

Religious Studies 7560

This subject may be taken at the May/June examination only.

Amendments to the Syllabus:

Rationale for the changes

The revisions outlined below mainly concern the way in which the paper is organised and the choices open to candidates. The aim is as follows:

- to simplify the rubrics and remove the complicated restrictions about which questions candidates may answer; some candidates always lose marks through choosing questions from forbidden combinations of sections
- to widen the options open to candidates
- to bring the choice of questions into line with current examining practice by reducing the number of questions in each section; a choice of three from five is in line with current practice.

Key Features

The main changes are as follows:

- Section 6(c), *Aspects of Four World Religions*, will no longer be examined.
- Sections 6 and 7 will be combined into one section, *Some Other World Religions*, covering Islam, Buddhism, Judaism and Hinduism.
- There will no longer be any forbidden combinations – candidates will be free to answer questions from any parts of the paper. Therefore candidates will be able to study both Islam and the Qu’ran if they wish, or two world religions.
- The number of questions in most sections or parts of the paper will be reduced from six to five.
- However, in Section Five there will be two questions in each part and in Section Six the parts on Judaism and Hinduism will have three questions each.

The only restrictions will be that candidates must choose questions from at least two different sections with no more than three questions from the same section. A specimen question paper to show the effect of the changes will be available on the website.

Aims

The aims of the specification are:

- (a) to enable candidates to choose and study two or more areas of Religious Studies; choices can be based either on one main religion or on a more comparative approach;
- (b) to introduce candidates to the nature of religion and the ways in which it is reflected in traditions, writings, beliefs, practices and experience;
- (c) to enable candidates to relate the study of their chosen sections to the world of the present century and to reflect on, and refer to, the relevance of religion to their own attitudes and beliefs;
- (d) to provide a sound basis for further study at AS or Advanced level.

Assessment Objectives

The examination will assess the candidates' ability in the following areas. The weightings give an indication of the relative importance of the different assessment objectives.

| Assessment Objectives | Weighting of Assessment Objectives |
|--|------------------------------------|
| To show knowledge of the factual material relevant to each chosen section including, as appropriate: 1. the historical and religious background; 2. the set passages or relevant documents (or, in Section 5, statistical data or official statements of religious and other bodies); 3. beliefs; 4. customs and practices, both corporate and individual. | 70% |
| To show understanding of both the meaning and differing interpretations of the material studied in each chosen section. | |
| To evaluate, on the basis of evidence and argument, the material studied in each section, and to give a personal response to the religious and/or moral issues raised. | 30% |

Scheme of Assessment

There will be one paper of 2½ hours consisting of six sections.

Candidates must answer five questions from **two** different sections. Questions must be chosen from at least **two** different sections with no more than **three** from the same section. Five questions will be set in each section (or part) except where otherwise stated. All questions carry equal marks.

Candidates will be expected to show a knowledge both of the significance and relevance of the material studied and, where appropriate (eg, in the biblical sections), of the introductions and contents of the books (including archaeological background to the events).

Candidates may study and may quote from any version of the Bible in English. Quotations in the examination questions will be made from the R.S.V. with reference to other versions where necessary.

Syllabus Content

Section 1: The Hebrew scriptures: a study of the religious importance and contributions of certain religious leaders against their historical background.

- (a) *Abraham, Jacob, Joseph, Moses, Samuel, Saul and David, up to the birth of Solomon.*
(5 questions)

Genesis 11.27–12.9 : 17 : 18 vv 1–15 : 22 : 25 vv 19–34 : 27 : 28 : 32 : 33 : 37 : 40–47.

Exodus 1–4 : 5 vv 1–20 : 11 : 12 : 14 : 16–19 : 20 vv 1–17.

I Samuel 1 : 2 : 3 : 7 : 8 : 9.1–10.16 : 16–19 : 24 : 26.

II Samuel 1 : 5 : 9 : 11 : 12.

(b) *Elijah, Elisha, Amos, Hosea, Isaiah (1–39), Jeremiah. (5 questions)*

I Kings 17 : 18 : 19 : 21.

II Kings 2 : 4 : 5 : 6 vv 8–23 : 8 : 9 : 18 : 19.

Amos 1–8.

Hosea 1–3 : 6 : 8 : 9 : 11.

Isaiah of Jerusalem 1 vv 1–18 : 5–7 : vv 1–4 : 9–11

Jeremiah 1. 18 vv 1–12 : 19 : 20 : 23 : 26 : 28 : 29 : 31 vv 31–34 : 35–39.

Section 2: The life and teaching of Jesus, according to St. Luke, with St. Matthew 5, 6 and 7. (5 questions) (Material from other Gospels will be credited where accurate and relevant.)

Section 3: The growth and problems of the early Christian Church, in Acts 1–21 and I Corinthians 1–13. (5 questions)

Section 4: A study of the Qur'an with special attention to teaching about the nature of God; the prophets; social institutions, including the family; practices regarding food and dress; crime and punishment; judgement. (5 questions)

Section 5: Personal and Social Relationships and Problems

- (a) Home and family relationships, including love, marriage, divorce, sex, parents, and children. (2 questions)
- (b) Work, leisure and money. (2 questions)
- (c) Problems of national and international relationships, including law and order, race, prejudice, hunger, poverty, population growth and war. (2 questions)

Candidates are expected to show a knowledge of the religious and/or non-religious facts and factors on which people's judgements are based. Candidates must illustrate their answers and arguments by such evidence.

Section 6: Some Other World Religions

(a) *Islam (5 questions)*

1. The five pillars of Islam and their significance: the oneness of God and the prophethood of Muhammad, salaah (prayer), fasting, zakaat, hajj (pilgrimage).
2. Muslim festivals of Eid-ul-Fitr, Eid-ul-Adha.
3. Jihad in Islam.
4. The mosque, its design and uses.
5. Social practices and institutions – marriage, food, dress and law.

(b) *Buddhism (5 questions)*

1. The Buddha.
2. Initiation: Dharma: Four noble truths/eightfold path.
3. Sangha: Rules of life – monks/laity.
4. Monasteries, shrines, temples.
5. Sacred writings.
6. Main schools of Buddhist teaching, including Zen.

(c) *Judaism (3 questions)*

1. The Torah – written and oral law.
2. Beliefs – ‘The 13 Principles of the Faith’.
3. Ethical behaviour, with special reference to ‘The Ethics of the Fathers’.
4. The significance and observance of the Sabbath, major and minor festivals and fast days.
5. Public and private practices, with special reference to the synagogue, prayer, family life and dietary laws.

Set passages in the Pentateuch and in the ‘Ethics of the Fathers’ are as follows:
Exodus 21–23, Leviticus 19, Deuteronomy 22, Ethics of the Fathers 1, 2.

(d) *Hinduism (3 questions)*

1. Origins. Early hymns. The Upanishads.
2. The Gita.
3. Hindu theism. Dharma. Yoga.
4. The caste system. Social patterns in history and today.
5. Festivals, rites and ceremonies.
6. Temples and shrines, images and symbols.
7. Puja in public and at home.

Textbooks and Other Resources

The following titles are suggested as possible teaching aids only. It should be noted that they are not required reading for the course. In addition, candidates and teachers are reminded of the value of the Internet as a tool for research and learning.

| Author | Title/ISBN | Publisher |
|-----------------------------|---|---|
| General | | |
| Watton, V. W. | <i>Religion and Life</i> | Hodder and Stoughton, 2001 (4 th Edition, 2005) |
| Lovelace, A. & White, J. | <i>Beliefs, Values & Traditions</i> | Heinemann, 1996 |

Buddhism

Clarke, S. & Thompson, M. *Buddhism* Hodder and Stoughton, 1996

Christianity

Clinton, Claire et al *Christianity in Today's World* John Murray, 1998

Jenkins, J. *Contemporary Moral Issues* Heinemann, 1997

Hinduism

Dharma, S. *Beliefs, Values & Traditions: Hinduism* Heinemann, 1997

Voiels, V. *Hinduism: A New Approach* Hodder & Stoughton, 1998

Islam

Maqsood, R. *Examining Religions: Islam* Heinemann, 1995

Thompson, J. *Teach Yourself Islam: A New Approach* Hodder & Stoughton, 1998

Judaism

Forta, A. *Judaism* Heinemann, 1995

Pilkington, C. M. *Judaism* Hodder & Stoughton, 1991

Sikhism

Cole, W. Owen *Teach Yourself Sikhism* Hodder & Stoughton, 1994

Draycott, P. *Sikhism: A New Approach* Hodder & Stoughton, 1996

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