

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

**1930**

**Key Features**

- World Religions; Christian Perspectives; Luke or Mark's Gospel; and Roman Catholic Papers available in any combination.
- Clear content requirements, and a straightforward structure.
- Fully supported by new textbooks written specifically for the course.
- Fully co-teachable Short Course and Certificate of Achievement also available.
- Available with or without coursework.
- Staged assessment available for short course.
- Choice of questions on every paper.
- Full and regular INSET support.

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

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Notes for Guidance, specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622).
- Coursework guidance materials.
- Examples of marked work.
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of internally assessed work.

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

 Citizenship

 ICT

 Key Skills

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# OCR GCSE IN RELIGIOUS STUDIES A (WORLD RELIGIONS) (1930)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

Religious Studies specifications do not incorporate tiers.

### UNITS

Although the specification is not modular, in that all three papers must be taken in the same session and there is no facility for carrying over results in individual papers, candidate entry operates as though it were: i.e. candidates are entered for the papers, or units, they will take according to the permitted combinations. Candidates must also be entered for certification to claim their overall grade.

Unit Code/ Option Code	Title	Duration	Weighting
2301	Paper 1 – Christianity through a study of <i>either</i> Luke <i>or</i> Mark	1½ hours	40%
2302/A	Paper 2A – Christian Perspectives on Personal, Social and World Issues	1½ hours	40%
2302/B	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	1½ hours	40%
2303	Paper 3 – Buddhism	1½ hours	40%
2304/A	Paper 4A – Christianity	1½ hours	40%
2304/B	Paper 4B – Christianity (Roman Catholic)	1½ hours	40%
2305	Paper 5 – Hinduism	1½ hours	40%
2306	Paper 6 – Islam	1½ hours	40%
2307	Paper 7 – Judaism	1½ hours	40%
2308	Paper 8 – Sikhism	1½ hours	40%
2309	Paper 9 – Religion, the Media and Entertainment	1 hour	20%
2310	Religious Studies: Internal Assessment	n/a	20%

## QUESTION PAPERS

Candidates take **two** of Papers 1 – 8 together with either Paper 9 (alternative to coursework) or Religious Studies: Internal Assessment. Candidates may not enter **both** of papers 2A and 2B or **both** 4A and 4B.

Each paper will consist of:

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

Candidates answer Question 1 and two others.

Candidates must also be entered for either Paper 9: Religion, the Media and Entertainment or Religious Studies: Internal Assessment. In Paper 9 there is one compulsory question in five parts.

## INTERNAL ASSESSMENT

Candidates opting for internal assessment (Unit 2310) will write two pieces of coursework, each of approximately 1500 words; each piece must be related to a different one of the two Papers 1 – 8 which the candidate is taking by examination.

## CERTIFICATION

Candidates must be entered for certification code 1930 to claim their overall grade.

## Rules of combination

Candidates must take three units including **two** from 2301 to 2308 *and* **one** from 2309 or 2310. Entries which do not meet these criteria will be invalid and no grade will be awarded.

## Terminal Rules

All units must be entered in the same session as certification.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

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

It provides the opportunity for candidates to follow a coherent course, balanced in terms of breadth and depth, and supports the study of Christianity and/or one or two other principal religions.

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

The two Roman Catholic papers together fulfil all the content requirements of the Curriculum Directory of the Bishops of England and Wales.

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

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

It is also designed so that it can be delivered in conjunction with the associated Short Course and Entry Level Certificate specifications, the contents of which are a subset of this specification, and candidates may transfer from one course to another at almost any point in their period of study.

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

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

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

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

## **1.2 CERTIFICATION TITLE**

This specification will be shown on a certificate as:

OCR GCSE in Religious Studies A

## **1.3 LEVEL OF QUALIFICATION**

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

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

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

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

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

## **1.4 RECOMMENDED PRIOR LEARNING**

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

## **1.5 PROGRESSION**

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

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

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



## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

The content of OCR GCSE Short Course in Religious Studies A (World Religions) [1030] overlaps entirely with the content of this GCSE.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Religious Studies in the same examination series with the exception that they **may** also enter for the OCR GCSE Short Course in Religious Studies B (Philosophy and Ethics) [1031]. They may also enter for the Entry Level Certificate in Religious Studies.

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

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

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

The classification code for this specification is 4610.

## 1.8 CODE OF PRACTICE REQUIREMENTS

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

## 1.9 STATUS IN WALES AND NORTHERN IRELAND

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

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

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

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

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## 2 Specification Aims

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This specification gives students opportunities to:

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

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## 3 Assessment Objectives

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

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

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

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1 in Papers 1 – 8, the single question in Paper 9, and throughout the internal assessment) with a mark allocation of approximately 6%.

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## 4 Scheme of Assessment

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### 4.1 TIERS

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

### 4.2 UNITS

Although the specification is not modular, in that all three papers must be taken in the same session and there is no facility for carrying over results in individual papers, candidate entry operates as though it were: i.e. candidates are entered for the papers, or units, they will take according to the permitted combinations. Candidates must also be entered for certification to claim their overall grade. This is calculated by aggregation of the uniform marks they gain in their three papers (units).

Unit Code/ Option Code	Title	Duration	Weighting
2301	Paper 1 – Christianity through a study of <i>either</i> Luke <i>or</i> Mark	1½ hours	40%
2302/A	Paper 2A – Christian Perspectives on Personal, Social and World Issues	1½ hours	40%
2302/B	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues	1½ hours	40%
2303	Paper 3 – Buddhism	1½ hours	40%
2304/A	Paper 4A – Christianity	1½ hours	40%
2304/B	Paper 4B – Christianity (Roman Catholic)	1½ hours	40%
2305	Paper 5 – Hinduism	1½ hours	40%
2306	Paper 6 – Islam	1½ hours	40%
2307	Paper 7 – Judaism	1½ hours	40%
2308	Paper 8 – Sikhism	1½ hours	40%
2309	Paper 9 – Religion, the Media and Entertainment	1 hour	20%
2310	Religious Studies: Internal Assessment	n/a	20%

## Unit Entry Options

All candidates for units 2302 and 2304 must select a single option and be entered under the relevant option code.

Entry Code	Option Code	Components to be Taken	
2302	A	01	Paper 2A – Christian Perspectives on Personal, Social and World Issues
	B	02	Paper 2B – Christian (Roman Catholic) Perspectives on Personal, Social and World Issues
2304	A	01	Paper 4A – Christianity
	B	02	Paper 4B – Christianity (Roman Catholic)

### 4.3 UNIT AVAILABILITY

All units will be available in the June session only. The first session the units are available is June 2003.

### 4.4 CERTIFICATION

Candidates must be entered for certification code 1930 to claim their overall grade.

### Rules of combination

Candidates must take three units including **two** from 2301 to 2308 *and one* from 2309 or 2310. Entries which do not meet these criteria will be invalid and no grade will be awarded.

### Terminal Rules

All units must be entered in the same session as certification.

## 4.5 UNIFORM MARKS

The full course will be graded on a uniform mark scale out of 160. The uniform mark thresholds for each of the units are shown below:

Units	2301	2302/A	2302/B	2303	2304/A	2304/B	2305	2306	2307	2308	2309	2310
Max. mark available	64	64	64	64	64	64	64	64	64	64	32	32
A*	A* is not awarded at unit level											
A	50	50	50	50	50	50	50	50	50	50	25	25
B	44	44	44	44	44	44	44	44	44	44	22	22
C	38	38	38	38	38	38	38	38	38	38	19	19
D	32	32	32	32	32	32	32	32	32	32	16	16
E	26	26	26	26	26	26	26	26	26	26	13	13
F	20	20	20	20	20	20	20	20	20	20	10	10
G	14	14	14	14	14	14	14	14	14	14	7	7

The overall uniform mark grade thresholds are as follows:

Max	A*	A	B	C	D	E	F	G	U
160	140	125	110	95	80	65	50	35	00

## 4.6 QUESTION PAPERS

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

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

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

Candidates must also be entered for either Paper 9: Religion, the Media and Entertainment or Religious Studies: Internal Assessment. In Paper 9 there will be one compulsory question in five parts. The questions together test all the assessment objectives in their overall weightings.


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

## 4.7 WEIGHTING OF ASSESSMENT OBJECTIVES

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

	AO 1	AO 2	AO 3	Total
<b>First written paper from 1–8</b>	16%	14%	10%	<b>40%</b>
<b>Second written paper from 1–8</b>	16%	14%	10%	<b>40%</b>
<b>Paper 9 or Coursework</b>	8%	7%	5%	<b>20%</b>
<b>Overall</b>	40%	35%	25%	<b>100%</b>

## 4.8 INTERNAL ASSESSMENT (COURSEWORK)

 Candidates opting for the internal assessment unit will write two pieces of coursework, each of approximately 1500 words; each piece must be related to a different one of the two Papers 1 – 8 which the candidate is taking by examination and must be written on titles which match the specified format.

Examples of appropriate tasks are given in Sub-section 6.

Full details of internal assessment can be found in Sub-section 7.

## 4.9 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are required to:

- present relevant information in a form that suits its purpose;
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

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

Written communication will be assessed according to discrete levels of response in the compulsory question in each paper (i.e. Question 1 in Papers 1 – 8, the single question in Paper 9, and throughout the coursework) with a mark allocation of approximately 6%.

## 4.10 DIFFERENTIATION

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

In coursework, differentiation will be achieved by outcome.

## 4.11 AWARDING OF GRADES

The written papers will have a total weighting of 80% and internal assessment a weighting of 20%.

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

## 4.12 QUOTATIONS

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

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

Publication details are given in Sub-section 10, the Resources List.

## 4.13 GRADE DESCRIPTIONS

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

### Grade F

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

## **Grade C**

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

## **Grade A**

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



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## SECTION C: SPECIFICATION CONTENT


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### 5 Specification Content

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

With the exception of the topic 'Major Division and Interpretations' candidates are encouraged to approach the religion(s) studied from the perspective of one group within the faith.


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


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

Similar opportunities arise throughout the teaching of every paper for the use of ICT and for the generation of Key Skills evidence at the level appropriate to the individual candidate – see Sub-section 9. Candidates' learning for a subject of this nature can always generate evidence for any of the Communication skills if directed appropriately by the teacher; but, conversely, not every moment of learning activity will usefully be directed to the generation of evidence. It is not appropriate to indicate specific sections of each paper as more particularly suited than others to discussion, or research from a CD-ROM, or the writing of a document with an image; these opportunities will vary according to the resources available in particular schools, the demands of the timetable, and so on.

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

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

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

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

### Section A Luke

#### Background

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

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

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

#### The Nature of God

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

#### Jesus as Messiah

Birth and birth stories:	
fulfilment of scripture	Luke 1:26-38, 2:1-20
Presentation in the Temple:	
Simeon's declaration of Messiahship	Luke 2:21-35
Jesus' baptism	Luke 3:21-22
John the Baptist	Luke 7:18-32
Peter's declaration of Messiahship	Luke 9:18-27
Jesus' life:	
The temptations	Luke 4:1-13
The Transfiguration	Luke 9:28-36
The Passion narrative:	Luke 22:39-53, 23:33-47,
Resurrection stories	24:1-53
The Ascension	Acts 1:9-11

Candidates should be aware of the way in which the events of the life of Jesus are celebrated by the Church today in festivals; and they should understand the significance of events such as the

baptism, Transfiguration and the Passion and Resurrection for Christian belief, and the centrality to that belief of the Messiahship of Jesus as expressed in Luke 2 and 9.

### **Jesus the Healer**

Healing miracles:

Jesus heals many	Luke 4:38-41
Jesus heals a Paralytic	Luke 5:17-26
The faith of the Centurion	Luke 7:1-10

As well as being aware of Jesus as a Healer, candidates should demonstrate understanding of the teaching about love, caring and compassion which these passages contain for the Christian today.

### **The Holy Spirit**

The events of Pentecost	Acts 2:1-15, 37-41
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Candidates should have some understanding of the significance of the Holy Spirit, both at the time of the early church and also today.

### **The Eucharist**

Institution at the Last Supper and centrality to Christian worship	Luke 22:14-20
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Candidates should be aware of the religious significance of the Eucharist and of its centrality to the worship of the church.

### **The Nature of Christian Discipleship**

The duties of the Christian as expressed in:


<i>Jesus' teachings</i>	
The Parable of the Sower	Luke 8:1-15
The Parable of the Good Samaritan	Luke 10:25-37
Jesus' teaching on Prayer	Luke 11:1-13
The Lamp of the Body	Luke 11:33-36
Jesus at a Pharisee's House	Luke 14:1-6
The Parable of the Great Banquet	Luke 14:15-24
The Cost of Being a Disciple	Luke 14:25-33
The Parable of the Lost Sheep	Luke 15:1-7
The Parable of the Lost Coin	Luke 15:8-10
The Parable of the Lost Son	Luke 15:11-32

<i>The Kingdom of God</i>	
Jesus and Beelzebub	Luke 11:14-20
The Parables of the Mustard Seed and the Yeast	Luke 13:18-21
The Narrow Door	Luke 13:22-30
The coming of the Kingdom of God	Luke 17:20-37

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

### **Christian Life**

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

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

## Section B Mark

### Background

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

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

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

### The Nature of God

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

### Jesus as Messiah

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

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

### Jesus as Son of Man

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

### Jesus and the disciples

The calling of the first disciples	Mark 1:16-20
The appointing of the twelve apostles	Mark 3:13-19
Jesus sends out the twelve	Mark 6:7-13

## Jesus the Miracle Worker

Jesus drives out an Evil Spirit	Mark 1:21-34
Jesus heals a Paralytic	Mark 2:1-12
Calming the Storm	Mark 4:35-41
A Dead Girl and a Sick Woman	Mark 5:21-43
Feeding the Five Thousand	Mark 6:30-44
Jesus walks on the water	Mark 6:45-52
The Faith of a Syro-Phoenician Woman	Mark 7:24-30
The healing of a boy with an evil spirit	Mark 9:14-29

Candidates should demonstrate understanding of the importance of the miracles of Jesus for Christians today.

## The Holy Spirit

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

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


## The Eucharist

Institution at the Last Supper and centrality to Christian worship	Mark 14:12-25
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Candidates should be aware of the religious significance of the Eucharist and of its centrality to the worship of the church.


## Jesus' Teachings


Healing on the Sabbath	Mark 2:23-28; 3:1-6
Jesus and Beelzebub	Mark 3:22-27
The Cost of Being a Disciple	Mark 8:34-38; 10:28-31
The Greatest Commandment	Mark 12:28-34
The widow's offering	Mark 12:41-44
<i>The Kingdom of God</i>	
The coming of the Kingdom of God	Mark 1:14-18
The Parable of the Sower	Mark 4:1-20
The Lamp on a Stand	Mark 4:21-22
The Parable of the Growing Seed	Mark 4:26-29
The Parables of the Mustard Seed	Mark 4:30-32
The little children and Jesus	Mark 10:13-16
The Rich Young Man	Mark 10:17-31

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

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

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

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

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

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

### Background

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

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

Love (agape) as a guiding Christian principle:


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

### Issues for study

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

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

## Marriage and Divorce; Relationships within the Family

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


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

## Birth and Death

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

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


## Prejudice and equality

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

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



## War, peace and human rights

 Candidates should have considered Christian understandings of a 'Just War'; pacifism, and violent and non-violent protest; human rights, and prisoners of conscience.


A holy war	Exodus 15:1-3
Fasting and human rights	Isaiah 58:6-10
A time of peace	Micah 4:1-4
Living and dying by the sword	Matthew 26:47-52
Live at peace	Romans 12:17-21
Blessed are the peacemakers	Matthew 5:9

## Christian responsibility for the planet

Candidates should have considered Christian teaching relating to the problems facing the planet: the world as the creation of God, the concept of stewardship, environmental issues and Christian responses to them.


Stewardship	Genesis 1:26-31
The glory of Creation	Psalms 19:1-10
The place of humanity in the world	Psalms 8:1, 3-6
The world as belonging to God	Psalms 24:1-2


## Christian responsibility towards disadvantaged people


 Candidates should have considered Christian attitudes towards the poor and the weak. They should have considered biblical teaching, the responses of the churches to poverty, and the work of at least one explicitly Christian aid organisation, e.g. Christian Aid, CAFOD or Tearfund.

Cheating the poor	Amos 8:4-6
The Sheep and the Goats	Matthew 25:31-46
Indifference towards the poor	Luke 16:19-31
The place of the poor in the kingdom of God	Luke 6:20-21

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

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

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

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

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

#### Background

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

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

Love (agape) as a guiding Christian principle:


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

#### Issues for study

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

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

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

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


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

## Birth and Death

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


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

## Prejudice and equality

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

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

## War, peace and human rights

 Candidates should have considered Christian understandings of a 'Just War'; pacifism, and violent and non-violent protest; human rights, and prisoners of conscience.


A holy war	Exodus 15:1-3
Fasting and human rights	Isaiah 58:6-10
A time of peace	Micah 4:1-4
Living and dying by the sword	Matthew 26:47-52
Live at peace	Romans 12:17-21
Blessed are the peacemakers	Matthew 5:9

## Christian responsibility for the planet

Candidates should have considered Christian teaching relating to the problems facing the planet: the world as the creation of God, the concept of stewardship, environmental issues and Christian responses to them.


Stewardship	Genesis 1:26-31
The glory of Creation	Psalms 19:1-10
The place of humanity in the world	Psalms 8:1, 3-6
The world as belonging to God	Psalms 24:1-2



## Christian responsibility towards disadvantaged people

 Candidates should have considered Christian attitudes towards the poor and the weak. They should have considered biblical teaching, the responses of the churches to poverty, and the work of at least one explicitly Roman Catholic aid organisation, e.g. CAFOD or Trocaire.

Cheating the poor	Amos 8:4-6
The Sheep and the Goats	Matthew 25:31-46
Indifference towards the poor	Luke 16:19-31
The place of the poor in the kingdom of God	Luke 6:20-21

## 5.4 PAPER 3 BUDDHISM

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

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

### Beliefs

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

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

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


### Festivals, Fasts and Special Days

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

- Rain Retreats, Uposatha Days and Wesak.

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

### Major Divisions and Interpretations

 Candidates should have considered the main similarities and differences between:

- Theravada Buddhism,
- the Mahayana schools of Tibetan and Zen Buddhism;
- and new movements such as the Western Buddhist Order.

There should be a consideration of the reasons for the existence of different schools of Buddhism, and an exploration of different ways in which Buddhism is practised in different parts of the world.

### Pilgrimage

Candidates should have explored the nature of pilgrimage in Buddhism, e.g. to Bodh Gaya and to the Deer Park at Sarnath. There should be a consideration of the role pilgrimage might play in the spiritual development of Buddhists.

## **Places and Forms of Worship**

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

Candidates should have considered:

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

## **Religion in the Community and the Family**

 Candidates should have considered the following aspects of Buddhism:

- the application of Buddhist principles to issues concerning the family, wealth, employment and work in the community;
- the role of the monastic Sangha and its relationship with the laity;
- ordination into the Sangha;
- the lifestyle of a bhikkhu and bhikkhuni;
- funeral rites, and beliefs about death and dying, life after death.

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


## **Sacred Writings**



Candidates should have considered the nature of:

- the Pali Canon: Vinaya Pitaka (monastic discipline) and the Metta Sutta, Mahayana sutras.

There should be a consideration of the ways in which these texts are used and shown respect by some Buddhists.

## 5.5 PAPER 4A CHRISTIANITY

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

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

### Beliefs

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

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

the Christian ideal as expressed in Jesus' teaching in:

the Sermon on the Mount

Matthew 5-7

the two great commandments

Mark 12:28-34.

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

### Festivals, Fasts and Special Days

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

Lent, including Ash Wednesday;

Holy Week and Easter;


Advent, Christmas, and Epiphany;

Pentecost (Whitsun);

Sunday.

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

### Major Divisions and Interpretations

 Candidates should have considered the main similarities and differences between Roman Catholic, Orthodox, and Protestant Christians.

They should also have considered:

the growth of ecumenism and its effects: e.g. shared churches,  
communities such as Taizé;

the Charismatic movement.

### Pilgrimage


Candidates should have explored the nature of pilgrimage in Christianity e.g. to Bethlehem, Nazareth, Galilee, Jerusalem, Lourdes, Walsingham, or Rome. There should be a consideration of the role pilgrimage might play in the spiritual development of Christians.

## Places and Forms of Worship

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

Christian places of worship and their artefacts and furnishings, such as font, altar, crucifix, cross, lectern; the different ways in which the church building is used by the community;  
public worship: Eucharist, Bible readings, prayer;  
ministers: bishop, priest, presbyter, lay ministry;  
private worship: family, individual prayers, Bible reading and meditation.

## Religion in the Community and the Family

 Candidates should have considered the following aspects of Christianity:

the work of religious communities;  
Christian teaching about charity and concern for others (Luke 3:11, James 2:14-17);

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


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



## Sacred Writings

Candidates should have explored the nature of the Bible and its importance for Christians. There should be a consideration of the reasons why the Bible is a sacred text for Christians, and the ways in which it is used in private and public worship.



## 5.6 PAPER 4B CHRISTIANITY (ROMAN CATHOLIC)

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

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

### Beliefs

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

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

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


### Festivals, Fasts and Special Days

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

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

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

### Major Divisions and Interpretations

 Candidates should have considered the main similarities and differences between Roman Catholic, Orthodox, and Protestant Christians.

They should also have considered:


the Jewish background to Christianity: Jesus’ attendance at synagogues and the Temple,  
    participation in the Passover, observance of the sabbath;  
the growth of ecumenism and its effects: e.g. shared churches,  
    communities such as Taizé;  
the Charismatic movement;  
Liberation Theology: aims and approaches.

## Places and Forms of Worship

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

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

## Religion in the Community and the Family

 Candidates should have considered the following aspects of Christianity:


the work of religious communities;  
Christian teaching about charity and concern for others (Luke 3:11, James 2:14-17);  
  
baptism and the nurture of the young;  
the marriage ceremony;  
the role of the family;  
funeral rites, and beliefs about death and dying, life after death.



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

## Sacred Writings

Candidates should have explored the nature of the Bible and its importance for Christians. There should be a consideration of the reasons why the Bible is a sacred text for Christians, and the ways in which it is used in private and public worship.

## 5.7 PAPER 5 HINDUISM

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

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

### Beliefs

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

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

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


### Festivals, Fasts and Special Days

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

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

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

### Major Divisions and Interpretations

 Candidates should have explored the different ways in which Hinduism is practised. They should have considered how religious practice can be affected by devotion to one particular deity, especially Vishnu, Shiva, Shakti/Devi as Durga and Kali, the main beliefs and practices of the International Society for Krishna Consciousness (ISKCON); and the ways in which circumstance may affect the practice of Hinduism in Britain.

### Pilgrimage

Candidates should have explored the nature of pilgrimage in Hinduism e.g. to holy rivers, especially the Ganges, and to holy places, especially Varanasi (Benares). There should be a consideration of the role pilgrimage might play in the spiritual development of Hindus.

## **Places and Forms of Worship**

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

Candidates should have considered:

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

## **Religion in the Community and the Family**

 Candidates should have considered the following aspects of Hinduism:

- the contribution of dharma and karma to the welfare of the community; varnashramadharma;
- birth rites and the nurture of the young;
- the sacred thread ceremony;
- the marriage ceremony;
- the role of the family;
- funeral rites, and beliefs about death and dying, life after death.

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


## **Sacred Writings**


Candidates should have considered the nature of:

- the Vedas and Upanishads; the Mahabharata (including the Bhagavad Gita) and the Ramayana

There should be a consideration of the ways in which these texts are used and shown respect by some Hindus.

## 5.8 PAPER 6 ISLAM

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

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

### Beliefs

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

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

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

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


### Festivals, Fasts and Special Days

Candidates should have considered the ways in which Muslims observe:

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

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

### Major Divisions and Interpretations

 Candidates should have considered the main similarities and differences between Sunni and Shi‘ah Muslims.

They should also have considered how the practice of Islam might vary in different parts of the world e.g. in the United Kingdom and in a Muslim state.

### Pilgrimage

Candidates should have explored the nature of pilgrimage in Islam. The customs and significance of the Hajj should be explored. There should be a consideration of the role pilgrimage might play in the spiritual development of Muslims.

## Places and Forms of Worship

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

Candidates should have considered:


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

the role of the imam;

Salah and du'a;

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

## Religion in the Community and the Family

 Candidates should have considered the following aspects of Islam:

zakah (purification of wealth by payment of annual welfare due)  
which contributes to the welfare of the local, national and international community;


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



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

## Sacred Writings

Candidates should have explored the nature of the Qur'an and Sunnah (Hadith) and their importance for Muslims. There should be a consideration of the reasons why the Qur'an is a sacred text for Muslims, the ways in which it is shown respect by Muslims, and the ways in which it is used in private and public worship.

## 5.9 PAPER 7 JUDAISM

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

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

### Beliefs

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

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

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


### Festivals, Fasts and Special Days

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

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

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

### Major Divisions and Interpretations

 Candidates should have considered the main similarities and differences between Orthodox and Progressive Jews. They should also have considered the nature of Zionism and of the State of Israel, and the reasons why Jews might have different opinions about them. They should consider the events of the Holocaust, and different Jewish understandings of it, including the theology of the Holocaust.

### Pilgrimage

Candidates should have explored the nature of pilgrimage in Judaism. This should include the traditional pilgrim festivals: Pesach, Sukkot and Shavuot, and modern pilgrimage to the Western Wall and the Yad Vashem (Holocaust Memorial). There should be a consideration of the role pilgrimage might play in the spiritual development of Jews.

## Places and Forms of Worship

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


Candidates should have considered:

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

The home as a place of worship:

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

## Religion in the Community and the Family

 Candidates should have considered the following aspects of Judaism:

- the role of the synagogue and the community in caring for people;
- the work of Jewish charitable organisations within the Jewish community and beyond, e.g. Jewish Care.

Kashrut (dietary laws).

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

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


## Sacred Writings

Candidates should have explored the nature of the Tenakh Torah (Law), Nevi'im (Prophets) and Ketuvim (Writings); and of the Talmud (learning, commentary on the Torah), and their importance for Jews.



There should be a consideration of the reasons why the Tenakh is a sacred text for Jews, the ways in which it is shown respect by Jews, and the ways in which it is used in private and public worship.

## 5.10 PAPER 8 SIKHISM

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

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

### Beliefs

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

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

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


### Festivals, Fasts and Special Days

Candidates should have considered the ways in which Sikhs observe:

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

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

### Major Divisions and Interpretations

 Candidates should have considered the ways in which Sikh religious practice might be affected by caste (jati). They should also have considered the nature of Sikh hope for a homeland (Khalistan) and the reasons why this might be the basis for political action or a cause of controversy.

### Pilgrimage

Candidates should have explored the nature of pilgrimage in Sikhism. The customs and significance of pilgrimage to the Golden Temple at Amritsar should be explored. There should be a consideration of the role pilgrimage might play in the spiritual development of Sikhs.

## Places and Forms of Worship

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

Candidates should have considered:


the design and artefacts of a gurdwara (especially the Guru Granth Sahib Ji, the dais, chanani [canopy], chauri [fan], Khanda [symbol of Sikhism], Nishan Sahib [flag], and langar);

the use of the Guru Granth Sahib Ji in worship;  
the granthi (reader) and ragis (musicians);

the preparation, use and significance of prashad;

daily worship in the home.

## Religion in the Community and the Family

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

sewa (service for others) which contributes to the welfare of the local, national and international community;

birth rites, naming ceremonies and the nurture of the young;

initiation ceremonies

the marriage ceremony;

the role of the family;

funeral rites, and beliefs about death and dying, life after death.


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



## Sacred Writings

Candidates should have explored the nature of the Guru Granth Sahib Ji and its importance for Sikhs.

There should be a consideration of the reasons why the Guru Granth Sahib Ji is a sacred text for Sikhs, the ways in which it is shown respect by Sikhs, and the ways in which it is used in private and public worship.

## 5.11 PAPER 9 RELIGION, THE MEDIA AND ENTERTAINMENT

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

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

Candidates will be expected to demonstrate their knowledge of the various issues listed and an understanding of them in the relationship between Religion, the Media and Entertainment. A knowledge of the religious basis for the issues raised will be required. Candidates will be required to produce evidence and arguments to support and evaluate the points of view expressed.


Candidates should study the following issues:

- money (individuals' expenditure on the media) and the costs of the media;
- the influence of the media on lifestyles;
- censorship – the 'watershed' – portrayal of violence and sex;
- the relationship of religion(s) to the media and the use of the media by religion(s) e.g. the 'God slot', worship, evangelism (American, and now cable and satellite, TV evangelism) and education;
- the presentation of religion and of important religious figures in the media: current affairs, drama etc.;
- political and commercial interests; the control of the media.

These issues should be studied in relation to the following media types as appropriate:

- television, radio, video, newspapers, magazines, books, advertisements, computers and the Internet, music, film, dance and drama, and sport;

and with consideration of the differing ways in which these present religious content and religious and moral issues.

 Candidates should consider teaching about wealth in the religion(s) they are studying, in relation to money spent on media and entertainment, lifestyles portrayed in the media and advertising; religious teaching about sex and violence, in relation to the ways in which these are portrayed in the media; religious attitudes towards evangelism, in comparison with media evangelism; the presentation of the religion(s) they are studying in the media; the attitudes of the religion(s) they are studying to the representation of God, dramatisation of sacred stories and so on.

This paper is weighted at 20% of the total marks, and the overall time spent by candidates on preparation for it should approximate this proportion.

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## SECTION D: COURSEWORK

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### 6 Coursework Tasks

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

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

Candidates opting for internal assessment will be required to submit two pieces of coursework, each of approximately 1500 words, and each related to one of the papers being taken by the candidate. The coursework title must be in the approved format: in three parts, each relating to one of the assessment objectives in its specified weighting. Examples of titles in the approved format are given in Sub-section 6.2. 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. Centres should allow at least four weeks for the consideration of tasks submitted for approval by OCR. Candidates who do not offer coursework must take Paper 9.

Detailed guidance on coursework, including further examples of titles, instructions on the setting of Centre-specific titles, marking and annotation etc., is given in the *Religious Studies Notes for Guidance* published separately.

#### 6.1 NATURE OF COURSEWORK

Internal assessment is weighted at 20% of the total marks, and the overall time spent by candidates on coursework should approximate this proportion. 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. Candidates are encouraged to produce and submit their coursework in word-processed form, and this will provide substantial evidence for the use of ICT and the IT Key Skill.

#### 6.2 EXEMPLAR COURSEWORK TASKS

Each assignment must be structured so that it meets the assessment objectives in the weightings given in the table:

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

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

- (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%]

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

- (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%]

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

- (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%]

### **Paper 3 Buddhism**

- (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%]

### **Paper 4A Christianity**

- (a) Describe a visit to a Christian place of pilgrimage. [AO1: 40%]
- (b) Explain why some Christians go on pilgrimage and the effect which 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%]

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

- (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%]

### **Paper 5 Hinduism**

- (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%]

### **Paper 6 Islam**

- (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%]

### **Paper 7 Judaism**

- (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%]

### **Paper 8 Sikhism**

- (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%]



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## 7 Regulations for Internal Assessment

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### 7.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (e.g. 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 continuing 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.

Internally assessed work should 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.

### 7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

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

- Any copied or quoted material must 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 cover sheet recording the marks awarded for each Assessment Objective for each task.

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

### 7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Full instructions on the marking of coursework are given in the separate *Religious Studies Notes for Guidance*. 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. Coursework must be marked in relation to the three objectives AO1, AO2 and AO3. Where a good 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 of the objectives anywhere in the work.

The scheme should be applied as appropriate to the question and as the assessment of the work of an average 16 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 permitted range can then be determined according to where the work falls within that range.

The total marks for the two pieces of coursework are then added together and divided by two, as detailed on the cover sheet, and the single mark for Written Communication 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 in accordance with OCR procedures. The cover sheet should be completed and kept with the portfolio of work for each candidate.

#### 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	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	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	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.

## 7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which 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 sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

A separate cover sheet containing reference to the criteria applied is required, as given in the *Religious Studies Notes for Guidance*.

## 7.5 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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## SECTION E: FURTHER INFORMATION

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### 8 Opportunities for Teaching



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#### 8.1 ICT

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


The assessment of this course requires candidates either to submit two pieces of coursework or to prepare for a paper on Religion, the Media and Entertainment, both of which provide a wide range of opportunities for the use of ICT.

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

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

## 8.2 CITIZENSHIP

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

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

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

## 8.3 SPIRITUAL, MORAL, SOCIAL AND CULTURAL ISSUES

Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. All modules address at least one of these areas directly. Candidates learn about the nature of spiritual issues and have the opportunity to consider some responses to spiritual questions. For example, candidates taking Paper 2A or 2B on Christian Perspectives on Personal, Social, and World Issues will study basic Christian teachings which may guide the modern Christian in making decisions about contemporary moral issues such as abortion and divorce. Candidates studying any of the World Religions papers (3 – 8) will gain an understanding of the beliefs of the faith and of the way these have an impact on cultural and social issues in the community and in the family.

## 8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

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

Candidates taking either of the Christian Perspectives papers [2 A/B] will study the section 'World Community' where Christian teaching about the environment is included.


## 8.5 THE EUROPEAN DIMENSION

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

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# 9 Key Skills

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

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

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

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

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## 10 Resources List

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

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

To be published in May 2001:

AHLUWALIA, Libby	Christian Perspectives (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78965-4]
GREEN, Janet	Islam (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78963-8]
MAYLED, Jon	Judaism (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78964-6]
MAYLED, Jon & GREEN, Janet	Christianity (OCR GCSE Religious Studies)	Hodder (2001) [0-340-78962-X]

### Sacred Texts:

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



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## 11 Arrangements for Candidates with Special Needs

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

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

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## 12 Support and In-service Training for Teachers

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

- a full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- Notes for Guidance, specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622);
- past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622);
- coursework guidance materials;
- examples of marked work;
- written advice on coursework proposals;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each Centre on the moderation of internally assessed work.

