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<b>OCR GCSE IN RELIGIOUS STUDIES A (WORLD RELIGIONS)</b>	<b>1930</b>
<b>OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES A (WORLD RELIGIONS)</b>	<b>1030</b>
<b>OCR GCSE IN RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS)</b>	<b>1931</b>
<b>OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS)</b>	<b>1031</b>
<b>OCR GCSE IN RELIGIOUS STUDIES C (JUDAISM)</b>	<b>1932</b>

**TEACHER SUPPORT: NOTES FOR GUIDANCE**

**INCORPORATING COURSEWORK ADMINISTRATION PACK**

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**Centres are permitted to copy material from this booklet for their own internal use.**

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# 1 INTRODUCTION

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## 1.1 NEW SPECIFICATION

OCR's GCSE Religious Studies specifications have been revised for teaching from September 2001, with the first examinations for the new specifications in June 2003. The revisions have maintained the approaches of the former syllabuses, with some changes conforming to the requirements of the new Subject Criteria and others bringing rationalisation and improvement to the content. In the vast majority of cases content has either been moved or removed; teachers should not find that they need to search out significant additional resources to support their delivery of the revised specifications.

In order to differentiate the new specifications from the former syllabuses, a new numbering system has been adopted, with names that give an indication of the content:

<b>GCSE Syllabus up to 2002</b>	<b>GCSE Specification from 2003</b>
1730 Syllabus A Full Course	1930 Specification A (World Religions)
3732 Syllabus A Short Course	1030 Specification A (World Religions Short Course)
1732 Syllabus C Full Course	1931 Specification B (Philosophy & Ethics)
3733 Syllabus B Short Course	1031 Specification B (Philosophy & Ethics Short Course)
1731 Syllabus B (Judaism)	1932 Specification C (Judaism)

For full details of all aspects of the new courses see the specification documents.

Specification 1030 (only) is available by staged assessment; that is, candidates may take the two papers in different years and aggregate their results when they take the second paper.

### Endorsed texts

Subject to final approval, OCR will be endorsing student text books (with additional teacher support material) written by senior examiners for both of the major specifications. Further details are available from the publishers concerned: a series of books to support the World Religions specifications from Hodder and a book to support the Philosophy & Ethics specifications from Nelson Thornes. Details of the Hodder series are given in the Resources section of the Specification A document; the proposed book for Specification B is *Discovery – Philosophy and Ethics for OCR GCSE Religious Studies* by Jon Mayled and Libby Ahluwalia: ISBN 0-7487-6223-X (for further details perform a search for either of the authors in the Products section of [www.nelsonthornes.co.uk](http://www.nelsonthornes.co.uk)). The Resources sections of the respective specifications also contain publication details of the specified versions of sacred texts.

### Purpose of Notes for Guidance

These Notes for Guidance are intended to give information and advice about preparing candidates for assessment in OCR's Religious Studies specifications, but do not attempt to dictate teaching

styles or approaches. An important aspect of preparing candidates for examination is to make them aware of what is actually going to be assessed and how the assessment is structured – if they know that each part of every question is targeted precisely at a particular objective, and their ability to meet that objective is what is being tested, they are more likely to answer appropriately. Unlike the former situation where a distinction between Religious Studies (full courses) and Religious Education (short courses and Certificate of Achievement) was maintained by having different Assessment Objectives, all specifications in the subject area are now called Religious Studies and have the same objectives.

## **1.2 COURSEWORK OR NON-COURSEWORK OPTIONS**

Specifications 1930, 1931, and 1031 are available with or without coursework (Specifications 1031 and 1932 have no coursework requirements.).

For 1931 and 1031 the coursework can be replaced by an extra question on the question papers (Option B in both cases). For both specifications the candidate may not answer a question in the written examination which is on the Topic or Topics chosen for coursework.

In Specification 1930 the two pieces of coursework may be replaced by Paper 9: Religion, the Media and Entertainment. This is a one-hour examination paper based on source material and answered from the perspective of the religion(s) which the candidate has studied for the course. The time devoted to preparation for this paper should be similar to that for the coursework; that is, the equivalent to its overall specification weighting of 20%. No extra knowledge is required, though candidates should be prepared with regard to the relevant aspects of the religion(s) they are studying.

## **1.3 ENTRY LEVEL CERTIFICATE (FORMERLY CERTIFICATE OF ACHIEVEMENT)**

For all specifications there is an equivalent Entry Level qualification available as an Entry Level Certificate (formerly Certificate of Achievement): 3930 for 1930/1030 and 1932 and 3931 for 1931/1031. Separate specifications and Exemplar materials for the Entry Level Certificate are available from OCR. Both of the Entry Level Certificate specifications have identical content to the related GCSE short courses. The structure of the OCR specifications therefore permits the simple integration of full course, short course and Entry Level Certificate in the same classroom. Candidates can be taught together and those whose ability can best be recognised by the entry level qualification can then be entered for this model of assessment. The Entry Level Certificate is 100% teacher-assessed and externally moderated. Candidates are awarded a grade on two pieces of coursework of approximately 250 each words and 16 pieces of classwork. It is quite appropriate to make an overall assessment of classwork on the candidates' exercise books or folders for the two years of the course. Any work undertaken can be assessed for the Entry Level Certificate including e.g. class tests, word searches, crosswords, cloze work, pictures etc.

No decision about whether a candidate should be entered for GCSE or Entry Level Certificate need be taken until the Spring Term of Year 11 and candidates can be double-entered for GCSE and Entry Level Certificate.

## 1.4 ASSESSMENT OBJECTIVES

These are specified by the Subject Criteria and are the same for both Full and Short Courses in every Awarding Body's specifications.

Candidates will be assessed for their ability to:

AO1 recall, select, organise and deploy knowledge of the specification content (40%);

AO2 describe, analyse and explain the relevance and application of a religion or religions (35%);

AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument (25%).

Each question on the examination paper is divided into three parts, in order to give candidates the opportunity to demonstrate different skills in accordance with the Assessment Objectives. Candidates should attempt all three parts of the questions they choose.

Part (a) of each question invites the candidates to demonstrate their knowledge of a given area of the specification. This has a potential score of 8 marks. Questions will be phrased in terms such as 'Describe' or 'Give an account of', and candidates are expected to respond with factual knowledge. For the highest marks, this should be quite detailed and accurate, and the candidates should be able to use religious terminology appropriately. The specialist terms used in the questions will be restricted to those which appear explicitly in the specification, but teachers may wish to introduce students to a wider range.

Part (b) of each question asks candidates to show their understanding of how religion affects the behaviour and attitudes of believers. They should be able to show how beliefs relate to everyday life, and how religious practices, such as daily prayer or community festivals, might affect faith. This has a potential score of 7 marks. For high marks, candidates should be able to explain a reasonably wide range of possible responses, and show how these are influenced by beliefs. For example, they might explain how, because Jews believe that they are in a position of stewardship of the earth, they might care for the environment by producing less domestic waste, recycling, conserving energy, using 'green' methods of transport, and so on. They might demonstrate understanding of why, because Makkah is so important for Muslims, a pilgrimage might strengthen their faith and make them more committed to everyday practices, give a greater sense of unity with other believers, a better understanding of the heritage of the faith, and so on.

Part (c) of each question presents the candidates with a statement of an opinion, and asks them whether they agree with it. They are invited to consider different points of view, and told to refer to the religion they are studying in their answers (if this is not explicit in the statement). This has a potential score of 5 marks, and so candidates should be encouraged to spend slightly longer on parts (a) and (b) than they do on this part. For full marks, candidates should give an appropriate religious response to the statement in the question, with a reason or reasons in support of it ('A Sikh would probably disagree with this statement, because...'). They should also give an alternative point of view, supported with a reason ('People who are not Sikhs might argue..., because...'). These alternatives do not have to be complete opposites; candidates might want to consider different points of view from within the same religion, such as a Catholic and a Protestant Christian perspective, or an Orthodox and Progressive Jewish perspective. They may wish to give the viewpoint of another religion or that from a more secular, humanist perspective.

Candidates may also give their own view, which may be the same as one of the other views they have already expressed. They are free to express whatever opinion they have, whether religious or not, although they should be advised against writing racist or other offensive comments.

Candidates will also be assessed for the quality of their written communication, based on the levels of literacy which can reasonably be expected of a sixteen-year-old. A mark of approximately 5% of the total for the paper is awarded for the standard shown in first question the candidate attempts.

## **1.5 INSET**

OCR provides INSET for all its Religious Studies specifications around the country every year. Full details of these are circulated to Heads of Departments in all Centres every year, or are available from the Training and Customer Support Division (telephone 01223 552950) or the Training area of the OCR website (see below).

These INSET days provide support for teachers preparing candidates for assessment in OCR specifications and full details of all developments within OCR Religious Studies. They are an opportunity for teachers to discuss the assessment of their students and any concerns about teaching the specifications with the Chief Examiner. There are particular INSETs on the assessment of scripts and coursework. These days provide a unique opportunity for teachers to discuss the teaching of assessment of OCR Religious Studies both with the Chief Examiner and, most importantly, with each other.

## **1.6 OCR WEBSITE**

[www.ocr.org.uk](http://www.ocr.org.uk) contains a growing range of support material for Centres, both syllabus-specific and more general. It is intended that areas for the new specifications will ultimately include past question papers, mark schemes and examiners' reports (in a password-protected area) as well as copies of the specifications themselves and these Notes for Guidance. General areas include details of the INSET available, the examination timetable and a calendar of key dates.



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## 2 SPECIFICATION CONTENT FOR INDIVIDUAL PAPERS

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### 2.1 SPECIFICATIONS 1930 AND 1030 RELIGIOUS STUDIES A (WORLD RELIGIONS)

These notes are intended to inform teachers about the expectations of and the conventions used by the examiners in setting question papers and assessing work. Teachers should note that all restrictions on possible combinations of papers have been removed in both Full and Short Courses.

#### 2.1.1 General notes

Question 1 on the paper is compulsory, and can be taken from anywhere in the specification; Centres should therefore ensure that candidates study the whole course and do not overlook parts of it. The order in which different areas appear on the specification is not an indication that they should be taught in this order; Centres may find it more appropriate to determine their own order for following a course of study which fits around visits, coursework time and so on.

Candidates will be rewarded for any appropriate response to a reasonable interpretation of the question, even if the candidate's interpretation is very different from that which was anticipated when the question paper was set.

Where the specification gives examples ('e.g.') these are suggestions of possible areas of study. It is not expected that Centres will necessarily have taught the examples suggested in the specification, and questions will not be set which ask explicitly about one of the suggested examples. It may be that teachers wish to choose their own examples, for example they might choose to study a local site of pilgrimage or a charitable organisation that has particular links with their own locality.

#### 2.1.2 Paper 1 Christianity through a study of *either* Luke *or* Mark

Candidates need to have studied the all texts specified for **either** Luke **or** Mark. They should also have some idea of how these texts fit into the overall context of the gospel studied. Candidates may study other parts of the gospels beyond the specified texts but although such study may contribute to their understanding of the teachings in the gospel they will not be required for answers in the examination. It is important that candidates are aware of the influence of the particular emphasis and interpretation which Luke or Mark bring to their writings.

In studying the texts candidates need to consider the possible impact of these on the life and beliefs of Christians today.

Biblical quotations on the examination paper will be from the NIV translation.

### **2.1.3 Paper 2A Christian Perspectives on Moral and Social Issues**

Candidates who are entering this paper should be aware of Christian attitudes towards the different areas outlined on the specification. They should be able to show, in their answers, how Christian opinions are influenced by the Bible and the teachings of the Churches, where appropriate. Any translation of the Bible may be used in the classroom. Candidates should be made aware that the Bible does not always present a single perspective on a moral issue, but that it can often be interpreted in different ways. Candidates do not need to learn vast amounts of the Bible verbatim, but they will find it useful to be able to refer to well-known passages to support their points. The texts cited in the specification are examples of passages which might be useful, but alternatives may be used. Questions will not be asked which require knowledge of specific texts. Sometimes questions will ask candidates to describe biblical teaching which might be used in discussion of an ethical issue, in which case biblical examples are expected in the answer. Other questions might ask for a description of Christian teaching, which includes biblical teaching but also other teaching from Christianity, including statements from the Churches or the Pope, or teaching from other well-known Christians or Christian groups.

The book 'What the Churches Say' (CEM) is a useful resource for discovering the positions of different denominations on various issues. Candidates will not be expected to know the position of every denomination on every subject, but should be aware of the most distinctive views, for example the Roman Catholic position on abortion and contraception, and the Society of Friends' view on pacifism. Centres may, if they wish, teach from the point of view of any one denomination, but the candidates should be aware that other opinions exist.

Where candidates are asked to study individuals or organisations relevant to particular topics, it is important that they know which are explicitly Christian organisations. Some groups, such as Amnesty International or Relate, are organisations which Christians might wish to support but do not have connections with any particular religion. If a question asks candidates to write about a Christian organisation, it is expected that candidates will choose something with an explicitly Christian basis.

Candidates are not expected to have any knowledge of Christian perspectives on moral and social issues beyond those which appear explicitly on the specification.

If biblical quotations appear on the examination paper, they will be from the NIV translation.

### **2.1.4 Paper 2B Christian (Roman Catholic) Perspectives on Moral and Social Issues**

This paper is largely parallel in approach and demand to Paper 2A and teachers should refer to the notes for that paper. In addition, candidates should have an understanding of the particular approach and teachings of the Roman Catholic Church in relation to the issues raised in the specification with reference, as appropriate, to the Catechism of the Catholic Church (1992).

If biblical quotations appear on the examination paper, they will be from the NJB translation.

OCR publishes a separate exemplification booklet for Papers 2B and 4B which shows how these two papers cover the requirements of the Curriculum Directory of the Bishops of England and Wales.

### **2.1.5 Paper 3 Buddhism**

Candidates who are entering this paper may, if they wish, study Buddhism from the perspective of any one school of Buddhism, although they should be aware of the existence of other opinions and approaches, especially in relation to the section ‘Major Divisions and Interpretations’.

It is not intended that candidates should be familiar with the content of the texts cited in the specification. They should know the kinds of stories and teachings that the texts contain, and should be aware of the reasons why these texts are particularly valued within Buddhism, but it is not expected that they should have read the texts for themselves or be able to quote from them.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Buddhist terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Buddhist beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Buddhism beyond that which is outlined explicitly in the specification.

If quotations appear on the examination paper, they will be from the *Buddhist Scriptures*, trans. E Conze, Penguin.

### **2.1.6 Paper 4A Christianity**

Candidates who are entering this paper may, if they wish, study Christianity from the perspective of any one denomination, although they should be aware of the existence of other opinions and approaches especially in relation to the section ‘Major Divisions and Interpretations’.

With the exception of the specified texts: the Apostles’ Creed, Matthew 5–7 and Mark 12:28-34, it is not intended that candidates should be familiar with the content of any other texts. They should know the kinds of stories and teachings that the Bible contains, and should be aware of the reasons why these texts are particularly valued within Christianity.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Christian terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Christian beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Christianity beyond that which is outlined explicitly in the specification.

If biblical quotations appear on the examination paper, they will be from the NIV translation.

### 2.1.7 Paper 4B Christianity (Roman Catholic)

Candidates who are entering this paper are studying Christianity from the perspective of the Roman Catholic Church but should also be aware of the existence of other opinions and approaches, especially in relation to the section ‘Major Divisions and Interpretations’.

With the exception of the specified texts: the Nicene Creed, Matthew 5–7, Mark 12:28-34 and the Hail Mary, it is not intended that candidates should be familiar with the content of any other texts. They should know the kinds of stories and teachings that the Bible contains, and should be aware of the reasons why these texts are particularly valued within Christianity.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Christian terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Christian beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Roman Catholic Christianity beyond that which is outlined explicitly in the specification.

If biblical quotations appear on the examination paper, they will be from the NJB translation.

### 2.1.8 Paper 5 Hinduism

Candidates who are entering this paper may, if they wish, study Hinduism from the perspective of any one school of Hinduism, although they should be aware of the existence of other opinions and approaches, especially in relation to the section ‘Major Divisions and Interpretations’.

It is not intended that candidates should be familiar with the content of the texts cited in the specification. They should know the kinds of stories and teachings that the texts contain, and should be aware of the reasons why these texts are particularly valued within Hinduism, but it is not expected that they should have read the texts for themselves or be able to quote from them.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Hindu terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Hindu beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Hinduism beyond that which is outlined explicitly in the specification.

If quotations appear on the examination paper, they will be from *Hindu Scriptures*, trans & ed R C Zaehner, Everyman’s Library.

### 2.1.9 Paper 6 Islam

Candidates who are entering this paper may, if they wish, study Islam from the perspective of any one division of Islam, although they should be aware of the existence of other opinions and approaches, especially in relation to the section ‘Major Divisions and Interpretations’.

It is not intended that candidates should be familiar with the content of the Qur’an and Hadith. They should know the kinds of stories and teachings that the texts contain, and should be aware of the reasons why these texts are particularly valued within Islam, but it is not expected that they should have read the texts for themselves or be able to quote from them.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Muslim terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Muslim beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Islam beyond that which is outlined explicitly in the specification. Teachers should note that in the specification and question papers the phrase ‘peace be upon him’ after the name of the Prophet will appear as the Arabic colophon  
ﷺ.

If quotations appear on the examination paper, they will be from *The Meaning of the Holy Qur’an*, Yusuf Ali Abdullah, Amana Publications.

### 2.1.10 Paper 7 Judaism

Candidates who are entering this paper may, if they wish, study Judaism from the perspective of any one division or group, although they should be aware of the existence of other opinions and approaches, especially in relation to the section ‘Major Divisions and Interpretations’.

With the exception of the specified text: Deuteronomy 6:4-5, it is not intended that candidates should be familiar with the content of the texts cited in the specification. They should know the kinds of stories and teachings that the texts contain, and should be aware of the reasons why these texts are particularly valued within Judaism, but it is not expected that they should have read the texts for themselves or be able to quote from them.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Jewish terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Jewish beliefs might affect people’s everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Judaism beyond that which is outlined explicitly in the specification. Teachers should note that in the specification and question papers the divine name will appear as G-d.

If quotations appear on the examination paper, they will be from the *Tanach*, Mesorah Publications.

### **2.1.11 Paper 8 Sikhism**

It is not intended that candidates should be familiar with the content of the *Guru Granth Sahib Ji*. They should know the kinds of prayers and teachings that the text contains, and should be aware of the reasons why this book is particularly valued within Sikhism, and the ways that it is shown respect, but it is not expected that they should have read the text for themselves, or be able to quote from it.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Sikh terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Sikh beliefs might affect people's everyday lives, for example in their choice of job or their moral attitudes.

Candidates should have some awareness of the historical context of Sikhism, and should realise that this is a relatively new faith.

If quotations appear on the examination paper, they will be from the *Sri Guru Granth Sahib* (CD) translated by Dr. Sant Singh Khalsa.

### **2.1.12 Paper 9 Religion, the Media and Entertainment**

Candidates may offer this paper instead of submitting coursework. The paper is one hour in length and all parts of the single question are compulsory. There are two AO1 parts worth eight marks each, two AO2 parts worth 7 marks each and one AO3 part worth 10 marks.

Although it is necessary for all aspects of the specification for this paper to have been studied, much of the candidates' responses will depend upon their interpretation of the source material on the question paper. The knowledge expected will derive from their study for their two 'main' papers. Time spent in preparation for this paper, which should be the same as that which would be spent on coursework, should focus on the issues specified for this paper in the contexts of the subject-matter of their two other papers.

Candidates are given the opportunity to demonstrate their knowledge and understanding of the relationship between the religion(s) they have studied and the Media and Entertainment. When doing this, and when demonstrating their evaluative skills, they may compare the beliefs and practices of religions or they may illustrate their points from the range of attitudes within one religion.

Candidates are expected to apply relevant teachings from the religion(s) to the issues in the syllabus. The issues might arise at any appropriate time during the study of the religion(s).

For example, during any study of religion candidates at some stage will have to consider religious attitudes to wealth. Most religions have similar beliefs about true riches being found in spiritual

values rather than in material possessions. They have similar teachings about stewardship of resources and helping others. How this is shown in daily life may vary. Denominations and individuals may have different approaches to matters concerning money in religions where there are general principles but no definite rules. In other religions there are strict rules such as prohibitions against gambling or usury. Candidates need to consider how the religion(s) they have studied might apply the beliefs and teachings to spending time and money on entertainment and recreation in a consumer culture and the concern that religious people might feel about materialism encouraged by fashion and advertising.

In preparation for this paper candidates should be encouraged, when relevant to the religion(s) they are studying, to refer to news items, advertisements, the arts and entertainment etc. in contemporary media and to consider not only the items themselves but the attitude of religious people to the media. Most religions are called to spread their message and this in itself raises issues concerning advertising, education, censorship and the freedom of individuals in their opinions and worship. When discussing such issues, candidates need to avoid stereotypes of religious people and to try to reach a balanced conclusion. When discussing different points of view they might consider the extent to which religious believers separate the spiritual and the secular. Some religious people try to keep away from potentially corrupting influences in modern life but there are others who do not accept a dichotomy between the religious and the secular and feel that religion is an aspect of all life, including the Media and Entertainment.

## **2.2 SPECIFICATIONS 1931 AND 1031 RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS)**

### **2.2.1 General notes**

For each topic candidates may answer only one question, and in each topic there is one question per religion; therefore there will in effect be a compulsory question on each topic. Centres should therefore ensure that candidates study the whole course and do not overlook parts of it.

Candidates may study one, two or three religions; they should not answer questions (including coursework tasks) covering more than three religions overall. Candidates opting to study just one religion may choose any one of the four, so it is quite possible to take a GCSE Full Course which concentrates entirely on the study of e.g. Islam.

Candidates will be rewarded for any appropriate response to a reasonable interpretation of the question, even if the candidate's interpretation is very different from that which was anticipated when the question paper was set.

Where the specification gives examples ('e.g.') these are suggestions of possible areas of study. It is not expected that Centres will necessarily have taught the examples suggested in the specification, and questions will not be set which ask explicitly about one of the suggested examples.

In the new specification the number of questions to be answered is reduced from five to four on Papers 1 and 3 and from four to three on Papers 2 and 4, with the time allocations being two hours and one and a half hours respectively. This gives greater parity of demand with the question papers for Specification A. It is hoped that this will reduce the strain on candidates, both in the examination and in relation to the amount they have to study. It is also hoped that the inclusion of Hinduism questions will provide added diversity for teaching.

For each topic, the questions asked will be similar for each religion, so that the level of demand is as comparable as possible. However, this does not mean that the different religions studied will all fit the same mould, and that similar answers are expected. Sometimes candidates will need to draw attention to the fact that the religion they are studying does not have strong beliefs in life after death, for example; or one religion might make use of icons and images in worship while another might reject this practice altogether. For some topics the issues under discussion might be central, while for another religion they might be less important. Candidates should aim to give accurate representations of the religion or religions they are studying, and need not attempt to distort the beliefs they have studied in order to make different religions match each other.

The topics covered in this specification are often ones which can be studied in great depth, at A level and beyond. It is not expected that candidates who are entering for GCSE will go beyond the level of demand and detail required in the specification. A basic knowledge of the issues, at a level appropriate for sixteen-year-olds, is all that is required; the medical ethics topic, for example (Topic 7), will not ask questions which assume the candidates have any kind of sophisticated scientific knowledge. Questions will not be asked about any topics which do not appear explicitly in the specification.



**Christianity:**

If biblical quotations appear on the examination paper, they will be from the NIV translation.

**Hinduism:**

If scriptural quotations appear on the examination paper, they will be from *Hindu Scriptures*, trans & ed R C Zaehner, Everyman's Library

**Islam:**

Teachers should note that in the specification and question papers the phrase 'peace be upon him' after the name of the Prophet will appear as the Arabic colophon  $\text{ﷺ}$ .

If Qur'anic quotations appear on the examination paper, they will be from *The Meaning of the Holy Qur'an*, Yusuf Ali Abdullah, Amana Publications.

**Judaism:**

Teachers should note that in the specification and question papers the divine name will appear as G-d.

If scriptural quotations appear on the examination paper, they will be from the *Tanach*, Mesorah Publications.

## **2.3 SPECIFICATION 1932 RELIGIOUS STUDIES C (JUDAISM) AND SPECIFICATION 1030 PAPERS 9 & 10**

### **2.3.1 General notes**

Question 1 on each paper is compulsory, and can be taken from anywhere in the specification; Centres should therefore ensure that candidates study the whole course and do not overlook parts of it. The order in which different areas appear on the specification is not an indication that they should be taught in this order; Centres may find it more appropriate to determine their own order for following a course of study which fits around visits and so on.

Candidates will be rewarded for any appropriate response to a reasonable interpretation of the question, even if the candidate's interpretation is very different from that which was anticipated when the question paper was set.

Where the specification gives examples ('e.g.') these are suggestions of possible areas of study. It is not expected that Centres will necessarily have taught the examples suggested in the specification, and questions will not be set which ask explicitly about one of the suggested examples.

Teachers should note that in the specification and question papers the divine name will appear as G-d.

### **2.3.2 1932 Paper 1 (1030 Paper 9) Jewish Studies**

Candidates who are entering this paper may, if they wish, study Judaism from the perspective of any one division or group, although they should be aware of the existence of other opinions and approaches in relation to the Background section.

With the exception of the Noachide Code, it is not intended in this paper that candidates should be familiar with the content of the texts cited in the specification. They should know the kinds of stories and teachings that the texts contain, and should be aware of the reasons why these texts are particularly valued within Judaism, but it is not expected that they should have read the texts for themselves or be able to quote from them.

Candidates should be familiar with the religious terms given in the specification and should be able to use them accurately. Jewish terminology that does not appear explicitly in the specification will not be used in examination questions, although credit may be given to candidates who show knowledge of a wider range of terms. They should also aim to show understanding of the ways in which holding Jewish beliefs might affect people's everyday lives, for example in their choice of job or their moral attitudes.

Candidates are not expected to have any knowledge of Judaism beyond that which is outlined explicitly in the specification.

If quotations appear on the examination paper, they will be from the *Tanach*, Mesorah Publications, and the Art Scroll Siddur, Mesorah Publications.

### 2.3.3 1932 Paper 2 (1030 Paper 10) Jewish Texts

Candidates need to have studied the all texts specified. They should also have some idea of how these texts fit into the overall context of Tanach and Siddur. Candidates may study other parts of the sacred texts beyond the specified texts but although such study may contribute to their understanding of the teachings they will not be required for answers in the examination.

In studying the texts candidates need to consider the possible impact of these on the life and beliefs of Jews today as indicated by the Contemporary Issues specified.

Candidates should be made aware that the texts do not always present a single perspective on a moral issue, but that it can often be interpreted in different ways.

English and Hebrew quotations appearing on the examination paper will be from the *Tanach*, Mesorah Publications, and the Art Scroll Siddur, Mesorah Publications.

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## 3 COURSEWORK

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### 3.1 THE ASSIGNMENTS

#### Specification 1930

Candidates will be required either to submit coursework or to take Paper 9 (Religion, the Media and Entertainment). Coursework is not available in the parallel Short Course 1030.

#### Specification 1931/1031

Candidates for Option B will be required to submit coursework.

#### Summary

Candidates opting for internal assessment will be required to submit the following:

Specification	Coursework requirements
1930	2 x 1 500 words (approximately) – each related to one of the papers being taken by the candidate.
1931	2 x 1 500 words (approximately) – each related to one of the topics not being assessed in the written examination, one from 1–5, the other from 6–10.
1031	1 x 1 500 words (approximately) – related to one of the topics not being assessed in the written examination.

The coursework titles must be in the approved format: in three parts, each relating to one of the Assessment Objectives in its specified weighting. This format is essential, both for standardisation of all coursework submitted for these specifications and also to ensure that candidates are given the clear opportunity to demonstrate their skills in each of the three Assessment Objectives.

Each assignment must be structured so that it meets the Assessment Objectives in the weightings given in the table below.

Objective	Maximum mark	Weighting
AO1	24	40%
AO2	21	35%
AO3	15	25%
Total	60	100%

An assignment should be approximately 1 500 words in length. (There is no penalty or benefit for exceeding the suggested length.)

Examples of titles in the approved format are given below. Centres wishing to devise their own titles should have them approved in advance by OCR. The proposed title should be submitted to OCR well before the work is due to be started, using the approved format. Each title must be in three parts addressing the Assessment Objectives in order: AO1, AO2, AO3. The AO3 part of each title must take the form of a statement followed by:

‘Do you agree? Give reasons to support your answer and show that you have thought about different points of view.’

If the religion of the paper is not specified in the statement then the phrase: ‘You must refer to [e.g. Hinduism] in your answer.’

Centres should allow at least four weeks for the consideration of tasks submitted for approval by OCR.

Centres are advised to select or design titles which meet the needs and interests of their candidates and also which can be adequately resourced.

There is no requirement for all candidates within a centre to submit work on the same titles although many teachers find it easier to manage coursework if there are not too many demands made on their time and on the variety of resources available.

## **3.2 TIME**

Internal assessment is weighted at 20% of the total marks, and the overall time spent by candidates on coursework should approximate this proportion.

## **3.3 FORMAT AND PRESENTATION OF INTERNALLY ASSESSED WORK**

Candidates must observe certain procedures in the production of internally assessed work:

- Any copied or quoted material should be suitably acknowledged;
- Quotations should be identified;
- Sources used in the preparation of the work should be listed in a bibliography.

Work submitted for moderation must be marked with the:

- Centre number;
- candidate number;
- candidate name;
- specification code and title;
- assignment title.

and must be accompanied by the Coursework Cover Sheet (see Section 5) recording the marks awarded for each Assessment Objective for each task. OCR mark sheets will be supplied to

Centres after final entries have been made in the year of assessment, in time for submission of the marks to the Moderator.

All work submitted for moderation must have the pages numbered and bound together, and be submitted in a flat card file (not a ring binder).

Candidates are encouraged to produce and submit their coursework in word-processed form, and this will provide substantial evidence for the appropriate use of ICT and the IT Key Skill. Candidates may use Spell Checkers and Grammar Checkers without any note of this being made. Such use does not affect the ability of the teacher to assess the standard of Written Communication.

All material must be the candidate's original work marked by the teacher, rather than a fair copy.

There is no requirement for one piece of coursework to be produced in Year 10 and the other in Year 11. Both pieces must be assessed as though they have been written immediately prior to submission at the end of the course. Therefore, if one piece is done early, but the work has been word-processed, there is always the opportunity for candidates to revisit their work later and amend it to improve on their submission. This is perfectly acceptable provided the work has not already been marked, as opposed to having been commented upon, by the teacher.

Each coursework task should be extended prose in English, written by the candidate based on his/her own research, guided as necessary by the teacher. Illustrations may be included and given credit to the extent that they are relevant to and clearly support some part of the text, but are not acceptable as a substitute for the written text. Work which is extensively in the form of quotation of sources with little comment, analysis or interpretation by the candidate can be given very little credit. Selective quotation with comment and analysis is a high level skill whereas indiscriminate quotation, possibly without acknowledgement, can only be rewarded at Level 1 or 2. Quotations should be clearly indicated and the source stated.

In the same way, material downloaded from the Internet should be suitably acknowledged i.e. giving the website name and URL.

An assignment must include a title, which should be the same as the approved title used and, where appropriate, a bibliography.

### **3.4 SUPERVISION AND AUTHENTICATION OF COURSEWORK**

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (i.e. coursework). The degree of teacher guidance on candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

Offer candidates advice about how best to approach such tasks.

Exercise sufficient supervision of work in order to monitor progress and to prevent plagiarism.

Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Teachers are free to make general comment on drafts of work, and indeed this constitutes good practice. They might suggest possible problems or further research, or work which should be undertaken in order to improve the quality of work submitted.

Internally assessed work must be supervised and marked by the teacher. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work. However, there is no requirement for coursework to be produced in the classroom under direct supervision and much, if not all, of it will probably be done at home. Teachers have simply to be satisfied that, to the best of their knowledge, it is entirely the work of the candidate submitting it for assessment. If teachers consider that the work submitted is not the candidate's own e.g. written in whole or in part by someone else, they must challenge the candidate and, if necessary, require them to redo the work themselves. If teachers cannot sign to indicate that they believe the work to be that of the candidate then they should refuse to do so and award a mark of 0 [zero] for the coursework.

### **3.5 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK**

Tasks are structured in such a way that candidates address the requirements of each Assessment Objective in a separate section; this assists candidates to meet these requirements and makes the level of the candidates' performance in each objective more straightforward to assess.

Each piece of coursework will be marked out of 60. The levels of response mark scheme must be used in the assessment of coursework. No other detailed mark schemes should, or need, be employed. Coursework must be marked in relation to the three objectives AO1, AO2 and AO3. Where an example of a level of response in an objective is identified in the work, it should be recorded in the side margin by using the initials AO1, AO2 and AO3 together with the level of response (for example, AO1/3). Although approved titles are structured in three parts, each explicitly addressing one of the Assessment Objectives, credit can be given for any evidence of meeting any of the objectives anywhere in the work.

Every page should include at least one annotation but it is unlikely that work will require more than three such markings per page.

There is no need or purpose to be served by indicating spelling or grammatical errors in the coursework. The mark for Written Communication should be added at the end. No account of the quality of Written Communication should be taken in the assessment of coursework itself, which must be marked purely according to the Religious Studies Assessment Objectives.

The scheme should be applied as appropriate to the question and as the assessment of the work of an average sixteen-year-old. The overall level of response can then be used to establish the range of marks for each of the objectives in the assignment. The actual mark within the indicated range can then be determined according to where the work falls within that range.

The descriptors in the Levels of Response describe the top of each level. Any candidate meeting the whole of the descriptor is, therefore, probably almost in the next level.

It should be borne in mind that many GCSE candidates perform at well above A grade standard and therefore it is to be expected that some will achieve full marks in their coursework. Assessment should not be made against some imaginary standard which says that no work is of a sufficiently high standard to receive all the marks available.

The total marks for the two pieces of coursework are added together and divided by two, as detailed on the cover sheet, and the single mark for Written Communication (derived from the assessment of both pieces of work) added to make a total out of 64. This total mark for coursework should be recorded on the mark sheet MS1 and sent to the Moderator and OCR by 15 May (the standard date every year) in accordance with OCR procedures. The Coursework Cover Sheet should be completed and kept with the portfolio of work for each candidate. Centres with fewer than 10 candidates should send all the work to the Moderator with the mark sheet; otherwise the Moderator will request a sample of work to be sent within a few days of receiving the completed mark sheets. It is very important that the mark sheets are completed fully and accurately before submission; candidates whose marks are omitted may be recorded as absent or scoring zero.

Teachers should not write any explanation or justification on the work to indicate why a particular level or mark has been awarded. As all coursework in all Centres uses the same Levels of Response markscheme this is unnecessary and any written justification provided cannot be taken into account. Moderators make their assessment based simply on how the candidate's work relates to the national standard, therefore they need simply to see that the Centre is marking in line with that standard and that the order of merit for the Centre is correct. Adjustment in either direction should not be seen as adverse criticism of a Centre's marking; it is simply to ensure that the marks applied in each Centre mean the same standard.



### 3.5.1 Levels of Response

The statements which follow should be used to determine the appropriate level of response for each objective.

#### AO1 The candidates' work will show at:

Level 1	0-6 marks	Some attempt to deal with the task. The inclusion of a small amount of relevant information. Evidence that the work has been copied or paraphrased. Sources not stated. Limited ability to organise work or present an argument.
Level 2	7-12 marks	An attempt to deal with the task. Some of the relevant information will have been selected with evidence of organisation. Limited sources will have been used. There may be some evidence of copying or close paraphrasing.
Level 3	13-18 marks	A reasonable attempt to deal with the task. Salient information selected, organised and presented with some skill. Various sources will have been used.
Level 4	19-24 marks	An excellent attempt to respond to the task in an individual way. A wide variety of sources will have been used in an effective manner. The work will be presented in a clear, coherent manner.

#### AO2 The candidates' work will show at:

Level 1	0-6 marks	Some attempt to deal with the task. The inclusion of a small amount of relevant information. Evidence that the work has been copied or paraphrased. Sources not stated. Limited understanding of the relevance and application of religion. Limited ability to organise work or present an argument.
Level 2	7-11 marks	A basic attempt to deal with the task. Some of the relevant information will have been selected with evidence of organisation. Limited sources will have been used. Some understanding of the relevance and application of religion. There may be some evidence of copying or close paraphrasing.
Level 3	12-17 marks	A reasonable attempt to deal with the task. Salient information selected, organised and presented with some skill. A wider, more mature level of understanding of the relevance and application of religion. Various sources will have been used.
Level 4	18-21 marks	An excellent attempt to respond to the task in an individual way. A wide variety of sources will have been used in an effective manner. The demonstration of a thorough understanding of the relevance and application of religion. The work will be presented in a clear, coherent manner.

**AO3 The candidates' work will show at:**

Level 1	0-4 marks	A statement of the obvious, a one-sided judgement with little or no argument.
Level 2	5-8 marks	A clearly expressed opinion directly related to an issue raised with an argument offered in support of it.
Level 3	9-12 marks	The ability to recognise some of the significance of an issue raised. The clear expression of an opinion directly related to it supported with some use of evidence and argument. An awareness of the existence of different opinions.
Level 4	13-15 marks	The ability to recognise the complexity of issues raised and to express valid opinions about different points of view well supported by evidence and argument.

**Written Communication**

Below Threshold performance 0 marks	
Threshold performance 1 – 2 marks (1930, 1931) 1 mark (1031)	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance 3 marks (1930) 3 – 4 marks (1931) 2 marks (1031)	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.
High performance 4 marks (1930) 5 – 6 marks (1931) 3 marks (1031)	Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

**3.6 INTERNAL MODERATION**

All internally assessed work is marked by the teacher(s) and internally standardised within the Centre. Where more than one member of staff undertakes marking the coursework within a Centre, internal standardisation must take place. There is no need for all work to be double marked but a representative number of candidates' portfolios should be considered and agreement reached as to the marks awarded for various levels of achievement. No further evidence of this internal standardisation is required. Marks are then submitted to OCR by a specified date, after which external moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre. The OCR mark sheet MS1 must indicate when different teachers have marked the work so the Moderator can select samples exemplifying all teachers' marking.

### **3.7 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK**

There should normally be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed unit, then the candidate should be indicated as being absent from that unit on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero. If a candidate is 'absent' for the internally assessed unit, or scores a mark of zero, the candidate may still score up to 80% of the available marks through the two examined units; lack of coursework does not disqualify a candidate or prevent the award of a grade.

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## 4 SPECIMEN COURSEWORK TITLES

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### 4.1 SPECIFICATION 1930 RELIGIOUS STUDIES A (WORLD RELIGIONS)

#### 4.1.1 Paper 1 Christianity through a Study of Luke *or* Mark

##### Title 1

- (a) (i) What is meant by the term ‘miracle’?  
(ii) Describe how Jesus was presented as a worker of miracles, giving examples from Luke’s *or* Mark’s gospel. [AO1: 40%]
- (b) Discuss the importance of the healing miracles of Jesus for Christian life today. [AO2: 35%]
- (c) ‘Healing miracles do not happen today.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

##### Title 2

- (a) (i) What is meant by the name ‘Messiah’?  
(ii) Describe how, in Luke’s *or* Mark’s gospel, Jesus is presented as bringing in the Kingdom of God. [AO1: 40%]
- (b) Discuss the meaning of the Kingdom of God in relation to present-day Christian belief and life. [AO2: 35%]
- (c) ‘There is no evidence of the existence of the Kingdom of God in today’s world.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

##### Title 3

- (a) (i) According to Luke *or* Mark, what did Jesus teach about the demands of being his disciple?  
(ii) Describe how the first Christians tried to meet these demands. [AO1: 40%]
- (b) Explain how modern Christians try to follow Jesus and how this may influence their lives. [AO2: 35%]
- (c) ‘Being a disciple of Jesus must have a good effect on a person’s life.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 4

- (a) (i) What is meant by the term 'parable'?
- (ii) Describe, from Luke's *or* Mark's gospel, how Jesus presented his teachings through parables. [AO1: 40%]
- (b) Discuss the meaning and relevance of parables to the belief and life of Christians today. [AO2: 35%]
- (c) 'These parables are still relevant today.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 5

- (a) (i) What is meant by the term 'persecution'?
- (ii) Describe, with examples from Luke's *or* Mark's gospel, how Jesus was persecuted in his work. [AO1: 40%]
- (b) Discuss the meaning of persecution with relevance to Christian belief and life today. [AO2: 35%]
- (c) 'Christians should expect persecution.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 6

- (a) What evidence is there in Luke's *or* Mark's Gospel to bring a Christian to believe that Jesus rose from the dead? [AO1: 40%]
- (b) In what ways does belief in the resurrection of Jesus affect a Christian's actions in worship and in everyday life? [AO2: 35%]
- (c) 'Belief in the resurrection of Jesus has more to do with wishful thinking than with historical fact.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## 4.1.2 Paper 2A Christian Perspectives on Personal, Social and World Issues

### Title 1

- (a) (i) What is meant by the word 'abortion'?
- (ii) What biblical and Church teachings might be used in a discussion about abortion? [AO1: 40%]
- (b) Explain how Christians might put their beliefs about abortion into action. [AO2: 35%]
- (c) 'Abortion is never justified.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

### Title 2

- (a) (i) What is euthanasia?
- (ii) What Christian teachings might be used in a discussion about euthanasia? [AO1: 40%]
- (b) Explain how Christians might put their beliefs about euthanasia into action. [AO2: 35%]
- (c) 'Euthanasia can never be justified.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

### Title 3

- (a) (i) What is racism?
- (ii) What Christian teachings might be used in a discussion about racism? [AO1: 40%]
- (b) Explain how Christians might put their beliefs about racism into action. [AO2: 35%]
- (c) 'Violence is an appropriate response to racism.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

### Title 4

- (a) (i) What do Christians teach about the causes of hunger and disease?
- (ii) What biblical teachings might they use in their response to these issues? [AO1: 40%]
- (b) Using Christian Aid or Tearfund, explain how Christians may respond to world hunger and disease. [AO2: 35%]
- (c) 'Christians are responsible for each other – no matter where in the world they live.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### **Title 5**

- (a) What do the Bible and the Christian churches teach about human responsibility for the world? [AO1: 40%]
- (b) Explain how Christians today might best fulfil their responsibilities towards the world. [AO2: 35%]
- (c) ‘The problems of Third World communities are “their own fault”.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

### **Title 6**

- (a) War in the modern world includes terrorism and the threat of nuclear war. How might the Bible, the Churches, and the teachings of Jesus guide Christians in these matters? [AO1: 40%]
- (b) Explain the arguments put forward by Christian pacifists and demonstrate how Christian non-pacifists might support their position. [AO2: 35%]
- (c) ‘It takes more courage to be a conscientious objector than to fight so Christians should always support the cause of peace rather than war.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## **4.1.3 Paper 2B Christian (Roman Catholic) Perspectives on Personal, Social and World Issues**

### **Title 1**

- (a) (i) What is meant by the word ‘abortion’?  
(ii) What biblical and Church teachings might be used in a discussion about abortion? [AO1: 40%]
- (b) Explain how Roman Catholics might put their beliefs about abortion into action. [AO2: 35%]
- (c) ‘Abortion is never justified.’  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

## Title 2

- (a) (i) What is euthanasia?  
(ii) What teachings might Roman Catholics use in a discussion about euthanasia? [AO1: 40%]
- (b) The Hospice Movement represents one Christian response to the problem of pain and suffering. Explain how a Hospice works and what it seeks to achieve. [AO2: 35%]
- (c) 'Euthanasia can never be justified.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

## Title 3

- (a) (i) What is racism?  
(ii) What teachings might Roman Catholics use in a discussion about racism? [AO1: 40%]
- (b) Explain how Roman Catholics might put their beliefs about racism into action. [AO2: 35%]
- (c) 'Violence is an appropriate response to racism.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

## Title 4

- (a) (i) What do Christians teach about the causes of hunger and disease?  
(ii) What biblical teachings might they use in a discussion about these issues? [AO1: 40%]
- (b) Using CAFOD or CARITAS, explain how Roman Catholics may respond to world hunger and disease. [AO2: 35%]
- (c) 'Christians are responsible for each other – no matter where in the world they live.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 5

- (a) What do the Bible and the Roman Catholic church teach about human responsibility for the world? [AO1: 40%]
- (b) How might Roman Catholics today best fulfil their responsibilities towards the world? [AO2: 35%]
- (c) 'The problems of Third World communities are "their own fault".'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]



## Title 6

- (a) War in the modern world includes terrorism and the threat of nuclear war. How might the Bible, the Church, and the teachings of Jesus guide Christians in these matters? [AO1: 40%]
- (b) Explain the arguments put forward by Christian pacifists, and demonstrate how Christian non-pacifists might support their position. [AO2: 35%]
- (c) 'It takes more courage to be a conscientious objector than to fight so Catholics should always support the cause of peace rather than war.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## 4.1.4 Paper 3 Buddhism

### Title 1

- (a) Describe Buddhist teaching about how people should treat the environment and animals. [AO1: 40%]
- (b) Explain how a Buddhist might put these teachings into practice in his or her daily life. [AO2: 35%]
- (c) 'If we need to kill animals for research, we should.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [AO3: 25%]

### Title 2

- (a) Describe the origins and development of two modern Buddhist groups and explain the ways in which they have developed. [AO1: 40%]
- (b) Describe the worship and lifestyle of these and explain how this reflects and assists belief. [AO2: 35%]
- (c) 'Buddhists should try to overcome the differences between groups, and unite.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 3

- (a) Describe a visit to a Buddhist place of pilgrimage. [AO1: 40%]
- (b) (i) Why might Buddhists go on pilgrimage?  
(ii) What effect may a pilgrimage have on their lives? [AO2: 35%]
- (c) 'There are more important things for Buddhists to do than to go on pilgrimage.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 4

- (a) Using pictures and/or diagrams, describe the main features and furnishings of a Buddhist place of worship. [AO1: 40%]
- (b) Explain the significance of these features and furnishings for the worshipper and how they reflect and assist belief. [AO2: 35%]
- (c) 'For a Buddhist, there is no purpose in congregational worship.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 5

- (a) Describe Buddhist beliefs about death and life after death. [AO1: 35%]
- (b) Describe and explain how the mourning period following death is observed in Buddhism today and reflects these beliefs. [AO2: 35%]
- (c) 'I think it is healthy to introduce children to death as a natural part of life from an early age. I tell my pupils (at nursery school) to live each day as if it were their last; if we followed this rule, we would all behave better than we do. I don't want children to fear death; I want them to respect life.'  
(Maria Antonieta Sanchez de Escamilla speaking about the 'Day of the Dead', a Mexican festival).  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [AO3: 25%]

#### Title 6

- (a) What do Buddhists believe about the origins of their scriptures? [AO1: 40%]
- (b) Explain how Buddhists regard their scriptures and how these books may influence their life and behaviour. [AO2: 35%]
- (c) 'Religions do not need a sacred book.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Buddhism in your answer. [AO3: 25%]

### 4.1.5 Paper 4A Christianity

#### Title 1

- (a) Describe a visit to a Christian place of pilgrimage. [AO1: 40%]
- (b) Explain why some Christians go on pilgrimage and the effect that this might have on them. [AO2: 35%]
- (c) 'There are more important things for Christians to do than to go on pilgrimage.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 2

- (a) Describe the origins and development of two modern Christian groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Christians should try and overcome the differences between groups and unite.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 3

- (a) Describe the structure of and responsibilities within the Christian family. [AO1: 40%]
- (b) (i) Explain the main problems that face a Christian family in today's society.  
(ii) How do Christians respond to these problems? [AO2: 35%]
- (c) 'If men and women are to live the same lives, the family must be abolished.' (Plato c.300 BCE)  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

## Title 4

- (a) Describe Christian beliefs about death and life after death. [AO1: 40%]
- (b) Explain how the mourning period following death is observed in Christianity today and reflects these beliefs. [AO2: 35%]
- (c) 'I think it is healthy to introduce children to death as a natural part of life from an early age. I tell my pupils (at nursery school) to live each day as if it were their last; if we followed this rule, we would all behave better than we do. I don't want children to fear death; I want them to respect life.'  
(Maria Antonieta Sanchez de Escamilla speaking about the 'Day of the Dead', a Mexican festival).  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

## Title 5

- (a) Visit two local Christian places of worship. Using pictures and/or diagrams, describe the main features of the buildings and their furnishings. [AO1: 40%]
- (b) Explain the significance of these features and furnishings for the worshipper and how they reflect and assist belief. [AO2: 35%]
- (c) 'You do not need to go to a place of public worship to be a Christian.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 6

- (a) (i) What is meant by the term 'eucharist'?
- (ii) For two denominations, describe a typical eucharist service.
- (iii) Describe how Jesus instituted the eucharist and how it was celebrated in the Early Church. [AO1: 40%]
- (b) Explain the importance of attending a eucharist for members of the two denominations. [AO2: 35%]
- (c) 'Modern eucharist services fulfil Jesus' command to "do this in remembrance of me".'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## 4.1.6 Paper 4B Christianity (Roman Catholic)

### Title 1

- (a) Describe a Mass in a Roman Catholic Church. [AO1: 40%]
- (b) Explain the importance for a Catholic of regularly attending Mass. [AO2: 35%]
- (c) 'Praying to God in private is more important than attending services in church.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 2

- (a) Describe the origins and development of two Christian groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Christians should try to overcome the differences between groups, and unite.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 3

- (a) Describe the structure of and responsibilities within a Christian family. [AO1: 40%]
- (b) (i) Explain the main problems that face a Christian family in today's society.
- (ii) How do Catholics respond to these problems? [AO2: 35%]
- (c) 'If men and women are to live the same lives, the family must be abolished.' (Plato c.300 BCE)
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

#### **Title 4**

- (a) Describe Christian beliefs about death and life after death. [AO1: 40%]
- (b) Explain how the mourning period following death is observed by Catholics today and reflects these beliefs. [AO2: 35%]
- (c) ‘Children should be introduced to death as a natural part of life from an early age.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Christianity in your answer. [AO3: 25%]

#### **Title 5**

- (a) Visit two local Christian churches. Using pictures and/or diagrams, describe the main features of the buildings and their furnishings. [AO1: 40%]
- (b) Explain the significance of these features and furnishings for the worshipper and how they reflect and assist belief. [AO2: 35%]
- (c) ‘You do not need to go to church to be a Christian.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### **Title 6**

- (a) (i) What is a sacrament?
- (ii) What are the origins of the seven sacraments? [AO1: 40%]
- (b) Explain why Christians of different denominations may regard sacraments in different ways and how this assists and reflects their belief. [AO2: 35%]
- (c) ‘Signs and symbols have no place in Christianity.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### **4.1.7 Paper 5 Hinduism**

#### **Title 1**

- (a) Describe a Hindu marriage service. [AO1: 40%]
- (b) Explain how the words and actions of a Hindu marriage service might guide Hindus in the way they should live their family lives. [AO2: 35%]
- (c) ‘The beliefs which influence the words and actions of this service have no relevance in the world today.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Hinduism in your answer. [AO3: 25%]

## Title 2

- (a) Describe the origins and development of two modern Hindu groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Hindus should try to overcome the differences between groups, and unite.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 3

- (a) Describe a Hindu temple in Britain. [AO1: 40%]
- (b) Explain the ways in which this Temple forms the centre of religious life for the Hindu Community in the area. [AO2: 35%]
- (c) 'This Temple and the role which it plays in the community is significantly different from Temples in India.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 4

- (a) Describe a visit to a Hindu place of pilgrimage. [AO1: 40%]
- (b) (i) Why do Hindus go on pilgrimage?  
(ii) What effect may a pilgrimage have on their lives? [AO2: 35%]
- (c) 'There are more important things for Hindus to do than to go on pilgrimage.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 5

- (a) Using pictures and/or diagrams, describe the main features of and furnishings of a Mandir. [AO1: 40%]
- (b) Explain the significance of these features and furnishings for the worshipper and how they reflect and assist belief. [AO2: 35%]
- (c) 'For a Hindu, worship at home is more important than worship at the Mandir.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## Title 6

- (a) (i) What does Hinduism teach about the family?  
(ii) Describe the roles of husband, wife, parents and children. [AO1: 40%]
- (b) Explain why the family is important for the 'social and religious life' of the Hindu community. [AO2: 35%]
- (c) 'Young Hindus in Britain today have many problems in following their religion.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

## 4.1.8 Paper 6 Islam

### Title 1

- (a) Describe what happens at the fast of Ramadan. [AO1: 40%]
- (b) Explain the importance of Ramadan to Muslims and ways in which it may affect their lives. [AO2: 35%]
- (c) 'For Muslims, fasting has both advantages and disadvantages.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 2

- (a) Describe the origins and development of two modern Muslim groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Muslims should try to overcome the differences between groups, and unite.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 3

- (a) What do Muslims believe about the origins of the Qur'an? [AO1: 40%]
- (b) Explain how Muslims treat the Qur'an and how this book may influence their life and behaviour. [AO2: 35%]
- (c) 'Sacred books are not necessary for a religion.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [AO3: 25%]

#### Title 4

- (a) (i) What does Islam teach about the family?  
(ii) Describe the roles of husband, wife, parents and children. [AO1: 40%]
- (b) Why is the family important for the 'social and religious life' of the community?  
[AO2: 35%]
- (c) 'Young Muslims in Britain today have many problems in following their religion.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

#### Title 5

- (a) Describe humanity's duties and responsibilities to other creatures on earth according to Islam. [AO1: 40%]
- (b) Explain the reason and purpose for the special rules which Islam has with regard to the killing of animals. [AO2: 35%]
- (c) 'If we need to kill animals for food or research we should.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [AO3: 25%]

#### Title 6

- (a) (i) What is Hajj?  
(ii) Describe why a Muslim might take part in the Hajj and what this involves. [AO1: 40%]
- (b) (i) Explain the meaning and significance of the events of Hajj for a Muslim.  
(ii) What difficulties might there be for a Muslim performing Hajj?  
(iii) How might participating in Hajj affect the life of a believer? [AO2: 35%]
- (c) 'A true pilgrimage is really a journey within.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Islam in your answer. [AO3: 25%]



## 4.1.9 Paper 7 Judaism

### Title 1

- (a) Describe some of the different ways in which the Sabbath is observed in Jewish homes and in the synagogue. [AO1: 40%]
- (b) Explain how observing the Sabbath every week might affect the life of a Jew. [AO2: 35%]
- (c) 'It strengthens the Jewish family to share religious rituals in the home.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 2

- (a) Describe the origins and development of two modern Jewish groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Jews should try to overcome the differences between groups, and unite.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 3

- (a) (i) What does the word 'synagogue' mean and how did synagogues come into being?  
(ii) Describe the main features of a synagogue (Specify which tradition of Judaism the synagogue represents.). [AO1: 40%]
- (b) Explain why Jews variously describe a synagogue as: House of Assembly, House of Study and House of Prayer. What is the significance of these names for the life and beliefs of Jews today? [AO2: 35%]
- (c) 'Collective worship is essential for the Orthodox Jew.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 4

- (a) Describe the history and symbolism of the festival of Pesach. [AO1: 40%]
- (b) How may the symbolism and teaching of Pesach affect the life of Jews today and help them to meet the demands of their faith? [AO2: 35%]
- (c) 'Festivals are the best way to learn about your faith.'  
Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [AO3: 25%]

### Title 5

- (a) Describe the celebration of Bar and Bat Mitzvah. [AO1: 40%]
- (b) Why do Jewish families feel that it is so important to teach young people about their faith? [AO2: 35%]
- (c) 'A person should not be regarded as an "adult" in their faith until they are eighteen.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [AO3: 25%]

### Title 6

- (a) Give a detailed account of the Jewish food laws and their origins. [AO1: 40%]
- (b) Explain the importance for Orthodox Jews of continuing to observe these laws. [AO2: 35%]
- (c) 'There are both advantages and disadvantages in having strict food laws.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Judaism in your answer. [AO3: 25%]

## 4.1.10 Paper 8 Sikhism

### Title 1

- (a) Describe the main features of a Gurdwara. [AO1: 40%]
- (b) What is the importance of the Gurdwara for Sikhism and for the Sikh community? [AO2: 35%]
- (c) 'It is not really necessary for a Sikh community to have a Gurdwara.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 2

- (a) Describe the origins and development of two modern Sikh groups. [AO1: 40%]
- (b) Explain how the differing worship and lifestyles of these groups might reflect and assist belief. [AO2: 35%]
- (c) 'Sikhs should try to overcome the differences between groups, and unite.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. [AO3: 25%]

### Title 3

- (a) (i) Give a detailed account of the Sikh food laws and their origins.  
(ii) Describe the origin and importance of the Langar. [AO1: 40%]
- (b) Explain the importance for Sikhs of continuing to observe these laws. [AO2: 35%]
- (c) 'There are advantages and disadvantages of having rules like these concerning food and eating.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [AO3: 25%]

### Title 4

- (a) Describe Sikh beliefs about death and life after death. [AO1: 40%]
- (b) Describe and explain how the mourning period following death is observed in Sikhism today and reflects these beliefs. [AO2: 35%]
- (c) 'I think it is healthy to introduce children to death as a natural part of life from an early age. I tell my pupils (at nursery school) to live each day as if it were their last; if we followed this rule, we would all behave better than we do. I don't want children to fear death; I want them to respect life.'

(Maria Antonieta Sanchez de Escamilla speaking about the 'Day of the Dead', a Mexican festival).

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [AO3: 25%]

### Title 5

- (a) Describe the details of a Sikh marriage service. [AO1: 40%]
- (b) How may the words and actions of a Sikh marriage service guide Sikhs in the way they should live their family lives? [AO2: 35%]
- (c) 'The beliefs which influence the words and actions of this service have no relevance in the world today.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [AO3: 25%]

### Title 6

- (a) What do Sikhs believe about the origins and importance of the Guru Granth Sahib Ji? [AO1: 40%]
- (b) Explain how Sikhs treat the Guru Granth Sahib Ji and how this book may influence their life and behaviour. [AO2: 35%]
- (c) 'Religions do not need a sacred book.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to Sikhism in your answer. [AO3: 25%]

## 4.2 SPECIFICATIONS 1931 & 1031 RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS)

### 4.2.1 Topic 1 – The Nature of God

#### Title 1

- (a) Describe, with examples, what the religion you are studying teaches about miracles. [AO1: 40%]
- (b) Explain how this teaching on miracles may affect and influence a believer. [AO2: 35%]
- (c) ‘Miracles are simply conjuring tricks and have no place in religious belief in a scientific age.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

#### Title 2

- (a) Describe some of the arguments which followers of the religion which you are studying might put forward to show that there is a God. [AO1: 40%]
- (b) Explain some of the difficulties which might be found in trying to describe God. [AO2: 35%]
- (c) ‘If God existed we would be able to prove it.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### 4.2.2 Topic 2 – The Nature of Belief

#### Title 1

- (a) Describe the part which art and/or music plays in the worship and spiritual life of the religion which you are studying. [AO1: 40%]
- (b) Explain how followers of this religion may feel that the buildings in which they worship and the type of worship itself may assist them in their life and belief. [AO2: 35%]
- (c) ‘All worship is a waste of time because people cannot be sure that God exists.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## Title 2

- (a) Describe the design, layout and contents of a religious building for the religion which you are studying. [AO1: 40%]
- (b) Explain the different forms of worship used in this religion and how these forms may be helpful to different people. [AO2: 35%]
- (c) 'There should be one style of worship for all believers.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## 4.2.3 Topic 3 – Religion and Science

### Title 1

- (a) Describe the teachings of the religion which you are studying about the relationship between humanity and the rest of creation. [AO1: 40%]
- (b) Explain how followers of this religion may put these teachings into practice in a practical way in order to help preserve the environment. [AO2: 35%]
- (c) 'God made the earth so God should look after it.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### Title 2

- (a) Describe what followers of the religion which you are studying may believe about the creation of the world and the development of life on earth. [AO1: 40%]
- (b) Explain how the Christian teaching on miracles might affect and influence a believer. [AO2: 35%]
- (c) 'Miracles are simply conjuring tricks and have no place in religious belief in a scientific age.'
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

#### 4.2.4 Topic 4 – Death and the Afterlife

##### Title 1

- (a) Describe the teachings and beliefs of the religion which you are studying about death and what may happen afterwards. [AO1: 40%]
- (b) Explain how a particular belief in an afterlife may affect the way in which followers of this religion may live their lives. [AO2: 35%]
- (c) ‘People should enjoy their lives and not worry about what might happen next.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

##### Title 2

- (a) Describe beliefs about death and life after death in the religion which you are studying. [AO1: 40%]
- (b) Describe and explain how the mourning period following death is observed in this religion today and reflects these beliefs. [AO2: 35%]
- (c) ‘I think it is healthy to introduce children to death as a natural part of life from an early age. I tell my pupils (at nursery school) to live each day as if it were their last; if we followed this rule, we would all behave better than we do. I don’t want children to fear death; I want them to respect life.’
- (Maria Antonieta Sanchez de Escamilla speaking about the ‘Day of the Dead’, a Mexican festival).
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

#### 4.2.5 Topic 5 – Good and Evil

##### Title 1

- (a) Describe what followers of the religion which you are studying may believe about the power of good and the power of evil. [AO1: 40%]
- (b) Explain how followers of the religion which you are studying may be influenced by these beliefs. [AO2: 35%]
- (c) ‘If God really loved humanity we would never have to suffer.’
- Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### **Title 2**

- (a) Describe what followers of the religion which you are studying believe about evil. [AO1: 4%]
- (b) Explain how these believers might deal with evil and suffering in their lives. [AO2: 35%]
- (c) 'Everyone needs to moral code to live by.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## **4.2.6 Topic 6 – Religion and Human Relationships**

### **Title 1**

- (a) Describe the teachings of the religion which you are studying about the marriage and divorce. [AO1: 40%]
- (b) Explain how these teachings might affect the attitudes of believers and their actions within a marriage. [AO2: 35%]
- (c) 'Men and women are not equal.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### **Title 2**

- (a) Describe a marriage service in the religion which you are studying. [AO1: 40%]
- (b) Explain how the words and actions of this service might guide believers in the way they should live their family lives. [AO2: 35%]
- (c) 'The beliefs which influence the words and actions of this service have no relevance in the world today.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## 4.2.7 Topic 7 – Religion and Medical Ethics

### Title 1

- (a) Describe the teachings of the religion which you are studying about the sanctity of life in relation to *either* abortion *or* euthanasia. [AO1: 40%]
- (b) Explain how these teachings might influence the actions of a believer. [AO2: 35%]
- (c) ‘Death is God’s business and people should not interfere.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### Title 2

- (a) (i) What is meant by the word ‘abortion’?
- (ii) Describe the teachings of the religion which you are studying which might be used in a discussion about abortion. [AO1: 40%]
- (b) Explain how followers of the religion which you are studying might work to put these beliefs into action. [AO2: 35%]
- (c) ‘Abortion is never justified.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## 4.2.8 Topic 8 – Religion and Equality

### Title 1

- (a) Describe the teachings of the religion which you are studying about discrimination and prejudice. [AO1: 40%]
- (b) Explain how followers of this religion may put these teachings into practice (you may wish to deal with particular people or examples). [AO2: 35%]
- (c) ‘Everyone is equal and must be treated exactly the same.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]



## Title 2

- (a) Describe the teachings of the religion which you are studying about racism. [AO1: 40%]
- (b) Explain how followers of this religion might put their beliefs about racism into action. [AO2: 35%]
- (c) ‘Violence is an appropriate response to racism.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## 4.2.9 Topic 9 – Religion, Poverty and Wealth

### Title 1

- (a) Describe the teachings of the religion which you are studying about the way in which believers should treat people who are less fortunate than themselves. [AO1: 40%]
- (b) Explain how followers of this religion may put these ideas into practice. [AO2: 35%]
- (c) ‘We should help people who are the same religion as we are but we need not bother about other people.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### Title 2

- (a) What does the religion which you are studying teach about human responsibility for the world? [AO1: 40%]
- (b) How might followers of this religion best fulfil their responsibilities towards the world today? [AO2: 35%]
- (c) ‘The problems of Third World communities are “their own fault”.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

## 4.2.10 Topic 10 – Religion, Peace and Justice

### Title 1

- (a) Describe the teachings of the religion which you are studying about war and pacifism. [AO1: 40%]
- (b) Explain how these teachings might influence the actions of a believer. [AO2: 35%]
- (c) ‘War is killing and all killing is wrong: therefore, war is wrong.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

### Title 2

- (a) War in the modern world includes terrorism and the threat of nuclear war. How might the teachings of the religion which you are studying guide its believers in these matters? [AO1: 40%]
- (b) Explain the arguments put forward by pacifists, and demonstrate how non-pacifists might support their position. [AO2: 35%]
- (c) ‘It takes more courage to be a conscientious objector than to fight so religious people should always support the cause of peace rather than war.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 25%]

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## 5 COURSEWORK ADMINISTRATION PACK

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This Coursework Administration Pack is designed to accompany the OCR GCSE Religious Studies A and B specifications for teaching from September 2001.

The forms in this pack are for use with the following specifications:

- **Religious Studies A (Full Course) (1930)**
- **Religious Studies B (Full Course) (1931)**
- **Religious Studies B (Short Course) (1031)**

Guidance on the assessment of coursework will be found in Section 7 of the specifications.

A master copy of all GCSE Administration Packs will be sent to Exams Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

### **Compulsory Recording Materials**

Coursework Cover Sheet

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## **Compulsory Recording Materials**

**Coursework Cover Sheet:** One of these forms should be completed for each candidate and must be attached to the work before it is sent to the Moderator.

## **Internal Standardisation**

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## **Submission of Marks**

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

## **Moderation**

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## **General Coursework Regulations and Procedures**

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

## **Coursework Enquiries**

Coursework enquiries for Religious Studies should be sent to OCR at the following address:

Administrative Officer (Humanities and Classical Studies Team)

OCR

1 Hills Road

CAMBRIDGE

CB1 2EU.

Correspondence should be marked 'Coursework Enquiry'.



# RELIGIOUS STUDIES A 1930

GCSE



## Coursework Cover Sheet

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

Examination session	June
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Year	2	0	0	
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Centre name	
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Centre number					
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Candidate name		Candidate Number				
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	Related to Paper No.	Mark for AO1 (max 24)	Mark for AO2 (max 21)	Mark for AO3 (max 15)	Total (max 60)
Task 1					
Task 2					
<b>Subtotal (max 120)</b>					
<b>Subtotal / 2 (max 60)</b>					
<b>Written Communication (max 4)</b>					
<b>Total (max 64) to transfer to MS1</b>					

This form should be attached to both pieces of coursework when they are submitted for Moderation; in addition, each piece of coursework should be identified with the candidate details as above. The title used must be set out in full on the first page of each piece of coursework.

### Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the mark awarded for each Assessment Objective for each task in the appropriate boxes.
- 4 Add the totals for the two tasks together and divide by two before adding the overall mark for Written Communication (assessed on the evidence of all the submitted work).
- 5 Transfer the final total to Form MS1.



# RELIGIOUS STUDIES B 1931

GCSE



## Coursework Cover Sheet

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

<b>Examination session</b>	June
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<b>Year</b>	2	0	0	
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<b>Centre name</b>	
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<b>Centre number</b>					
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<b>Candidate name</b>		<b>Candidate number</b>				
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	<b>Related to Unit No.</b>	<b>Mark for AO1 (max 24)</b>	<b>Mark for AO2 (max 21)</b>	<b>Mark for AO3 (max 15)</b>	<b>Total (max 60)</b>
<b>Task 1</b>					
<b>Task 2</b>					
<b>Subtotal (max 120)</b>					
<b>Written Communication (max 6)</b>					
<b>Total (max 126) to transfer to MS1</b>					

This form should be attached to both pieces of coursework when they are submitted for Moderation; in addition, each piece of coursework should be identified with the candidate details as above. The title used must be set out in full on the first page of each piece of coursework.

### Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the mark awarded for each Assessment Objective for each task in the appropriate boxes.
- 4 Add the totals for the two tasks together before adding the overall mark for Written Communication (assessed on the evidence of all the submitted work).
- 5 Transfer the final total to Form MS1.

# RELIGIOUS STUDIES B (SHORT COURSE) 1031

GCSE



## Coursework Cover Sheet

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the assessed work of **each** candidate in the moderation sample.

<b>Examination session</b>	June
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<b>Year</b>	2	0	0	
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<b>Centre name</b>	
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<b>Centre number</b>					
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<b>Candidate name</b>		<b>Candidate Number</b>				
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	<b>Related to Paper No.</b>	<b>Mark for AO1 (max 24)</b>	<b>Mark for AO2 (max 21)</b>	<b>Mark for AO3 (max 15)</b>	<b>Total (max 60)</b>
<b>Task</b>					
				<b>Subtotal (max 60)</b>	
				<b>Written Communication (max 3)</b>	
				<b>Total (max 63) to transfer to MS1</b>	

This form should be attached to the coursework when it is submitted for Moderation; in addition, the coursework should be identified with the candidate details as above. The title used must be set out in full on the first page of the coursework.

### Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the mark awarded for each Assessment Objective for the task in the appropriate boxes.
- 4 Add the mark for Written Communication to the total mark for the task.
- 5 Transfer the final total to Form MS1.