

AO weightings – GCSE

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

Unit	% of GCSE		Total
	AO1	AO2	
Unit B569: <i>Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B570: <i>Buddhism 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B571: <i>Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B572: <i>Christianity 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B573: <i>Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B574: <i>Christianity (Roman Catholic) 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B575: <i>Hinduism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B576: <i>Hinduism 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B577: <i>Islam 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B578: <i>Islam 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B579: <i>Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B580: <i>Judaism 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B581: <i>Sikhism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	12.5	12.5	25
Unit B582: <i>Sikhism 2 (Worship, Community and Family, Sacred Writings)</i>	12.5	12.5	25
Unit B583: <i>Christian Scriptures 1 (Mark)</i>	12.5	12.5	25
Unit B584: <i>Christian Scriptures 2 (Luke)</i>	12.5	12.5	25
Unit B585: <i>Jewish Scriptures 1 (Tenakh)</i>	12.5	12.5	25
Unit B586: <i>Jewish Scriptures 2 (Talmud)</i>	12.5	12.5	25
Unit B587: <i>Muslim Texts 1 (Qur'an)</i>	12.5	12.5	25
Unit B588: <i>Muslim Texts 2 (Sunnah and Hadith)</i>	12.5	12.5	25
Unit B589: <i>Perspectives on World Religions</i>	12.5	12.5	25
Unit B603: <i>Ethics (Relationships, Medical Ethics, Poverty and Wealth)</i>	12.5	12.5	25
Totals:	50	50	100

AO weightings – GCSE (Short Course)

Unit	% of GCSE		Total
	AO1	AO2	
Unit B569: <i>Buddhism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B570: <i>Buddhism 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B571: <i>Christianity 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B572: <i>Christianity 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B573: <i>Christianity (Roman Catholic) 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B574: <i>Christianity (Roman Catholic) 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B575: <i>Hinduism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B576: <i>Hinduism 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B577: <i>Islam 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B578: <i>Islam 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B579: <i>Judaism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B580: <i>Judaism 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B581: <i>Sikhism 1 (Beliefs, Special Days, Divisions and Interpretations)</i>	25	25	50
Unit B582: <i>Sikhism 2 (Worship, Community and Family, Sacred Writings)</i>	25	25	50
Unit B583: <i>Christian Scriptures 1 (Mark)</i>	25	25	50
Unit B584: <i>Christian Scriptures 2 (Luke)</i>	25	25	50
Unit B585: <i>Jewish Scriptures 1 (Tenakh)</i>	25	25	50
Unit B586: <i>Jewish Scriptures 2 (Talmud)</i>	25	25	50
Unit B587: <i>Muslim Texts 1 (Qur'an)</i>	25	25	50
Unit B588: <i>Muslim Texts 2 (Sunnah and Hadith)</i>	25	25	50
Unit B589: <i>Perspectives on World Religions</i>	25	25	50
Unit B603: <i>Ethics (Relationships, Medical Ethics, Poverty and Wealth)</i>	25	25	50
Totals:	50	50	100

4.6 Quality of Written Communication

Quality of written communication is assessed in all units and in parts d and e of all questions.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- Present information in a form that suits its purpose;
- Use a suitable structure and style of writing.

5 Technical Information

5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

It is essential that unit entry codes are quoted in all correspondence with OCR. See section 4.1 for unit entry codes.

5.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

5.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualification an unlimited number of times.

5.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

OCR GCSE in Religious Studies (World Religion(s)) – J620

OCR GCSE (Short Course) in Religious Studies (World Religion(s)) – J120

A candidate who has completed all the units required for the qualification must enter for

certification in the same examination series in which the terminal rules are satisfied.

GCSE Short Course certification is available from June 2010.

GCSE Certification is available from June 2011.

5.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit eg 41/50.

The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
25%	50	45	40	35	30	25	20	15	10	0

(GCSE Short Course) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50%	50	45	40	35	30	25	20	15	10	0

Candidates' uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max uniform mark	Qualification Grade								U
		A*	A	B	C	D	E	F	G	
GCSE	200	180	160	140	120	100	80	60	40	0
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0

Awarding Grades

The written papers will have a total weighting of 100%.

A candidate's uniform mark for each paper will be combined to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

5.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

5.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.8 Guided Learning Hours

GCSE Religious Studies (World Religion(s)) requires 120–140 guided learning hours in total.

GCSE (Short Course) Religious Studies (World Religion(s)) requires 60–70 guided learning hours in total.

5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Religious Studies.

5.10 Classification Code

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

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

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

5.11 Disability Discrimination Act Information Relating to these specifications

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

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the

assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (www.jcq.org.uk).

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

These access arrangements permissible for use in these specifications are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	All written examinations
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6 Other Specification Issues

6.1 Overlap with other Qualifications

There is a degree of overlap between the content of these specifications and those for GCSE Religious Studies (Philosophy and Ethics). There is one common unit – B603: *Ethics*.

6.2 Progression from these Qualifications

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic 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 the spiritual issues and have the opportunity to consider some responses to spiritual questions. For example, candidates studying papers *Buddhism 1*, *Christianity 1*, *Hinduism 1*, *Judaism 1*, *Islam 1* or *Sikhism 1* will study the basics of the religious teachings, which may guide the modern Buddhist/Christian/Hindu/Jew/Muslim/Sikh in making decisions about contemporary moral issues such as abortion and divorce.

Candidates studying any of the units B569 through B582 and unit B603 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 Sustainable Development, Health and Safety Considerations and European Developments, Consistent with International Agreements

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 these specifications and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

6.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

6.6 Language

These specifications and associated assessment materials are in English only.

6.7 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B569	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B570	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B571	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B572	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B573	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B574	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B575	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B576	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B577	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B578	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B579	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B580	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B581	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B582	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B583	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B584	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B585	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B586	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B587	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B588	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B589	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B603	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 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 (World Religion(s)).

This section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills.

ICT Application / Development	Opportunities for Using ICT During the Course
Search for and select information.	CD-ROM or Web-based research for any aspect 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 for a short class assignment or a longer revision task. There are many opportunities for the use of images in addition to text.

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included 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.

Citizenship Programme of Study		Opportunities for Teaching Citizenship Issues during the Course
Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.		
1.1 c	Consider how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.	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.
1.3 b	Explore the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	
These are (some of) the essential skills and processes in citizenship that students need to learn to make progress.		
Students should be able to:		
2.1 a	Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	All units include this skill.
2.1 b	Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods	All units include this skill.
2.1 d	Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)	All units include this skill.
2.2 a	Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree	All units include this skill.
2.2 b	Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions	All units include this skill.
2.2 c	Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.	All units include this skill.

Appendix A: Grade Descriptions

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

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

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

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

Grade C

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

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

Grade A

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

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