

GCSE



# WJEC GCSE in RELIGIOUS STUDIES

# WJEC GCSE in RELIGIOUS STUDIES (SHORT COURSE)

APPROVED BY QUALIFICATIONS WALES

## SPECIFICATION



Teaching from 2017  
For award from 2018 (Short Course)  
For award from 2019 (GCSE)





# WJEC GCSE in RELIGIOUS STUDIES

For teaching from 2017  
 GCSE (Short Course) for award from 2018  
 GCSE for award from 2019

This specification meets the GCSE Qualification Criteria which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2017.

	<b>Page</b>
<b>Summary of assessment</b>	<b>2</b>
<b>1. Introduction</b>	<b>4</b>
1.1 Aims and objectives	4
1.2 Prior learning and progression	5
1.3 Equality and fair access	5
1.4 Welsh Baccalaureate	6
1.5 Welsh perspective	6
<b>2. Subject content</b>	<b>7</b>
2.1 Unit 1	7
2.2 Unit 2	36
2.3 Unit 3	55
<b>3. Assessment</b>	<b>59</b>
3.1 Assessment objectives and weightings	59
<b>4. Technical information</b>	<b>60</b>
4.1 Making entries	60
4.2 Grading, awarding and reporting	61

# GCSE RELIGIOUS STUDIES (Wales)

## SUMMARY OF ASSESSMENT

### Unit 1: Religion and Philosophical Themes

Written examination: 2 hours

50% of qualification

126 marks

**Part A:** All candidates must study the two specified core beliefs/teachings and the two specified practices of **Christianity OR Catholic Christianity**.

Candidates studying **Christianity** must also study the two specified core beliefs/teachings and the two specified practices of one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

Candidates studying **Catholic Christianity** must also study a further two specified beliefs/teachings and two specified practices from the Jewish perspective only.

**Part B:** All candidates must study the two philosophical themes (below) from the perspective of **Christianity OR Catholic Christianity**.

#### **Life and Death**

#### **Good and Evil**

Candidates studying **Christianity** must also study the two philosophical themes from the perspective of one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

Candidates studying **Catholic Christianity** must also study the two philosophical themes from the Jewish perspective only.

All candidates must also consider non-religious beliefs, such as those held by Humanists and Atheists (this will be explicitly assessed in the (d) questions in the Life and Death theme).

*\*The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

**Unit 2: Religion and Ethical Themes**

Written examination: 2 hours

50% of qualification

126 marks

**Part A:** Candidates must study the two specified core beliefs/teachings and the two specified practices of Christianity **AND** one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

**Part B:** Candidates must also study the two ethical themes (below) from the perspective of Christianity **AND** one other of the six main world religions: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

**Relationships****Human Rights**

\* *The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

**Unit 3: Catholic Christianity and Ethical Themes**

Written examination: 2 hours

50% of qualification

126 marks

**Part A:** Candidates must study the four specified core beliefs/teachings and the four specified practices of Catholic Christianity.

**Part B:** Candidates must study the two ethical themes (below) from the perspective of Catholic Christianity **only**.

**Relationships****Human Rights****This is an untiered qualification**

The table below shows the possible routes to a GCSE Religious Studies qualification.

Qualification	Unit 1	Unit 2	Unit 3
GCSE Religious Studies (Short Course)	✓*		
GCSE Religious Studies	✓*	✓	
GCSE Religious Studies (Catholic Theology and Judaism)	✓*		✓

\* Candidates may take Unit 1:

- and cash-in for the short course qualification
- before Unit 2 or Unit 3 and cash-in for a full GCSE qualification at the end of the course
- in the same series as Unit 2 or Unit 3 and cash-in for a full GCSE qualification

**Where candidates have cashed-in Unit 1 for the short course award, the outcome from Unit 1 cannot contribute to a full course award.**

This unitised qualification will be available in the summer series each year. There will be an opportunity to enter for Unit 1 in summer 2018 and the short course will be awarded for the first time in summer 2018. Unit 2 and Unit 3 are available from summer 2019 and the full qualification will be awarded for the first time in summer 2019.

**Qualification Approval Numbers****Short Course: C00/1167/4****Full Course: C00/1167/3**

# GCSE RELIGIOUS STUDIES

## 1 INTRODUCTION

### 1.1 Aims and objectives

This WJEC GCSE specification in religious studies provides opportunities for candidates to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical themes.

The specification will:

- develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- provide learners with the opportunity to study Welsh perspectives, which arise naturally from the subject matter, enriching learners' understanding of the world around them.

Following this specification will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

WJEC GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. It provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effects on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of religious studies at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate of the Welsh Baccalaureate Certificate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.



## 2 SUBJECT CONTENT

### 2.1 Unit 1

#### PART A

All Candidates must study the two specified core beliefs/teachings and the two specified practices of **Christianity OR Catholic Christianity**.

Candidates studying **Christianity** must also study the two specified core beliefs/teachings and the two specified practices of one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

Candidates studying **Catholic Christianity** must also study a further two specified beliefs/teachings and two specified practices from the Jewish perspective only.

*\*The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

Where appropriate, candidates must consider diverse viewpoints.

#### Part A

#### Christianity - Core beliefs, teachings and practices

##### Beliefs

##### God

- Creator and sustainer, omnipotence, omnibenevolence, omniscience, omnipresence
- Beliefs and teachings on Creation from the Genesis accounts (Genesis 1-3, esp. Genesis 1:1-3)
- Nature of Humanity: image of God, soul, moral, free will, rational, creative, fallen, (Genesis 1-3, esp. Genesis 1:26-28 and 2:15-17)
- Trinity: The three aspects of one God - Father (Luke 15:11-32), Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23)

##### Jesus as God Incarnate

- Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23)
- Jesus as Messiah (Matthew 16:13-17), Saviour, Word: the Incarnation (John 1:1-3, 14), salvation and atonement (John 3:16, 14:6)
- His birth, crucifixion, resurrection (key elements of the accounts of Jesus' birth, (Matthew 1:18- 2:12 and Luke 1:26-35 and 2:21), death (Mark 15:1-39), resurrection (John 20:1-21) and ascension (Acts 1:9-11)

##### Practices

##### Morality

- Divine command/absolutist and situational/relativist approaches to ethical decision making
- Teachings of Jesus (Matthew 7:13-14 Matthew 25:31-46)
- Love / agapé (Luke 10:25-37; John 13:34-35)
- Forgiveness (Matthew 6:5-13; Matthew 18:21-22; Luke 23:34 Matthew 5:43-44)
- Treasures on earth / in Heaven (Matthew 6:19-21; Luke 16:19-31)

### **Church**

- Diversity of Christianity: Catholic, Anglican, Church in Wales, non-conformist churches and chapels
- Role of the local church
- Diverse features of churches and chapels and diversity of worship practices.
- Importance of prayer, communal and private - Matthew 6:5-13, Matthew 18:20
- Social and community functions of churches, examples in Wales: food banks, the work of the Salvation Army, the work of Shelter Cymru
- Christian groups working for Social justice, Reconciliation, Inter-faith dialogue e.g. Interfaith Council for Wales, World Council of Churches, Christian-Muslim Forum, Council of Christians and Jews
- Persecution of Christians in the modern world (Matthew 10:22)

### KEY CONCEPTS:

**OMNIPOTENCE  
ATONEMENT  
OMNISCIENCE**

**OMNIBENEVOLENCE  
DIVINE COMMAND  
HOLY SPIRIT**

**TRINITY  
AGAPE  
RESURRECTION**

**INCARNATION  
INTER-FAITH DIALOGUE  
MESSIAH**

## Catholic - Core beliefs, teachings and practices

### Beliefs

#### God

- Creator *ex nihilo* (St. Augustine's Confessions XII, 7) and sustainer. Omnipotence, omnibenevolence, omniscience, omnipresence
- Trinity: The three aspects of one God - Father (Luke 15:11-32), Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23). St. Augustine's *De Trinitate* 8.10
- Jesus as Messiah (Matthew 16:13-17), Saviour, Word, the Incarnation (John 1:1-3, 14), salvation and atonement (John 3:16, 14:6)
- Jesus' birth, crucifixion, resurrection and ascension (key elements of the accounts of his birth, death, resurrection and ascension)

#### Creation

- Beliefs and teachings on Creation from the Genesis accounts (Genesis 1-3,)
- Nature of Humanity: image of God ('*imago Dei*'), soul, moral, free will, rational, creative, fallen, Original Sin (Genesis 1-3, esp. Genesis 1:26-28 and 2:15-17)
- Teachings of Thomas Aquinas on human nature as essentially good

### Practices

#### Morality

- Teachings of Jesus (Matthew 7:13-14, Matthew 25:31-46)
- Love / *agapé* (Luke 10:25-37; John 13:34-35)
- Forgiveness (Matthew 6:5-13, Matthew 18:21-22; Luke 23:34; Matthew 5:43-44), including the Sacrament of Reconciliation
- Treasures on earth/in Heaven (Matthew 6:19-21; Luke 16:19-31)
- Divine command/absolutist and situational/relativist approaches to ethical decision-making

#### Catholic Church

- Role of the local, Catholic parish church
- Main features of Catholic worship: the Mass (including the Sacrament of Eucharist)
- The practice of offering Masses for the dead
- Social and community functions: 'living the Mass'
- Mission, evangelisation, church growth (Matthew 28:16-20; Galatians 3:28, Pope Francis' *Evangelii Gaudium* 15, 48-49, 197-198, 264-265)
- Catholic groups working for social justice: CARJ, CAFOD and St. Vincent de Paul Society (*Gaudium et Spes* 78 and 29)
- Catholic groups working for reconciliation through inter-faith dialogue: The Inter-faith Council for Wales, Christian-Muslim Forum, Council of Christians and Jews, Interreligious Advisers to the Catholic Bishops' Conference
- Persecution of Christians in the modern world (Matthew 10:22)

### KEY CONCEPTS:

**OMNIPOTENCE  
ATONEMENT  
RESURRECTION**

**OMNIBENEVOLENCE  
DIVINE COMMAND  
SACRAMENTS**

**TRINITY  
AGAPE  
MASS**

**INCARNATION  
INTER-FAITH DIALOGUE  
*IMAGO DEI***

## Judaism - Core beliefs, teachings and practices

### Beliefs

#### The concept of God

- Jewish belief in one, creative, omnipotent, omnipresent, omnibenevolent God (Genesis 1:3-5, Exodus 20:1-17)
- Belief in the teachings of the Shema, such as the concept of one God
- God as transcendent above and beyond all earthly things (Isaiah 55:8-9)
- God as eternal, merciful and a judge (punishes, rewards and forgives)

#### Sacred place

- The synagogue: a place for prayer, study, celebration and assembly
- Differences in tradition: Orthodox, Reform, Liberal
- The home: a place of worship, identity, celebration and traditions

### Practices

#### Practices that demonstrate beliefs about God

- Reciting the Shema in the morning and evening
- Reasons why God must not be depicted in art and sometimes his full name is not used (G-d)
- Reasons why kippah is worn
- Reasons why Jewish men (some Liberal Jewish women) wear tallith

#### Worship in the home and synagogue

- The importance of the synagogue: internal features- aron hakodesh (ark), ner tamid, bimah, Torah, Ten Commandments, seating
- Reading of the Torah during synagogue worship
- Diverse practices within Orthodox and Reform synagogues – worship and the role and gender of the Rabbi
- The importance of the home for worship in Judaism: challenges and benefits of observing Shabbat (Exodus 20:8-10)
- Observing kashrut (kosher, treifa, parev, shechitah)
- Separation of milk and meat in a kosher kitchen (Leviticus 11:1-24, Exodus 23:20)

### KEY CONCEPTS:

OMNIPOTENCE  
ORTHODOX  
ARON HAKODESH

OMNIBENEVOLENCE  
REFORM  
RABBI

SHEMA  
SHABBAT  
KIPPAH

SYNAGOGUE  
KASHRUT  
NER TAMID

## Islam - Core beliefs, teachings and practices

### Beliefs

#### The Nature of God

- Allah as one God: Tawhid (Qur'an 3:18)
- The qualities of Allah in the Qur'an; e.g. immanence, transcendence, omnipotence, beneficence, merciful (Qur'an 46:33), the 99 names of Allah
- The meaning of Islam as 'submission' to Allah and how Muslims live a life in submission to the will of Allah, including the importance of Greater Jihad
- Shahadah as a statement of faith in Allah, shirk as sin against Allah
- Reasons for the prohibition of images of Allah or any human figure

#### The Qur'an

- Qur'an as a sacred text and guide for daily life
- Revelation of the Qur'an by Allah, through Angel Jibril to the prophet Muhammad (Qur'an 2:97-98)
- The importance of the Hadith and Sunnah for Muslims
- Examples of respect for the Qur'an as the direct word of Allah

### Practices

#### The Five Pillars of Sunni Islam

##### Prayer/ Salat

- Adhan call to prayer, praying at mosque and Friday Jummah prayer (Qur'an 15:98-99, 29:45)
- Praying at home, private prayer (Du'ah)
- The preparations and intention for prayer: wudu and niyyah
- The significance and symbolism of the different prayer positions that make a rakat (sequence of prayer)

##### Obligatory Acts

- Shahadah: the Muslim profession of faith in Allah and the prophet Muhammad; occasions when the Shahadah is recited, e.g. aqiqah ceremony, conversion to Islam
- Zakat: paying an alms (or charity) tax to benefit others, what zakat tax may be used for, and additional charity (saddaqaah)
- Sawm: Fasting during the month of Ramadan. How and why Muslims fast during Ramadan and rules about halal and haram diet (Qur'an 2:183)

### KEY CONCEPTS:

TAWHID  
SALAT  
HALAL

SHAHADAH  
SAWM  
DU'AH

SHIRK  
ZAKAT  
SADDAQAH

QUR'AN  
ADHAN  
HADITH

## Hinduism - Core beliefs, teachings and practices

### Beliefs

#### Brahman and atman

- Brahman as the Universal soul, source of all life (Chandogya Upanishad 3:14.1)
- Brahman as one and as many; Brahman in all things (Katha Upanishad 5:2)
- Atman (soul), atman as indestructible and eternal (Bhagavad Gita 2:12, 2:17, 18:61)
- Relationship between Brahman and atman – salt in water

#### Hindu Gods

- Nature and role of the Trimurti – Brahma, Vishnu and Shiva (Kurma Purana 1:6, 1:9, 1:26)
- Diversity within Hinduism between Vaishnavism and Shaivism
- Concept of avatar with reference to stories about Krishna and Rama (Bhagavad Gita 4:5, 7-8)
- Role and importance of gods and goddesses to Hindus, in particular the stories of Ganesh and Hanuman

### Practices

#### Worship

- Features and importance of daily puja in the home: (Bhagavad Gita 3:19, 4:38)
- Features and importance of congregational puja in the mandir (including devotions to the murti, arti and havan)
- Diversity in Vaishnavite and Shaivite worship
- Significance of bhakti
- Role, importance and features of pilgrimage to Varanasi

#### Rites of Passage

- Relationship with varnashramadharma (The Mahabharata, Book 9.60)
- Birth and childhood – Nam Samskar (naming)
- Mundane (shaving)
- Initiation – upanaya (sacred thread ceremony - features of the ceremony and associated symbolism)
- Marriage - features of ceremony and associated symbolism
- Death – cremation and associated rituals and symbolism – role of the elder son, breaking of skull for atman's release, spreading of ashes

### KEY CONCEPTS:

**BRAHMAN**  
**PUJA**  
**BHAKTI**

**ATMAN**  
**ARTI**  
**VARANASI**

**TRIMURTI**  
**UPANAYA**  
**NAM SAMSKAR**

**AVATAR**  
**MANDIR**  
**MURTI**

## Sikhism - Core beliefs, teachings and practices

### Beliefs

#### Nature of God

- God as one, God as immanent and all pervading, self-revealing (Guru Granth Sahib 1)
- Names of God
- God as personal, creator and Guru (Guru Granth Sahib 294)

#### Role and purpose of humanity

- To achieve union with God (mukti) – teaching on soul, karma and rebirth (Guru Granth Sahib 2, 78, 11, 43)
- Meditating on God's name to become a gurmukh (Guru Granth Sahib 125, 250)
- To serve others selflessly (sewa), make an honest living and reproduce
- Sikhism as a family religion, emphasis and importance of being part of a human family.

### Practices

#### Worship

- Features of the gurdwara
- Role of Guru Granth Sahib in worship
- Features of service; role of granthi and epilogue
- Distribution of karah prashad
- Role of langar in the gurdwara – concept of equality and selfless service (Guru Granth Sahib 349).

#### Ceremonies

- Naming a Sikh child – meaning and significance
- The significance and use of the names Singh and Kaur
- Sikh initiation ceremony (Amrit Sanskar) – importance and significance in a Sikh's life and consideration given to the perspective of non-khalsa Sikhs
- Meaning of the main features of the initiation ceremony
- Wearing of the 5k's and their symbolism and significance – kesh, kangha, kirpan, kara, kacch.

### KEY CONCEPTS:

**GURU  
LANGAR  
MUKTI**

**SEWA  
5 K's  
SINGH/KAUR**

**GURDWARA  
AMRIT SANSKAR  
KARMA**

**GURU GRANTH SAHIB  
GURMURKH  
REBIRTH**

## **Buddhism - Core beliefs, teachings and practices**

### **Beliefs**

#### **The Buddha**

- Early life – pre-birth, birth, prediction, life in palace
- Four Sights – old age, sickness, death, holy man
- Renunciation – leaving palace, becoming ascetic
- Enlightenment – seeing the world as it really is
- Teachings - The Deer Park Sermon (first turning of the wheel of dharma)

#### **The Teachings of the Buddha**

- Types of suffering (dukkha); causes of suffering (tanha); enlightenment as the end of suffering (nirodha);
- Following the Eightfold Path as a way to end suffering (magga) (Dhammapada 1, 5)
- The three sections of the Eightfold Path – Wisdom (panna) right understanding, right intention
- Morality (sila) right speech, right action, right livelihood
- Meditation (samadhi) right effort, right mindfulness, right concentration
- Challenges of living according to Buddhist teachings

### **Practices**

#### **Meditation Practices**

- Significance and importance of meditation (Dhammapada 282)
- Types of meditation – breathing (samatha)
- Loving kindness (mettabhavana)
- Insight meditation (vipassana)

#### **Festivals & Retreats**

- Wesak – celebration of birth of the Buddha (for Theravada Buddhists it also celebrates the enlightenment and death of the Buddha)
- Kathina – festival that marks the end of Vassa (the traditional retreat for monks during the rainy season)
- Parinirvana Day – marks the Buddha's death and passing into final nirvana (Mahayana)

### **KEY CONCEPTS:**

**BUDDHA**  
**SAMATHA**  
**NOBLE TRUTHS**

**DUKKHA**  
**DHAMMA**  
**VIPASSANA**

**TANHA**  
**SANGHA**  
**METTABHAVANA**

**EIGHTFOLD PATH**  
**WESAK**  
**PARANIRVANA**



**PART B**

All candidates must study the two philosophical themes (below) from the perspective of **Christianity OR Catholic Christianity**.

**Life and Death**  
**Good and Evil**

Candidates studying **Christianity** must also study the two philosophical themes from the perspective of one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism.

Candidates studying **Catholic Christianity** must also study the two philosophical themes from the Jewish perspective only.

*\*The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

**Theme 1: Issues of Life and Death**

This theme requires all candidates to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Candidates are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Where appropriate, candidates must consider diverse viewpoints.

**Content from Christian and non-religious perspectives**

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2</li> <li>➤ The relationship between Christian views and non-religious views of creation and the extent to which they conflict</li> <li>➤ Christian beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6</li> <li>➤ The work of Christian Aid to promote global citizenship</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking) 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>

The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5</li> <li>➤ Diverse Christian attitudes towards abortion and euthanasia, including Catholic and Church in Wales' views on beginning and end of life issues</li> <li>➤ Welsh laws regarding: organ donation and Christian responses to it</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44</li> <li>➤ Diverse Christian beliefs about the after-life: Heaven, Hell, Resurrection, Purgatory</li> <li>➤ How Christian funerals reflect beliefs about the after-life</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Key Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

### Content from Catholic and non-religious perspectives

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ The understanding of the Catholic Church on Creation and stewardship (Genesis 1-3, Matthew 6:25-34, <i>Laudato Si</i> 13 )</li> <li>➤ The relationship between Catholic views, other Christian views and non-religious views of creation and the extent to which they conflict (Pope John-Paul II's <i>Message to the Pontifical Academy of Sciences: On Evolution</i>, 1996, paragraphs 3 and 4)</li> <li>➤ The work of CAFOD to promote global citizenship</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking) 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ The understanding of the Catholic Church on the sanctity of human life, from fertilisation to its natural end (Matthew 19:18) and its teaching on abortion (Catechism of the Catholic Church 2270), including issues surrounding assisted dying and palliative care, <i>Evangelium Vitae</i> 65</li> <li>➤ Local 'Choose Life'/'Society for the Protection of the Unborn Child'</li> <li>➤ The work of local Catholic hospices and the significance of the Sacrament of the Sick</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer)</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Catholic beliefs about life after death, including the soul, judgement, heaven, hell and purgatory (Catechism of the Catholic Church 1020-1023, 1030, 1033)</li> <li>➤ How Catholic funerals reflect beliefs about the after-life (Catechism of the Catholic Church 1684-1690) (Catechism of the Catholic Church 1684-1690)</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

### Content from Jewish and non-religious perspectives

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Orthodox and Reform Jewish beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2</li> <li>➤ The relationship between Jewish views and non-religious views of creation and the extent to which they conflict</li> <li>➤ Jewish beliefs, teachings and attitudes about dominion, tikkun olam and bal tashchit, gemilut hasadim, stewardship, environmental responsibility, sustainability, and global citizenship: Honi from the Talmud (Avot d'Rebbe/Rabbi Natan 31b) and teachings of Maimonides' 13 Principles (number 10)</li> <li>➤ TuB'shevat: an ecological awareness day commemorated by planting trees</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking), 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Jewish beliefs, teachings and attitudes toward the origin and sanctity/saving of human life: pikuach nefesh, The Talmud (B. Yoma 84b number 8-9)</li> <li>➤ Diverse Jewish attitudes towards abortion and euthanasia: Ethics of the Fathers 4:22, Mishnah Oholot 7.6</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Orthodox and Reform Jewish beliefs and teachings about life after death, including soul, judgement, heaven and hell, resurrection, sheol, olam ha-ba</li> <li>➤ How Jewish funerals reflect beliefs about the after-life</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

**Theme 1: Issues of Life and Death**

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

**Content from Islamic and non-religious perspectives**

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Islamic beliefs, teachings and attitudes about the origin of the universe: Qur'an 36:81</li> <li>➤ The relationship between Islamic views and non-religious views of creation and the extent to which they conflict</li> <li>➤ Islamic beliefs, teachings and attitudes about fitra, khalifah, environmental responsibility, sustainability, and global citizenship: Qur'an 7:54</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking), 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Islamic beliefs, teachings and attitudes toward the origin and sanctity of human life: Qur'an 5:32, 6:151</li> <li>➤ Islamic attitudes towards abortion and euthanasia: Qur'an 30:40</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Islamic beliefs and teachings about life after death, including soul, judgement, akhirah, heaven and hell: Qur'an 46:33, 3:16</li> <li>➤ How Islamic funerals reflect beliefs about the after-life</li> <li>➤ Muslim burial in Wales - direction of graves and use of coffin</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.



## Theme 1: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

### Content from Hindu and non-religious perspectives

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Hindu beliefs, teachings and attitudes about the accounts of the origin of the universe: Hymn of Creation (Rig Veda), Bhagavata Purana 12.4.4, Bhagavad Gita 11:7</li> <li>➤ The relationship between Hindu views and non-religious views of creation and the extent to which they conflict</li> <li>➤ Hindu beliefs, teachings and attitudes towards practising ahimsa to the environment, environmental responsibility, sustainability, and global citizenship: Bhagavata Purana 7.14.9. Bhagavad Gita 7.10</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking), 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Hindu beliefs, teachings and attitudes toward the origin and sanctity of human life: Bhagavad Gita 2: 17</li> <li>➤ Concept of atman as universal in all living beings: Bhagavad Gita 18:61</li> <li>➤ Hindu attitudes towards abortion and euthanasia: Yajur Veda 40-43. Practising ahimsa</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Hindu beliefs and teachings about life after death, including atman, samsara, reincarnation/transmigration and moksha: Bhagavad Gita 2: 12-13, 22, 27</li> <li>➤ How Hindu funerals reflect beliefs about the after-life</li> <li>➤ Cremation rites of Hindu funerals in Wales</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

### Content from Sikh and non-religious perspectives

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Beliefs, teachings and attitudes about the origin of the universe: Sikhs have no creation story but they do believe the universe was created by God: Guru Granth Sahib 1</li> <li>➤ The relationship between Sikh views and non-religious views of creation and the extent to which they conflict</li> <li>➤ Sikh beliefs, teachings and attitudes about, stewardship, environmental responsibility, sustainability, and global citizenship: Guru Granth Sahib 21, 1037</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking), 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Sikh beliefs, teachings and attitudes toward the origin and sanctity of human life: concept of soul as universal in all living beings: Guru Granth Sahib 441</li> <li>➤ Sikh attitudes towards abortion and euthanasia: practising ahimsa, Gurus condemned infanticide and Sikh view of not tampering with God-given natural processes</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Sikh beliefs and teachings about life after death, soul, samsara, reincarnation/transmigration and mukti: Guru Granth Sahib 13</li> <li>➤ How Sikh funerals reflect beliefs about the after-life</li> <li>➤ Funeral and burial rites in Wales</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Learners are expected to make relevant references to scripture and other sources of authority, as well as the beliefs of Humanists and Atheists.

### Content from Buddhist and non-religious perspectives

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> <li>➤ Buddhists have no creation story and no concept of a creator God</li> <li>➤ The cycle of decay, death and rebirth of worlds</li> <li>➤ Non-religious views of creation and the extent to which they concur with Buddhist views</li> <li>➤ Buddhist beliefs, teachings and attitudes about environmental responsibility, sustainability, and global citizenship: Pratiya Samutpada, Right Action (Eightfold Path) and second Precept</li> <li>➤ Buddhist retreats in Wales e.g. Lam Rim (Raglan) and their links with issues of sustainability</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ the creation of the universe: 'Big-Bang theory' (Stephen Hawking)</li> <li>➤ 'Blind' Evolution versus 'Planned' Evolution (Charles Darwin and Richard Dawkins)</li> <li>➤ stewardship, social and community responsibility, sustainability; 'Humanists for a Better World'</li> </ul>
The origin and value of human life	<ul style="list-style-type: none"> <li>➤ Buddhist beliefs, teachings and attitudes toward the value of human life: Five Precepts, Noble Eightfold Path, Middle Way</li> <li>➤ Diverse Buddhist attitudes towards abortion and euthanasia: karuna and working with dukkha may make euthanasia acceptable (Dalai Lama) Ahimsa and first Precept must also be considered</li> </ul> <p>Non-religious views on:</p> <ul style="list-style-type: none"> <li>➤ quality of life over sanctity of life in relation to abortion and euthanasia (the views of Peter Singer - 'speciesism')</li> <li>➤ 'Right to Choose', 'Dignity in Dying' (euthanasia)</li> <li>➤ emphasis on life before death rather than after-life</li> <li>➤ situationist/relativist approach rather than doctrinal or absolutist</li> </ul>
Beliefs about death and the afterlife	<ul style="list-style-type: none"> <li>➤ Buddhist beliefs and teachings about life after death, including anattas, khandas, karma, samsara, nirvana, re-birth, realms of existence</li> <li>➤ Diverse views of Triratna tradition which is not required to believe in life-to-life rebirth but rather, moment-to-moment rebirth</li> <li>➤ How Buddhist funerals reflect beliefs about the after-life</li> <li>➤ Cremation rites of Buddhist funerals in Wales</li> <li>➤ Humanist funerals in Wales as reflections of beliefs about death as the end of life</li> </ul>

**Concepts:**

From the study of the areas above, learners will gain an understanding of the following concepts:

- afterlife
- environmental responsibility
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Christian Perspective

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious and ethical responses: relative and absolute morality, conscience, virtues, sin</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Varied Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Just War Theory, Pacifism and Conscientious Objectors, Wales' Society of Friends (pacifism)</li> <li>➤ Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Augustine and Irenaeus/Hick)</li> <li>➤ Philosophical challenges posed by belief in God and the existence of evil and suffering</li> </ul>

### Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

**Theme 2: Issues of Good and Evil**

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

**Content from a Catholic Perspective**

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious and ethical responses: relative and absolute morality, Natural Law and conscience, virtues, sin</li> <li>➤ Catholic beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Catholic responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47</li> <li>➤ The response of the Catholic Church to crime and punishment, including capital punishment and reformation; Pope John Paul II's <i>Evangelium Vitae</i> 56</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Just War Theory. Pacifism and Conscientious Objectors</li> <li>➤ Responses to suffering and evil, including forgiveness</li> <li>➤ Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15, John 20:21-23,</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Catholic perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Augustine and Irenaeus/Hick): Augustine, <i>The Enchiridion</i> 3:11</li> <li>➤ Philosophical challenges posed by belief in God and the existence of evil and suffering</li> <li>➤ Catholic responses to the Problem of Evil; Pope John Paul II's <i>Salvifici Doloris</i> 13 and 23</li> </ul>

**Concepts**

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.



## Theme 2: Issues of Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Jewish Perspective

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious responses: relative and absolute morality, conscience, free will</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Varied Jewish responses to the Death Penalty, including interpretations of teaching: Leviticus 24:17-20, Exodus 20:13</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Just War Theory. Pacifism and Conscientious Objectors</li> <li>➤ Jewish teachings about forgiveness, including interpretations of teachings: Micah 7:18</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil: Berakhot 9:5, Avodah Zarah, 3b, Deuteronomy 30:15-19</li> <li>➤ Philosophical challenges posed by belief in God and the existence of evil and suffering</li> <li>➤ Diverse Jewish responses to The Holocaust (Shoah) Holocaust survivors who came to Wales: Eva Clarke</li> <li>➤ Holocaust Memorial Day in Wales</li> </ul>

### Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from an Islamic Perspective

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious responses: relative and absolute morality, conscience, free will, doing the will of Allah</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation: Qur'an 16:90</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Varied Islamic responses to the death penalty, including interpretations of Shariah Law</li> <li>➤ Examples of Shariah Law in Wales</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Just War Theory/Lesser Jihad, Pacifism and Conscientious Objectors</li> <li>➤ Islamic teachings about forgiveness: Qur'an 64:14, 42:30</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil: The Devil tests humans: Qur'an 2:34, 155</li> <li>➤ The belief in pre-destination (al Qadr)</li> </ul>

### Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Hindu Perspective

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious responses: conscience, karma, dharma, ahimsa, moksha</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Varied Hindu responses to the death penalty, including interpretations of the impact of ahimsa and the role of karma.</li> <li>➤ The principles of paapa and danda</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Pacifism and Conscientious Objectors</li> <li>➤ Hindu teachings about forgiveness: the laws of dharma and karma</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil: karma and guna: Bhagavata Purana 6:1.45, Bhagavad Gita 14,17</li> <li>➤ Hindu beliefs about the nature of maya and papa and the links between karma and suffering</li> <li>➤ Hindu responses to suffering: Brahma Sutras, 2.1.34-36</li> </ul>

### Key Concepts:

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

**Theme 2: Issues of Good and Evil**

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

**Content from a Sikh Perspective**

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'?</li> <li>➤ Religious and ethical responses: God, conscience, karma, mukti, ahimsa: Guru Granth Sahib 1, 1241</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains</li> <li>➤ Varied Sikh responses to the Death Penalty, including interpretations of the impact of ahimsa</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Pacifism and Conscientious Objectors</li> <li>➤ Sikh teachings about forgiveness, including Guru Granth Sahib 866</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil and barriers to mukti: karma, maya, manmukh and the five evils of kam, lobh, moh, krodh and ahankar: Guru Granth Sahib 1342</li> <li>➤ The links between karma and suffering</li> </ul>

**Key Concepts:**

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Buddhist Perspective

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> <li>➤ What makes an act 'wrong'/'unskilful'?</li> <li>➤ Religious and ethical responses: relative and absolute morality, conscience, ahimsa, karuna, karma, samsara, Eightfold Path, Five Precepts</li> <li>➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation: The Story of Milarepa</li> <li>➤ The treatment of criminals and the work of prison reformers and prison chaplains: Angulimala Society</li> <li>➤ Varied Buddhist responses to the death penalty, including interpretations of teachings: The Middle Path, Five Precepts, karuna, ahimsa, metta</li> </ul>
Forgiveness	<ul style="list-style-type: none"> <li>➤ Peace and conflict: Pacifism and Conscientious Objectors</li> <li>➤ Buddhist teachings about forgiveness, including interpretations of teachings: Metta – story of Buddha and Angulimala</li> <li>➤ Examples of forgiveness arising from personal beliefs</li> </ul>
Good, Evil and Suffering	<ul style="list-style-type: none"> <li>➤ Philosophical perspectives on the origin of evil: dukkha, Mara, attachment, Three Poisons: Dhammapada 12:165, The 101 Zen stories 9 and 63</li> <li>➤ Links between karma, 'unskilful' acts and suffering</li> </ul>

### Key Concepts:

From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- pacifism
- conscience
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

## 2.2 Unit 2

### PART A

Candidates must study the two specified core beliefs/teachings and the two specified practices of Christianity **AND** one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism

*\* The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

Where appropriate, candidates must consider diverse viewpoints.

### Christianity - Core beliefs, teachings and practices

#### Beliefs

##### The Bible

- As Word of God, authority, sacred scripture (Deuteronomy 4:1-2) inspiration and revelation
- As a collection of writings based on context, audience, society, authors' intentions
- Uses/usefulness (2 Timothy 3:16-17); absolute law, guidance, use during worship and ceremonies (Christening, Marriage, Funerals)
- Differing ways of interpreting biblical writings: literal, conservative, symbolic, biblical myth
- Bible in relation to other sources of authority, e.g. conscience (Romans 2:14-15), family, reason, society, situations, civil law, circumstances

##### The Afterlife

- Belief in life after death (John 3:16, John 11: 25-26 and Gospel records of the Resurrection)
- Judgement, responsibility for actions (Matthew 25:31-46) and free will
- Resurrection (1 Corinthians 15: 20-22)
- Heaven and Hell (John 14:1-4; Luke 16:19-31)

#### Practices

##### Life's Journey: Sacraments and key acts of worship:

- Baptisms (Mark 1:9-11); Infant and Believers' Baptism; reasons and rituals
- Eucharist/Communion (1 Corinthians 11:23-26): diverse Christian interpretations and associated practices
- Confirmation - preparation and ceremony (Acts 2: 1-13)
- Significance of a religious wedding (Mark 10:7-9): matrimonial symbols and vows

##### Special Places

- Significance of a place of worship (Hebrews 10:24-25; Matthew 18:20)
- Purpose of pilgrimage, places, activities, experiences in Wales and elsewhere e.g. Holy Land, St. David's, Bardsey Island, St. Non's Well

#### KEY CONCEPTS:

**BIBLE  
REASON  
FREE WILL**

**REVELATION  
CONFIRMATION  
HEAVEN/HELL**

**JUDGEMENT  
EUCHARIST  
VOWS**

**BAPTISM  
PILGRIMAGE  
MARRIAGE SYMBOLS**

## Judaism - Core beliefs, teachings and practices

### Beliefs

#### Sacred Texts

- Importance of The Tenakh (Torah, Nevi'im, Ketuvim) as revealed and/or inspired Word of God
- Importance of the Talmud

#### The Covenant

- Abrahamic Covenant: identity, monotheism, circumcision and promised land: (Genesis 12:1-3, 17:6-8, 17:11-14)
- Mosaic Covenant: Law, commandments, identity, Promised Land: (Exodus 3:11-15)
- Covenant today: how these Covenant agreements continue to be important for many Jews both in Wales, the U.K and around the world, including in Israel itself

### Practices

#### The use of sacred texts

- The Tenakh and its use in Jewish worship, prayer, study and celebrations
- The Talmud as an explanation of the laws found in the Torah
- The importance of the Ten Commandments/duties for religious and ethical reasons.
- Diversity of practice within Judaism regarding observance of the Ten Commandments e.g. Shabbat

#### Jewish identity

- Symbols: the mezuzah and Magen David
- Brit Milah ceremony and symbols (including the roles of the mohel and sandek)
- Bar/Bat Mitzvah as ceremonies marking Jewish identity; Ceremony, significance and symbols
- The use and importance of the tallit, tefillin and kippah; symbolism and significance of each
- Festivals and commemorations: Yom Hashoah, Rosh Hashanah, Yom Kippur and Pesach; significance, preparation and celebration of these festivals (Exodus 12:14)

### KEY CONCEPTS:

**TENAKH  
BAR/BAT MITZVAH  
ABRAHAM**

**TALMUD  
MEZUZAH  
MOSES**

**COVENANT  
PESACH  
PROMISED LAND**

**BRIT MILAH  
MAGEN DAVID  
TEFILLIN**

## Islamic - Core beliefs, teachings and practices

### Beliefs

#### **Prophethood** (Risalah - Qur'an 2:136)

- Islamic teachings on Adam, the first prophet
- Islamic teachings on Ibrahim and Ishmael
- Isa: Islamic teachings on Prophet Jesus (Qur'an 2:87)
- Islamic teachings on Muhammad: the Seal of the Prophets

#### **Afterlife (Aakhirah)**

- Al-Qadr (predestination): Implications for human freedom
- Akhirah: human responsibility and accountability
- Human freedom and its relationship to the Day of Judgement
- Muslim beliefs about the nature, stages and purpose of heaven
- Muslim beliefs about the nature and purpose of hell

### Practices

#### **Muslim Identity and Ummah**

- Features of mosques in Wales and elsewhere: domes, minarets, qibla wall, mihrab, minbar
- Pilgrimage to Mecca as an obligatory act: purpose and practices/rituals (Qur'an 3:18)
- Clothing: hijab, niqab, burkha - diversity of attitudes and practices within Islam as seen in different Muslim communities in Wales
- Lesser Jihad; the conditions for declaration of lesser jihad (Qur'an 2:190, 22:39)

#### **Festivals and commemorations**

- Id-ul-Adha: how Muslims celebrate this in Wales and elsewhere
- Id-ul-Fitr: how Muslims celebrate this in Wales and elsewhere
- The Night of Power: how the giving of the Qur'an is commemorated

### KEY CONCEPTS:

**PROPHET  
MOSQUE  
AL-QADR**

**ISA  
MECCA  
AKIRAH**

**MUHAMMED  
BURKHA  
LESSER JIHAD**

**UMMAH  
HIJAB  
ID-UL-FITR**



## Hinduism - Core beliefs, teachings and practices

### Beliefs

#### Karma and reincarnation

- In the context of samsara (Bhagavad Gita 2:13, 15, 22)
- Karma as the law of cause and effect; causes of positive and negative karma; effects of karma on the types of reincarnation
- Attainment of liberation of the atman from the cycle of birth, death, reincarnation (moksha)

#### Varnashramadharm

- In the context of cosmic order
- Understanding of the concept of varna (caste) and its impact on Hindu society in Wales and in India
- Reform movements within Hinduism: ISKON and Vivikenanda Ramakrishna that seek to reform attitudes toward varnas
- The four varnas and associated jatis
- Status of Dalits (past and current)
- Importance of duty (dharma) in a Hindu's life
- The four ashramas and duties associated with them

### Practices

#### Festivals

- Diwali – stories, significance and practices
- Holi – diversity in background: a celebration of the story of Krishna and Radha or Holika and Prahlada
- Celebrations of festivals within Hindu communities in Wales

#### Social concern

- The practice of ahimsa
- Respect for the environment – development of forest at Vrindavan, work of Chipko movement;
- Vegetarianism – practices of ISKCON;
- Care of the needy – work of 'Food for Life' in Wales and elsewhere

### KEY CONCEPTS:

**KARMA  
ASHRAMAS  
REINCARNATION**

**SAMSARA  
AHIMSA  
DHARMA**

**MOKSHA  
DIVALI  
RAMAYANA**

**CASTE (VARNA)  
HOLI  
ISKCON**

## **Sikhism - Core beliefs, teachings and practices**

### **Beliefs**

#### **Authority**

- Role and importance of Guru Nanak and Guru Gobind Singh
- Origin of authority and importance of Guru Granth Sahib
- Treatment of the Guru Granth Sahib as a living Guru
- Significance and influence of the khalsa in Sikhism

#### **Equality**

- Teaching on oneness of God and humanity - no place for discrimination on any grounds
- Condemnation by the Gurus of the caste system – ‘Know that we are all born from the same clay’
- Male-female equality – importance of women in roles such as granthis (Guru Granth Sahib 349)

### **Practices**

#### **Rites of passage**

- Marriage: background arrangements, necessary requirements – presence of Guru Granth Sahib
- Features and symbolism of wedding ceremony
- Funeral rites; features and symbolism

#### **Festivals**

- Main features of gurpurbs – how Sikhs remember the birthdays of Guru Nanak and Guru Gobind Singh and the martyrdom of Guru Arjan
- Main features and significance of the celebration of the Sikh festivals of Baisakhi and Diwali (Bhai Gurdas Var 3.11, 41)

### **KEY CONCEPTS:**

**GRANTHI  
BAISAKHI  
KHALSA**

**GURU GOBIND SINGH  
DIWALI  
GURU ARJAN**

**LAVAN  
MARTYRDOM  
CASTE**

**GURPURBS  
CREMATION  
CHAURI**

## Buddhism - Core beliefs, teachings and practices

### Beliefs

#### The Three Marks of Existence (lakshanas)

- Impermanence (anicca)
- No fixed self/essence/soul (anatta); five aggregates ((s)kandhas) (The Story of Nagasena and the Chariot & Dhammapada 113)
- Suffering/dissatisfaction (dukkha)

#### The Three Jewels

- The jewels are seen as offering refuge (safety) to Buddhists
- Buddha - the example of an enlightened being
- Dhamma - the teachings of the Buddha which guides Buddhists
- Sangha - the community of Buddhists, including monks, who keep the teachings alive
- 

### Practices

#### Places of 'Worship' and Puja

- The importance of features and functions of a vihara/home shrine
- Diversity of practices in Theravada and Mahayana puja (Buddha, buddhas, bodhisattvas, mudras, mantras, mandalas)
- Dana (giving) – opportunity to make offerings of food to monks.
- Examples of the work of sanghas in Wales (Swansea, Cardiff, Raglan)

#### Ethical Behaviour

The Five Precepts: (Dhammapada 183)

- Not harming any living being; implications for diet, lifestyle, career
- Not taking what has not been given
- Avoiding sexual misconduct; implications for views on sexuality
- Avoiding false speech; implications for lying, gossip, slander
- Abstain from things that cloud the mind (alcohol, drugs); implications for lifestyle
- Challenges for Triratna Buddhists living according to the Five Precepts in Western culture

### KEY CONCEPTS:

**ANICCA**  
**BODHISATTVA**  
**THERAVADA**

**ANATTA**  
**5 PRECEPTS**  
**MAHAYANA**

**(S)KANDHAS**  
**PUJA**  
**MUDRAS**

**VIHARA**  
**STUPA**  
**TRIRATNA**

**PART B**

Candidates must also study the two ethical themes (below) from the perspective of Christianity **AND** one other of the six main world religions\*: Judaism OR Islam OR Hinduism OR Sikhism OR Buddhism

**Relationships**  
**Human Rights**

*\* The world religion chosen (in addition to Christianity) must be the same for Part A and Part B. The world religion chosen may be the same for Unit 1 and Unit 2, but need not be so.*

**Theme 1: Issues of Relationships**

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Candidates are expected to make relevant references to scripture and other sources of authority.

Where appropriate, candidates must consider diverse viewpoints.

**Content from a Christian Perspective**

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Diverse Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation</li> <li>➤ The nature and purpose of marriage as expressed through Christian marriage ceremonies and teachings: Mark 10:6-8 and the Church of England Synod</li> <li>➤ Diverse Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9 and Mark 10:9</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept</li> <li>➤ Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13, and 1 Timothy 1: 8-10</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Diverse attitudes within Christianity toward the roles of women and men in worship and authority</li> <li>➤ Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29 Church in Wales' decisions regarding women priests and bishops compared to Catholic views</li> </ul>

**Key Concepts:**

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Jewish Perspective

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Jewish beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation</li> <li>➤ The nature and purpose of marriage as expressed through Jewish marriage ceremonies including the Seven Blessings and Ketubah</li> <li>➤ Diverse Jewish attitudes towards adultery, issuing of the get, divorce, separation and re-marriage. Interpretations of Deuteronomy 24:1-4 and Exodus 20:14</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Orthodox and Reform teachings about the nature and purpose of sex and the use of contraception</li> <li>➤ Orthodox and Reform attitudes within and across Jewish traditions towards same sex relationships, including varied interpretations of: Leviticus 18:22, 20:13</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Orthodox and Reform attitudes within Judaism toward the roles of women and men in worship and authority</li> </ul>

### Key Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- co-habitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from an Islamic Perspective

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Islamic beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation: Hadith Sahih Bukhari 9:89:252</li> <li>➤ The nature and purpose of marriage as expressed through the Muslim marriage ceremonies and teachings: Qur'an 30:21</li> <li>➤ Islamic attitudes towards adultery, divorce, separation and re-marriage. Qur'an 4:35, 128-130, 2:229</li> <li>➤ Mosque marriage ceremony in Wales - registry office ceremony and Muslim ceremony</li> <li>➤ Arranged/assisted marriage in Wales and elsewhere</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Islamic teachings about the nature and purpose of sex and the use of contraception: Qur'an 17:32</li> <li>➤ Islamic attitudes towards same sex relationships: Qur'an 7:80-81</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Diverse attitudes within Islam toward the roles of women and men in worship and authority</li> <li>➤ Teachings: Qur'an 2:228, 40:40, 4:1</li> </ul>

### Key Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

**Theme 1: Issues of Relationships**

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

**Content from a Hindu Perspective**

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Hindu beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation</li> <li>➤ The nature and purpose of marriage as expressed through the Hindu marriage ceremonies in mandirs in Wales and teachings: Rama and Sita (The Ramayana) as role models for married couples</li> <li>➤ Hindu attitudes towards adultery, divorce and annulment and separation and re-marriage</li> <li>➤ Arranged and assisted marriage in Wales and elsewhere</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Hindu teachings about the nature and purpose of sex, its relationship with karma and the use of contraception. Bhagavata Purana 5.5.8. Diversity of views between traditional Hinduism and Hinduism in Britain</li> <li>➤ Hindu attitudes towards same sex relationships: conflicting with the dharma of the householder ashrama. Diversity of views between traditional Hinduism and Hinduism in Britain</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Diverse attitudes within Hinduism toward the roles of women and men in worship and authority. Traditional and changing views in Hindu communities</li> <li>➤ Interpretations of teachings: Manusmriti 2.67-2.68, 5.148-155 compared with 9.72-81, 9.192-194</li> </ul>

**Key Concepts:**

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.



## Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Sikh Perspective

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Sikh beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation</li> <li>➤ The nature and purpose of marriage as expressed through the Sikh marriage ceremonies and teachings: Guru Granth Sahib 788</li> <li>➤ Sikh attitudes towards adultery, divorce and annulment and separation and re-marriage: Rehat Maryada Chapter 11 Article 18. Guru Granth Sahib 274</li> <li>➤ Arranged and assisted marriage in Wales and elsewhere</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Sikh teachings about the nature and purpose of sex and the use of contraception: Guru Granth Sahib 335</li> <li>➤ Sikh attitudes towards same sex relationships: The Lavan sees the married state as ideal. All but one of the ten Gurus were married</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Diverse attitudes within Sikhism toward the roles of women and men in worship and authority Traditional and changing views in Sikh communities</li> <li>➤ Teachings: Guru Granth Sahib 473</li> </ul>

### Key Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Buddhist Perspective

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Buddhist beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation</li> <li>➤ The nature and purpose of marriage as expressed through Buddhist marriage ceremonies and teachings: more a legal contract than a religious matter. Buddha – five duties of husband and wife: Buddha in Sigalovada Sutta</li> <li>➤ Buddhist attitudes towards adultery, divorce, separation and re-marriage. Teachings: avoiding dukkha and bad karma</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ Buddhist teachings about the nature and purpose of sex and the use of contraception: complying with the Five Precepts and the Right Action section of the Eightfold Path, but no definite prohibition; Monks and nuns are often celibate in Theravada tradition, Zen tradition: Monks are allowed to marry</li> <li>➤ Buddhist attitudes towards same sex relationships: no official view but some may argue it goes against the Third Precept</li> <li>➤ Diversity of views within Buddhism; Triratna compared to Theravada regarding sexual relationships</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Diverse attitudes within Buddhism toward the roles of women and men in worship and authority: Theravada tradition has hierarchy: monks, nuns, laymen, laywomen and different rules for monks and nuns</li> <li>➤ Teachings: The roles of monks and nuns in sanghas in Wales and elsewhere</li> </ul>

### Key Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Christian Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27</li> <li>➤ Christian practices to promote human rights including equality: agape in action</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Christian beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29</li> <li>➤ Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: Luke 16:19-31</li> <li>➤ The actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid, Food Banks linked to Christian churches</li> </ul>

### Key Concepts:

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Jewish Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Jewish beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27</li> <li>➤ Jewish practices to promote human rights including equality: tzedekah in action</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Jewish beliefs, teachings and attitudes towards prejudice and discrimination: Mishnah Sanhedrin 4.5b</li> <li>➤ Jewish beliefs, teachings and attitudes towards racial prejudice and discrimination, including the work of J. Core</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: Maimonides' Eight Levels of Charity</li> <li>➤ The actions and attitudes of Jewish charities in twenty first century Britain whose aim is to alleviate poverty: Tzedek</li> </ul>

### Key Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from an Islamic Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Islamic beliefs, teachings and attitudes toward the dignity of human life: Qur'an 5:32</li> <li>➤ Islamic practices to promote human rights including equality: ummah in action</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism (including Islamophobia)</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Islamic beliefs, teachings and attitudes towards prejudice and discrimination: Qur'an 49:13, 5:8</li> <li>➤ Islamic beliefs, teachings and attitudes towards racial prejudice and discrimination, including the actions of the Christian/Muslim Forum</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: Qur'an 2:177</li> <li>➤ The actions and attitudes of Islamic charities in twenty first century Britain whose aim is to alleviate poverty: Islamic Relief</li> </ul>

### Key Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Hindu Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Hindu beliefs, teachings and attitudes toward the dignity of human life: relationship between Brahman and atman</li> <li>➤ Hindu practices to promote human rights including equality: dharma in action</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Hindu beliefs, teachings and attitudes towards prejudice and discrimination: Traditional and changing views towards varna and status of Dalits: Rig Veda 10:90, Manusmriti 9:149-157 differing views of Ghandi and Dr. Ambedkar</li> <li>➤ Hindu beliefs, teachings and attitudes towards racial prejudice and discrimination, including Mahatma Ghandi's teachings on equality and diversity</li> <li>➤ Views of reform movements such as Vivekananda Ramakrishna, Swaminarayan and ISKCON</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth- artha</li> <li>➤ The actions and attitudes of Hindu charities in twenty first century Britain whose aim is to alleviate poverty: Food for Life</li> </ul>

### Key Concepts

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Sikh Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Sikh beliefs, teachings and attitudes toward the dignity of human life: relationship between God and humans: Guru Granth Sahib 1</li> <li>➤ Sikh practices to promote human rights including equality: khalsa in action</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Sikh beliefs, teachings and attitudes towards prejudice and discrimination: Guru Granth Sahib 349</li> <li>➤ Sikh beliefs, teachings and attitudes towards racial prejudice and discrimination, including Guru Gobind Singh's formation of the Khalsa</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: the concept of sewa/seva: Guru Granth Sahib: 42, 1246</li> <li>➤ The actions and attitudes of Sikh charities in twenty first century Britain whose aim is to alleviate poverty: Khalsa Aid</li> </ul>

### Key Concepts:

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## Theme 2: Issues of Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

### Content from a Buddhist Perspective

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ Buddhist beliefs, teachings and attitudes toward the dignity of human life: Five Precepts, Eightfold Path</li> <li>➤ Buddhist practices to promote human rights including equality: dhamma in action, Right Action (Eightfold Path)</li> <li>➤ An example of conflict between personal religious conviction and the laws of a country</li> <li>➤ Censorship, freedom of religious expression and religious extremism</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Buddhist beliefs, teachings and attitudes towards prejudice and discrimination: Right Action, avoiding negative karma and rebirth</li> <li>➤ Buddhist beliefs, teachings and attitudes towards racial prejudice and discrimination, including Dr. Ambedkar's teachings on equality and Buddhist monks in Myanmar promoting tolerance towards Muslims in light of The 969 Movement</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: Four Noble Truths, example of Siddhartha Gautama and Triratna Buddhists – Right Action, The Middle Way, dhana</li> <li>➤ The actions and attitudes of Buddhist charities in twenty first century Britain whose aim is to alleviate poverty and injustice: Karuna Trust</li> </ul>

### Key Concepts:

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.



## 2.3 Unit 3

### PART A

Candidates must study the four specified core beliefs/teachings and the four specified practices of Catholic Christianity.

Where appropriate, candidates must consider diverse viewpoints.

### Catholic - Core beliefs, teachings and practices

#### Beliefs

##### The Bible

- As Word of God, authority, sacred scripture (Deut. 4:1-2) inspiration and revelation
- As a collection of writings based on context, audience, society, authors' intentions
- Uses/usefulness (2 Timothy 3:16-17); absolute law, guidance, use during worship and ceremonies (Christening, Marriage, Funerals)
- Catholic and alternative ways of interpreting biblical writings: literal, conservative, symbolic, biblical myth
- Bible in relation to other sources of authority, e.g. conscience (Romans 2:14-15), Church teaching (Magisterium), family, Natural Law (reason), society, situations, civil law, circumstances

##### The Afterlife

- The basis for Catholic belief in life after death (John 3:16, 11: 25-26 and Gospel records of the Resurrection)
- Judgement, responsibility for actions (Matthew 25:31-46) and free will
- Resurrection (1 Corinthians 15: 20-22)
- Heaven, Hell and Purgatory (John 14:1-4; Luke 16:19-31, 1 Corinthians 3: 11-15).

#### Practices

- The Church's year as the unfolding of the Mystery of Christ (Catechism of the Catholic Church. paragraph.1163-1165)
- Advent: preparation for celebrating the Incarnation
- Christmas; religious observances in Catholic communities
- Epiphany; the revelation of God incarnate
- Lent, including Holy Week: Lenten observances, Maundy Thursday, Good Friday (Stations of the Cross)
- Easter: The promise of eternal life through resurrection; Religious observances in Catholic communities
- Ascension; significance and observance

##### Special Places

- Significance of a place of worship (Hebrews 10:24-25; Matthew 18:20)
- Key features of a Catholic church: altar, font, lectern, Lady chapel, confessionals, statues and votive candles
- Purpose of pilgrimage in Wales and elsewhere; places, activities, experiences e.g. Holy Land, Lourdes, St. David's, Bardsey Island.

#### KEY CONCEPTS:

**BIBLE  
ADVENT  
REVELATION**

**CONSCIENCE  
EPIPHANY  
PURGATORY**

**JUDGEMENT  
LENT  
LITURGICAL YEAR**

**STATIONS OF THE CROSS  
PILGRIMAGE  
CONFESSIONALS**

## Catholic - Core beliefs, teachings and practices

### Question 2

#### Beliefs

##### The Nature of the Church

- One, holy, catholic and apostolic
- The Church as 'Body of Christ' and 'people of God' (Catechism of the Catholic Church 846-848)
- Traditional and current views on the teaching that 'outside the Church there is no salvation'
- The Pope as Bishop of Rome and St. Peter's successor (Matthew 16:18) with the authority to speak infallibly on behalf of the Church: two infallible statements
- The nature of the Catholic Magisterium (pontifical and conciliar)
- The significance of the Second Vatican Council and its four key documents

##### The Veneration of Mary

- Mother of God (Theokotos) and model of the Church
- Immaculate Conception – sinless – no Original Sin
- Virgin Birth stories; (Matthew 1:18-25, Luke 1:26-35)
- Intercessory prayer: Mary intercedes with Jesus on behalf of people who pray to her
- Visions of Mary: Knock, Santiago de Compostela

#### Practices

##### Living the contemplative life

- Different monastic orders: Benedictine, Franciscan, Dominican, Trappist
- Vows (including silence); the challenges and benefits of the vows
- The Sacrament of Vocation. Working as a Religious; 'in the world but not of the world'; The work of Thomas Merton
- The work of Catholic retreats and monastic communities

##### Catholic forms of religious expression: meanings and significance

- Ichthys, Alpha and Omega, Chi-Rho, Crucifix
- Catholic beliefs depicted through art e.g. The Creation of Adam (Sistine Chapel) Statuary; the meaning and significance of sculpture and statuary to Catholic tradition and worship e.g. Michelangelo's *Pieta*
- Rosary Beads; as reflection on the Incarnation, Trinity and veneration of Mary

#### KEY CONCEPTS:

**POPE  
INFALLIBLE  
VENERATION**

**MONASTIC VOWS  
A RELIGIOUS  
THEOKOTOS**

**ICTHUS  
CHI RHO  
RETREATS**

**APOSTOLIC SUCCESSION  
IMMACULATE CONCEPTION  
CRUCIFIX**

**PART B**

Candidates must study the two ethical themes (below) from the perspective of Catholic Christianity **only**

**Relationships**  
**Human Rights**

**Theme 1: Issues of Relationships**

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Learners are expected to make relevant references to scripture and other sources of authority.

Where appropriate, candidates must consider diverse viewpoints.

**Content from a Catholic Perspective**

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> <li>➤ Jesus' teaching on marriage (Mark 10:1-12)</li> <li>➤ The Catholic Church's teaching on marriage as a sacrament (Catechism of the Catholic Church (Catechism of the Catholic Church) 2360-2363), including the Rite of Marriage in Catholic churches</li> <li>➤ The Catholic Church's understanding of divorce, annulment and remarriage, including interpretations of Matthew 5:32 and Mark 10:11-12</li> <li>➤ The work of Marriage Care in Wales</li> </ul>
Sexual relationships	<ul style="list-style-type: none"> <li>➤ The Catholic Church's understanding of same-sex relationships,</li> <li>➤ Catholic teachings about the nature and purpose of sex and the use of contraception including varied interpretations of Thomas Aquinas' Second Precept (Catechism of the Catholic Church paragraphs.2362-2633)</li> <li>➤ Catholic and other Christian attitudes towards same sex relationships, including varied interpretations of: Leviticus 18:22, 20:3 and 1 Timothy 1: 8-10</li> </ul>
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Catholic attitudes toward the roles of women and men in worship and authority in comparison with other Christian views</li> <li>➤ Catholic and other Christian interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29</li> </ul>

**Key Concepts:**

From the study of the above areas learners will gain an understanding of the following concepts:

- adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

**Theme 2: Issues of Human Rights**

This theme considers contemporary issues of human rights and social justice and their relationship with the beliefs and practices of religious believers. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Learners are expected to make relevant references to scripture and other sources of authority.

Where appropriate, candidates must consider diverse viewpoints.

**Content from a Catholic Perspective**

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> <li>➤ The teaching of the Catholic Church on respect for the human person (Catechism of the Catholic Church 1929-1933)</li> <li>➤ The Mass as communion and unity</li> <li>➤ The understanding of the Catholic Church on the Common Good (Catechism of the Catholic Church 1905-1912)</li> <li>➤ The tension between freedom of religious expression and respect for others, tolerance, censorship and extremism (Catechism of the Catholic Church 2493-2499)</li> </ul>
Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Catholic beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29</li> <li>➤ Catholic beliefs, teachings and attitudes towards racial prejudice and discrimination, including the teaching of the Catechism of the Catholic Church paragraphs. 1934-1938</li> <li>➤ Equality (Mark 12:31; Acts 10:34-35), with particular reference to race, gender, religious belief and disability</li> </ul>
Issues of wealth and poverty	<ul style="list-style-type: none"> <li>➤ Ethical considerations about acquisition and use of wealth: Luke 16:19-30, Mark 10:21-31; Mark 12:41-44</li> <li>➤ The actions and attitudes of a Catholic charity in twenty first century Britain whose aim is to alleviate poverty: CAFOD</li> </ul>

**Key Concepts:**

From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

#### AO1

Demonstrate knowledge and understanding of religion and belief\*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

#### AO2

Analyse and evaluate aspects of religion and belief\*, including their significance and influence

\* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements

The following grids demonstrate the allocation of assessment objectives per unit.

The tables below show the weighting of each assessment objective for each unit and for the qualification as a whole

**GCSE Religious Studies (Short Course)**

	AO1	AO2
<b>Unit 1</b>	50%	50%
<b>Overall weighting</b>	<b>50%</b>	<b>50%</b>

**GCSE Religious Studies**

	AO1	AO2
<b>Unit 1</b>	25%	25%
<b>Unit 2</b>	25%	25%
<b>Overall weighting</b>	<b>50%</b>	<b>50%</b>

**GCSE Religious Studies (Catholic Theology and Judaism)**

	AO1	AO2
<b>Unit 1</b>	25%	25%
<b>Unit 3</b>	25%	25%
<b>Overall weighting</b>	<b>50%</b>	<b>50%</b>

For each series:

Writing accurately will be assessed in specified (d) questions that require extended writing. Writing accurately takes into account the accuracy of the candidate's spelling, punctuation and grammar. The total weighting for writing accurately will be 5% of the available marks in each assessment.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a unitised specification which allows for an element of staged assessment. At least 40% of the assessment must be taken at the end of the course, to satisfy the requirement for terminal assessment. Units may be re-taken once only (with the better result counting) before aggregation for the subject award.

Results for a unit have a shelf-life limited only by the shelf-life of the specification. A candidate may retake the whole qualification more than once.

The entry codes appear below.

	Title	Option	Entry codes	
			English-medium	Welsh-medium
Unit 1	Religion and Philosophical Themes	Option A: Christianity and Judaism	3120UA	3120NA
		Option B: Christianity and Islam	3120UB	3120NB
		Option C: Christianity and Hinduism	3120UC	3120NC
		Option D: Christianity and Sikhism	3120UD	3120ND
		Option E: Christianity and Buddhism	3120UE	3120NE
		Option F: Catholic Christianity and Judaism	3120NF	3120NF
Unit 2	Religion and Ethical Themes	Option A: Christianity and Islam	3120U1	3120N1
		Option B: Christianity and Islam	3120U2	3120N2
		Option C: Christianity and Hinduism	3120U3	3120N3
		Option D: Christianity and Sikhism	3120U4	3120N4
		Option E: Christianity and Buddhism	3120U5	3120N5
Unit 3	Catholic Christianity and Ethical Themes		3121U3	3121N3
GCSE Religious Studies (Short Course) cash-in			3125QT	3125CT
GCSE Religious Studies cash-in			3120QS	3120CS
GCSE Religious Studies (Catholic Theology and Judaism) cash-in			3121QS	3121CS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

## 4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified). This qualification is untiered.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

### Short Course

Grade	MAX.	A*	A	B	C	D	E	F	G
Unit 1	150	135	120	105	90	75	60	45	30
Subject Award	150	135	120	105	90	75	60	45	30

### GCSE

Grade	MAX.	A*	A	B	C	D	E	F	G
Unit 1	150	135	120	105	90	75	60	45	30
Unit 2/3	150	135	120	105	90	75	60	45	30
Subject Award	300	270	240	210	180	150	120	90	60