

**OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES B
(PHILOSOPHY AND ETHICS)**

1031

Key Features

- Philosophy and Ethics for GCSE.
- Fully supported by a new textbook written specifically for the course.
- Clear content requirements, and a straightforward structure.
- Fully co-teachable Full Course and Certificate of Achievement also available.
- Available with or without coursework.
- 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

OCR GCSE (SHORT COURSE) IN RELIGIOUS STUDIES B (PHILOSOPHY AND ETHICS) (1031)

SECTION A: SPECIFICATION SUMMARY

TIERS

Religious Studies specifications do not incorporate tiers.

COMPONENTS

Component	Title	Duration	Weighting
1	Paper 1 (without coursework)	2 hours	100%
2	Paper 2 (with coursework)	1 hour 30 mins	80%
3	Internal Assessment	n/a	20%

TOPICS AND QUESTION PAPERS

The content of the course is divided into ten topics of study. Candidates will study **four** of the ten topics.

Topic	Title
1	The Nature of God
2	The Nature of Belief
3	Religion and Science
4	Death and the Afterlife
5	Good and Evil
6	Religion and Human Relationships
7	Religion and Medical Ethics
8	Religion and Equality
9	Religion, Poverty and Wealth
10	Religion, Peace and Justice

Each paper will contain questions relating to all ten topics.

Candidates take **either** Paper 1 **or** Papers 2 and 3 (Internal Assessment).

ENTRY OPTIONS

Candidates may choose to be assessed by examination only (Option A: one paper of 2 hours) or by examination and internal assessment (Option B: one paper of 1 hour 30 minutes together with one piece of coursework).

All candidates should be entered for 1031 with one of the following option codes:

Option Code	Title	Components
A	Without coursework	Paper 1
B	With coursework	Paper 2 + Internal Assessment

INTERNAL ASSESSMENT

Candidates taking Option B will write one piece of coursework of approximately 1500 words, which must be related to one of the topics which they are not offering for the written paper.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This OCR GCSE specification in Religious Studies with its emphasis on Philosophy and Ethics 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.

This specification is distinctive in that it enables candidates to study the philosophical and ethical aspects of one, two or three religions.

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

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

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

This specification allows progression into general post-16 education and provides candidates with 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 (Short Course) in Religious Studies B

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 Full Course in Religious Studies B [1931] 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 Full Course in Religious Studies A (World Religions) [1930] in the same examination series. They may also enter for the Entry Level Certificate in Religious Studies.

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

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

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

The classification code for this specification is 4610.

1.8 CODE OF PRACTICE REQUIREMENTS

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

1.9 STATUS IN WALES AND NORTHERN IRELAND

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

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

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

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

2 Specification Aims

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.

3 Assessment Objectives

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 first question attempted in each examination paper, and throughout the coursework, with a mark allocation of 5%.

4 Scheme of Assessment

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 TOPICS AND QUESTION PAPERS

The content of this course are divided into ten topics of study. Candidates study any **four** of the ten topics.

Topic	Title
1	The Nature of God
2	The Nature of Belief
3	Religion and Science
4	Death and the Afterlife
5	Good and Evil
6	Religion and Human Relationships
7	Religion and Medical Ethics
8	Religion and Equality
9	Religion, Poverty and Wealth
10	Religion, Peace and Justice

Two question papers will be set.

Component	Title	Duration	Weighting
1	Paper 1 (without coursework)	2 hours	100%
2	Paper 2 (with coursework)	1 hour 30 mins	80%
3	Internal Assessment	n/a	20%

Each paper will consist of 40 questions divided into ten sections, each corresponding to one of the Topics. Within each section there will be four questions which relate to the four religions; questions in some sections will incorporate stimulus material. Candidates may answer only one question in each section. Candidates may study one, two, or three religions; they should not answer questions covering more than three religions overall. In all papers all questions test all the assessment objectives in their overall weightings, and each question is structured into three parts. In addition, 5% of the total marks available for each paper are awarded for Written Communication in the first question answered.

Candidates entering option A take Paper 1, answering four questions (one each from four sections) from the 40 set, in 2 hours.

Candidates entering option B take Paper 2, answering three questions (one each from three sections) from the 40 set, in 1 hour 30 minutes. In addition candidates take the internal assessment.

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

4.3 WEIGHTING OF ASSESSMENT OBJECTIVES

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



	AO 1	AO 2	AO 3	Total
Option A				
Paper 1	40%	35%	25%	100%
Overall	40%	35%	25%	100%
Option B				
Paper 2	32%	28%	20%	80%
Internal Assessment	8%	7%	5%	20%
Overall	40%	35%	25%	100%

4.4 ENTRY OPTIONS

All candidates should be entered for 1031 with one of the following option codes:

Option Code	Title	Components
A	without coursework	Paper 1
B	with coursework	Paper 2 + Internal Assessment

4.5 INTERNAL ASSESSMENT (COURSEWORK)

  Candidates opting for Internal Assessment (internal assessment) will write one piece of coursework of approximately 1500 words, which must be related to one of the topics which they are not offering for the written paper and must be written on a title which matches 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.

4.6 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 first question attempted in each examination paper, and throughout the coursework, with a mark allocation of 5%.

4.7 DIFFERENTIATION

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

In coursework, differentiation will be achieved by outcome.

4.8 AWARDING OF GRADES

In Option A the written paper will have a weighting of 100%; in Option B the written paper will have a total weighting of 80% and internal assessment a weighting of 20%.

In Option B a candidate's mark for each of the components 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.

4.9 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:

Christianity:	<i>The Holy Bible</i> , New International Version
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

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

4.10 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 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.

SECTION C: SPECIFICATION CONTENT

5 Specification Content


For each religion studied, candidates will be expected to demonstrate knowledge and understanding of the specification content. They should be able to describe and explain the responses of the religions studied to the philosophical and moral questions raised in the specification, and should be able to show an understanding of how religious belief affects the outlook of a believer. Candidates should be able to evaluate different religious responses to the issues studied, and present their own views in a coherent way.


 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 topic 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 TOPIC 1 THE NATURE OF GOD

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

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

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

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

Issues to be addressed

This Topic is concerned with the fundamental question of belief in a Divine Being. Candidates should be aware of the differing ways in which the religions studied understand this concept. Candidates should also be aware of the ways in which symbols are used by religions to describe God and aid worship.

The nature of God

Reasons people give for belief in God

The authority of sacred texts for believers

Ways in which, according to believers, God can be known –

revelation through scripture and through God's intervention in the world

Christianity

Christian beliefs about the nature of God;

Reasons Christians give in support of their belief in God;

The authority of the Bible for Christians;

Belief in God intervening in the world through miracles and in the person of Christ.

Hinduism

Hindu beliefs about the nature of God;

Reasons Hindus give in support of their belief in God;

The authority for Hindus of the Vedas, Upanishads and Bhagavad Gita –
the distinction between sruti and smriti;

Belief in God intervening in the world through avatars.

Islam

Muslim beliefs about the nature of Allah;

Reasons Muslims give in support of their belief in Allah;


The authority for Muslims of the Qur'an;


Belief in Allah intervening in the world through miracles
and through the teaching of Muhammad ﷺ.

Judaism

Jewish beliefs about the nature of G-d;
Reasons Jews give in support of their belief in G-d;
The authority for Jews of the Torah and Talmud;
Belief in G-d intervening in the world through miracles
and through the words of the prophets.

5.2 TOPIC 2 THE NATURE OF BELIEF

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

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

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

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

Issues to be addressed

This Topic is concerned with the ways in which religious believers try to respond to God and to develop spiritually.

Private and public worship

Prayer, meditation and contemplation

The use of food and fasting as a response to God

Beliefs about the use of art, architecture and music to aid worship

The use of symbol to express belief in God

Christianity

Worship in the church and at home;

Prayer and contemplation;

The use of food and fasting by some Christians as a response to God;

The architecture of the church; the use of music and art in Christian worship;

The ways in which symbols are used in Christianity to express belief.

Hinduism

Worship in the mandir and in the home;

Prayer and meditation;

The use of food and fasting by some Hindus as a response to God;

The architecture of the mandir; the use of music and art in Hindu worship;

The ways in which symbols are used in Hinduism to express belief.

Islam

Worship in the mosque and at home;

Prayer and its role as a Pillar of Islam;

The use of food and fasting by Muslims as a response to Allah;

The architecture of the mosque; the use of calligraphy to express Muslim belief;

Muslim views forbidding representations of Allah and Muhammad ﷺ, the concepts of tawhid and shirk.

Judaism

Worship in the synagogue and in the home;


Prayer and contemplation;


The use of food and fasting by Jews as a response to G-d;

The architecture of the synagogue; the use of music and art in Jewish worship;

The ways in which symbols are used to express Jewish belief; Jewish views forbidding the representation of G-d in art.

5.3 TOPIC 3 RELIGION AND SCIENCE

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

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

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

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

Issues to be addressed

This Topic is concerned with religious views about the origins of the world and of humanity, and the extent to which these views can be compatible with scientific theories. It also addresses religious understandings of the relationship between humanity and the rest of the planet.

Religious ideas about the origins of the world and of humanity

Scientific ideas about the origins of the world and of humanity

Religious ideas about the purpose of humanity

The relationship between people and the rest of the planet – environmental issues

Christianity

Christian ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Christian views about what sets people apart from animals; Christian ideas about stewardship; Christian responses to environmental issues.

Hinduism

Hindu ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Hindu ideas about the place of humanity in the world in relation to animals; Hindu responses to environmental issues.

Islam

Muslim ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Muslim ideas about the place of humanity in the world and the relation between people and animals; Muslim responses to environmental issues.


Judaism


Jewish ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Jewish ideas about the place of humanity in the world and the relation between people and animals; Jewish responses to environmental issues.

5.4 TOPIC 4 DEATH AND THE AFTERLIFE

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

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

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

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

Issues to be addressed

This Topic is concerned with religious concepts of life after death.

Understandings of the distinction between 'body' and 'soul'

Understandings about the afterlife

The concept of reward and punishment

The ways in which funeral rites reflect belief about life after death

Christianity

The ways in which Christians understand the distinction between 'body' and 'soul';

Understandings of heaven, hell and purgatory;

The concept of God as judge, the relation between moral behaviour and the afterlife;

Christian funeral rites, and the ways in which these reflect belief and aim

to support the bereaved.

Hinduism

The ways in which Hindus understand the distinction between the body and Atman;

Understandings of the round of samsara, karma and rebirth;

The relation between moral behaviour and future rebirths;

Hindu funeral rites, and the ways in which these reflect belief and aim

to support the bereaved.

Islam

The ways in which Muslims understand the relationship between body and soul;

Understandings of heaven and hell;

The relation between moral behaviour and life after death;

Muslim funeral rites and mourning customs, and the ways in which these

reflect belief and aim to support the bereaved.

Judaism


The ways in which Jews understand the relationship between the body and soul;


Understandings of heaven and Sheol;

The relation between moral behaviour and life after death;

Jewish funeral rites and mourning customs, and the ways in which these reflect belief and aim to support the bereaved.

5.5 TOPIC 5 GOOD AND EVIL


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

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

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

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

Issues to be addressed

 This Topic is concerned with the ways in which religions understand the nature and origins of good and evil, and the ways in which religious believers cope with problems of suffering.

An understanding of ideas about supernatural forces of good and evil
Religious approaches to the question of why there is evil and suffering in the world
Understandings of ways of coping with suffering
Religious approaches to the purpose of moral behaviour

Christianity

Different beliefs about God and the Devil or Satan;
Christian responses to the problem of evil: the suffering of Christ;
Coping with suffering through acceptance and prayer;
Discovering the right way to behave through the Bible, the example of Christ, the conscience;
The reasons why Christians try to follow a moral code.

Hinduism

Beliefs about good and evil as different parts of the nature of God, and as illusory;
Hindu responses to the problem of evil: the doctrine of karma and rebirth;
Coping with suffering through karma, through detachment, through bhakti;
Discovering the right way to behave through dharma, through the scriptures;
The reasons why Hindus try to follow a moral code.

Islam

Beliefs about the goodness of Allah and the nature of Shaytan/Iblis;
Muslim responses to the problem of evil: submission to the will of Allah;
Coping with suffering through submission to the will of Allah and prayer;
Discovering the right way to behave through the Holy Qur'an, the example of Muhammad ﷺ, the conscience;
The reasons why Muslims try to follow a moral code.

Judaism

Beliefs about the goodness of G-d and the nature of Satan;


Jewish responses to the problem of evil: responses to the Holocaust;


Coping with suffering through acceptance and prayer;

Discovering the right way to behave through the teachings of the Torah and Talmud,
the conscience;

The reasons why Jews try to follow a moral code.

5.6 TOPIC 6 RELIGION AND HUMAN RELATIONSHIPS


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

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

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

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

Issues to be addressed

 This Topic is concerned with religious responses to ethical questions raised by human relationships.

Understandings of the roles of men and women within a family

Issues related to marriage and divorce

Marriage ceremonies and the ways in which they reflect belief and provide guidance

Issues related to sexual relationships and to contraception

Christianity

The roles of men and women within a Christian family;

Christian marriage ceremonies, and the ways in which these reflect and emphasise Christian teaching about marriage;

Christian beliefs about the ethics of divorce;

Christian beliefs about sexual relationships and contraception.

Hinduism

The roles of men and women within a Hindu family;

Hindu marriage ceremonies, and the ways in which these reflect and emphasise Hindu views about marriage;

Hindu beliefs about the ethics of divorce;

Hindu beliefs about sexual relationships and contraception.

Islam

The roles of men and women within a Muslim family;

Muslim marriage ceremonies, and the ways in which these reflect and emphasise Muslim teaching about marriage;


Muslim beliefs about the ethics of divorce;


Muslim beliefs about sexual relationships and contraception.

Judaism

The roles of men and women within a Jewish family;
Jewish marriage ceremonies, and the ways in which these reflect and emphasise
 Jewish teaching about marriage;
Jewish beliefs about the ethics of divorce;
Jewish beliefs about sexual relationships and contraception.

5.7 TOPIC 7 RELIGION AND MEDICAL ETHICS


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

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

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

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

Issues to be addressed

 This Topic is concerned with religious responses to ethical questions raised by medical issues.

Attitudes towards abortion and fertility treatment
Attitudes towards euthanasia and suicide
Issues of the use of animals in medical research

Christianity

Different Christian attitudes towards abortion;
Christian responses to issues raised by fertility treatment;
Christian attitudes towards euthanasia and suicide;
Christian beliefs about the use of animals in medical research.

Hinduism

Hindu attitudes towards abortion;
Hindu responses to issues raised by fertility treatment;
Hindu attitudes towards euthanasia and suicide;
Hindu beliefs about the use of animals in medical research.


Islam


Muslim attitudes towards abortion;
Muslim responses to issues raised by fertility treatment;
Muslim attitudes towards euthanasia and suicide;
Muslim beliefs about the use of animals in medical research.

Judaism

Jewish attitudes towards abortion;
Jewish responses to issues raised by fertility treatment;
Jewish attitudes towards euthanasia and suicide;
Jewish beliefs about the use of animals in medical research.

5.8 TOPIC 8 RELIGION AND EQUALITY


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

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

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

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

Issues to be addressed

 This Topic is concerned with religious responses to moral issues related to equality.

Different views and teachings about prejudice and equality in relation to race and gender

Attitudes towards other religions

Forgiveness and reconciliation

Christianity

Biblical teaching about equality;

Christian attitudes towards racism;

The role of women in Christian society;

Christian attitudes towards other religions: missionary work, evangelism, ecumenism,

Christian beliefs about the status of non-Christian religions;

Christian beliefs about forgiveness and reconciliation.

Hinduism

Hindu teachings about varnashramadharma, including the work of Gandhi;

Hindu attitudes towards racism;

The role of women in Hindu society;

Hindu attitudes towards other religions: the work of the Ramakrishna Mission, tolerance,

Hindu beliefs about the status of non-Hindu religions;

Hindu beliefs about forgiveness and reconciliation.

Islam

Muslim teachings about equality from the Qur'an;

Muslim attitudes towards racism;

The role of women in Muslim society;

Muslim attitudes towards other religions: conversion to Islam,

Muslim beliefs about the status of non-Muslim religions;

Muslim beliefs about forgiveness and reconciliation.

Judaism

Jewish teachings about equality from the Torah;

Jewish attitudes towards racism;


The role of women in Jewish society;


Jewish attitudes towards other religions: conversion to Judaism,

 Jewish beliefs about the status of non-Jewish religions;

Jewish beliefs about forgiveness and reconciliation.

5.9 TOPIC 9 RELIGION, POVERTY AND WEALTH


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

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

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

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

Issues to be addressed

 This Topic is concerned with religious responses to moral issues related to poverty and the use of money.

The causes of hunger, poverty and disease
Attitudes towards the poor and needy, giving to charity
Teachings about the use of money (e.g. gambling, lending)
Moral and immoral occupations

Christianity

The causes of hunger, poverty and disease;
Christian teaching about concern for the poor and about the right uses of money;
Giving to charity in Christianity;
Christian teaching about moral and immoral occupations.

Hinduism

The causes of hunger, poverty and disease;
Hindu teaching about concern for the poor and about the right uses of money;
Giving to charity in Hinduism;
Hindu teaching about moral and immoral occupations.


Islam


The causes of hunger, poverty and disease;
Muslim teaching about concern for the poor and about the right uses of money;
Giving to charity in Islam;
Muslim teaching about moral and immoral occupations.

Judaism

The causes of hunger, poverty and disease;
Jewish teaching about concern for the poor and about the right uses of money;
Giving to charity in Judaism;
Jewish teaching about moral and immoral occupations.

5.10 TOPIC 10 RELIGION, PEACE AND JUSTICE


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

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

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

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

Issues to be addressed

 This Topic is concerned with religious responses to moral issues of war, peace, violence and justice.

Attitudes towards war

Attitudes towards violence and pacifism

Issues of crime and punishment, government and justice

Christianity

Christian attitudes towards war: the Just War;

Christian attitudes towards the use of violence and towards pacifism;

Christian beliefs about the treatment of criminals;

Christian responses to social injustice.

Hinduism

Hindu attitudes towards war: the concept of ahimsa;

Hindu attitudes towards the use of violence and towards pacifism;

Hindu beliefs about the treatment of criminals;

Hindu responses to social injustice.

Islam

Muslim attitudes towards war: the concept of jihad;

Muslim attitudes towards the use of violence and towards pacifism;

Muslim beliefs about the treatment of criminals;

Muslim responses to social injustice.

Judaism

Jewish attitudes towards war: the concept of Holy War;

Jewish attitudes towards the use of violence and towards pacifism;


Jewish beliefs about the treatment of criminals;

Jewish responses to social injustice.

SECTION D: COURSEWORK

6 Coursework Tasks

 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 one piece of coursework of approximately 1500 words, related to one of the topics in the specification not being offered for the written paper. The coursework title must be in the approved format: in three parts, each relating to one of the assessment objectives in its 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 titles 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.

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. The 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%

Topic 1 – The Nature of God

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

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

Topic 2 – The Nature of Belief

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

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

Topic 3 – Religion and Science

- (a) Describe the teachings of the religion which you are studying about the relationship between humanity and the rest of creation. [AO1: 40%]
- (b) Explain how followers of this religion may put these teachings into practice in a practical way in order to help preserve the environment. [AO2: 35%]
- (c) ‘God made the earth so he should look after it.’

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

Topic 4 – Death and the Afterlife

- (a) Describe the teachings and beliefs of the religion which you are studying about death and what may happen afterwards. [AO1: 40%]
- (b) Explain how a particular belief in an afterlife may affect the way in which followers of this religion may live their lives. [AO2: 35%]
- (c) ‘Everyone should enjoy their life and forget about what might happen next.’

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

Topic 5 – Good and Evil

- (a) Describe what followers of the religion which you are studying may believe about the power of good and the power of evil. [AO1: 40%]
- (b) Explain how followers of the religion which you are studying may be influenced by these beliefs. [AO2: 35%]
- (c) ‘If God really loved humanity we would never have to suffer.’

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

Topic 6 – Religion and Human Relationships

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

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

Topic 7 – Religion and Medical Ethics

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

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

Topic 8 – Religion and Equality

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

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

Topic 9 – Religion, Poverty and Wealth

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

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

Topic 10 – Religion, Peace and Justice

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

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

7 Regulations for Internal Assessment

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.

The 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 marks for the piece of coursework are then added together and the single mark for Written Communication added to make a total out of 63. 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 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.
Intermediate performance 2 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 3 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 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 component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component 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 component, or scores a mark of zero, the candidate may still score up to 80% of the available marks through the examined component; lack of coursework does not disqualify a candidate or prevent the award of a grade.



SECTION E: FURTHER INFORMATION



8 Opportunities for Teaching

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 gives candidates the option to submit two pieces of coursework, 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 studying the specification will learn about the religious identities associated with the religion(s) chosen and will 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 much 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 Topics 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 Topic 6 will study the basic teachings of the chosen religion which may guide its adherents in making decisions about contemporary moral issues such as marriage and divorce; candidates taking Topic 7 will similarly study teachings relating to abortion and euthanasia. Candidates studying any of Topics 1, 2, 8, 9, or 10 will gain an understanding of the beliefs of the faith chosen and of the way these have an impact on cultural and social issues in the community.

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 who study Topic 3 'Religion and Science' will learn about a religion's teaching about the environment.

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.

9 Key Skills

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  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.

10 Resources List

At the time of the publication of this specification a GCSE Religious Studies textbook (listed below) is being prepared to accompany this course. It 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*.

MAYLED, Jon & AHLUWALIA, Libby	Textbook for OCR Religious Studies GCSE: Philosophy and Ethics	Nelson Thornes (2001) [X-XX-XXXXXX-X]
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Sacred Texts:

	The Holy Bible, New International Version	Hodder and Stoughton (1996) [0-340-59140-4]
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]
SHERMAN, Rabbi Nosson	Tanach	Mesorah Publications (1996) [0-89906-269-5]

11 Arrangements for Candidates with Special Needs

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.

12 Support and In-service Training for Teachers

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 8706622);
- 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.

