



# Specification

**Edexcel GCSE in  
Religious Studies (2RS01)**

**Edexcel GCSE (Short Course)  
in Religious Studies (3RS01)**

**For first certification 2013**

**Issue 5**

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# Introduction

The Edexcel GCSE (Short Course) in Religious Studies and the Edexcel GCSE in Religious Studies are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

## About this specification

Edexcel's new GCSE in Religious Studies offers increased flexibility of unit combination, while maintaining the range of topics that made our previous GCSE successful and popular.

It is designed so that it can be delivered as a Full Course or a Short Course. Students can study a full issues-based course by combining Units 1 and 8. Students can also study the following single faith combinations:

- Christianity (any two from Units 2, 9 and 16)
- Roman Catholic Christianity (any two from Units 3, 10 and 16)
- Islam (Units 4 and 11)
- Judaism (Units 5 and 12)
- Hinduism (Units 6 and 13)
- Sikhism (Units 7 and 14).

Any combination of two units from separate modules is permitted for a Full Course, or any single unit for a Short Course, to give centres the opportunity to build on studies at Key Stage 3 or to meet the provisions of their locally agreed syllabus.

The specification reflects the fact that the religious traditions of Great Britain are in the main Christian, while taking into account other principal religions represented in Great Britain, thus meeting the requirements of the Education Act (1996), section 375(3) and, where appropriate, section 28(1) of the Education Act (1944).

The emphasis of this specification on religious and moral issues is designed to be consistent with the non-statutory National Framework for Religious Education for Key Stage 4, and to build on the Key Stage 3 requirements of the Framework. It is also designed to be consistent with the requirements of many locally agreed syllabuses for Religious Education, and to stimulate the interest of students for whom Religious Studies is compulsory.

The two Roman Catholic Christianity units (Units 3 and 10) fulfil the content requirements of the Curriculum Directory of the Bishops of England and Wales (1996), but students will be expected to be aware of the broader Christian tradition.

This specification provides a coherent Short or Full Course balanced in terms of breadth and depth, and gives all students, of any religious persuasion or none, the opportunity to demonstrate their attainment irrespective of their gender or ethnic, religious or social background.

## Key subject aims

The specification aims to enable students to:

- adopt an enquiring, critical and reflective approach to the study of religion
- explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- enhance their spiritual and moral development, and contribute to their health and wellbeing
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- develop their interest in, and enthusiasm for, the study of religion, and relate it to the wider world
- reflect on and develop their own values, opinions and attitudes in light of their learning.



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# Specification at a glance

The Edexcel GCSE (Short Course) in Religious Studies comprises one unit which can be taken from any module.

Students may be entered for a short course at any time, however, from June 2014 it will no longer be possible for students to 'top up' from a short course to the full GCSE.

The Edexcel GCSE in Religious Studies comprises two units which must be taken from different modules.

Module A	Module B	Module C	Module D
<b>Unit 1 – 5RS01</b> Religion and Life Based on a Study of Christianity and at Least One Other Religion	<b>Unit 8 – 5RS08</b> Religion and Society Based on a Study of Christianity and at Least One Other Religion	<b>Unit 9 – 5RS09</b> Christianity	<b>Unit 16 – 5RS16</b> Mark's Gospel
<b>Unit 2 – 5RS02</b> Religion and Life Based on a Study of Christianity		<b>Unit 10 – 5RS10</b> Roman Catholic Christianity	
<b>Unit 3 – 5RS03</b> Religion and Life Based on a Study of Roman Catholic Christianity		<b>Unit 11 – 5RS11</b> Islam	
<b>Unit 4 – 5RS04</b> Religion and Life Based on a Study of Islam		<b>Unit 12 – 5RS12</b> Judaism	
<b>Unit 5 – 5RS05</b> Religion and Life Based on a Study of Judaism		<b>Unit 13 – 5RS13</b> Hinduism	
<b>Unit 6 – 5RS06</b> Religion and Life Based on a Study of Hinduism		<b>Unit 14 – 5RS14</b> Sikhism	
<b>Unit 7 – 5RS07</b> Religion and Life Based on a Study of Sikhism		<b>Unit 15 – 5RS15</b> Buddhism	

- All units are externally assessed.
- Availability is in the June series.
- Each unit is assessed through a one-and-a-half hour examination, divided into four sections.
- Students choose one of two questions set for each section — four questions in total.
- Each question is divided into four parts with each part increasing in difficulty.
- Each unit gives 100 per cent of the total GCSE Short Course marks and 50 per cent of the total GCSE marks.
- The total number of raw marks for each paper is 84.
- Of the 84 raw marks, up to 4 raw marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

# A Qualification content

## Knowledge, skills and understanding

This Edexcel GCSE Short Course/Edexcel GCSE in Religious Studies requires students to:

- explore the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments
- adopt an enquiring, critical and reflective approach to the study of religion
- explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- reflect on and develop their own values, opinions and attitudes in light of their learning.



## List of units

Unit 1	Religion and Life Based on a Study of Christianity and at Least One Other Religion	8
Unit 2	Religion and Life Based on a Study of Christianity	13
Unit 3	Religion and Life Based on a Study of Roman Catholic Christianity	18
Unit 4	Religion and Life Based on a Study of Islam	23
Unit 5	Religion and Life Based on a Study of Judaism	28
Unit 6	Religion and Life Based on a Study of Hinduism	33
Unit 7	Religion and Life Based on a Study of Sikhism	38
Unit 8	Religion and Society Based on a Study of Christianity and at Least One Other Religion	43
Unit 9	Christianity	48
Unit 10	Roman Catholic Christianity	53
Unit 11	Islam	58
Unit 12	Judaism	63
Unit 13	Hinduism	68
Unit 14	Sikhism	73
Unit 15	Buddhism	78
Unit 16	Mark's Gospel	83

## Unit 1 Religion and Life Based on a Study of Christianity and at Least One Other Religion

### Content overview

This unit requires students to study the relationship between religion and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

Students are required to base their studies on Christianity and at least ONE, but no more than TWO, of the following religions: Buddhism, Hinduism, Islam, Judaism, Sikhism. However, Section 1 is based on a study of one religion only.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 1.1 Believing in God

*This section is based on a study of one religion only.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a religious upbringing in one religion and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God.
- The argument from design and how it may, or may not, lead to belief in God.
- The argument from causation and how it may, or may not, lead to belief in God.
- Why scientific explanations of the origins of the world may lead some people not to believe in God.
- How one religion responds to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in God.
- How one religion responds to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in God.
- How one religion responds to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

**Section 1.2 Matters of life and death**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, assisted suicide, euthanasia, immortality of the soul, near-death experience, non-voluntary euthanasia, paranormal, quality of life, reincarnation, resurrection, sanctity of life, voluntary euthanasia

- Why Christians believe in life after death and how beliefs about life after death affect their lives.
- Why the followers of one religion other than Christianity believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, the evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Christian attitudes to abortion and the reasons for them.
- Different attitudes to abortion in one religion other than Christianity and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Christian attitudes to euthanasia and the reasons for them.
- Attitudes to euthanasia in one religion other than Christianity and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.

**Section 1.3 Marriage and the family**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, civil partnership, cohabitation, contraception, faithfulness, homosexuality, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family, re-marriage

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Christian attitudes to sex outside marriage and the reasons for them.
- Attitudes to sex outside marriage in one religion other than Christianity and the reasons for them.
- Different Christian attitudes to divorce and the reasons for them.
- Different attitudes to divorce in one religion other than Christianity and the reasons for them.
- Christian teachings on family life and its importance.
- The teachings of one religion other than Christianity on family life and its importance.
- Christian attitudes to homosexuality and the reasons for them.
- Attitudes to homosexuality in one religion other than Christianity and the reasons for them.
- Different Christian attitudes to contraception and the reasons for them.
- Different attitudes to contraception in one religion other than Christianity and the reasons for them.

**Section 1.4 Religion and community cohesion**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Christian attitudes to equal rights for women in religion and the reasons for them.
- Different attitudes to equal rights for women in religion in one religion other than Christianity and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- Why Christians should help to promote racial harmony.
- Why the followers of one religion other than Christianity should help to promote racial harmony.
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.



## Unit 2 Religion and Life Based on a Study of Christianity

### Content overview

This unit requires students to study the relationship between Christianity and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 2.1 Believing in God

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** – agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a Christian upbringing and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God.
- The argument from design and how it may, or may not, lead to belief in God.
- The argument from causation and how it may, or may not, lead to belief in God.
- Why scientific explanations of the origins of the world may lead some people not to believe in God.
- How Christians respond to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in God.
- How Christians respond to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in God.
- How Christians respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

**Section 2.2 Matters of life and death**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, assisted suicide, euthanasia, immortality of the soul, near-death experience, non-voluntary euthanasia, paranormal, quality of life, reincarnation, resurrection, sanctity of life, voluntary euthanasia

- Why Christians believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Christian attitudes to abortion and the reasons for them.
- The nature of euthanasia, including current British legislation, and why euthanasia is a controversial issue.
- Christian attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why one Christian agency is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 2.3 Marriage and the family**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, civil partnership, cohabitation, contraception, faithfulness, homosexuality, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family, re-marriage

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Christian attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Christianity and how this is shown in the wedding ceremony.
- Different Christian attitudes to divorce and the reasons for them.
- Christian attitudes to homosexuality and the reasons for them.
- Christian teachings on family life and its importance.
- How Christian churches help with the upbringing of children.
- How Christian churches help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Christian attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 2.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Christian attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of a Christian Church to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Christians should help to promote racial harmony.
- Differences among Christians in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 3 Religion and Life Based on a Study of Roman Catholic Christianity

### Content overview

This unit requires students to study the relationship between Roman Catholic Christianity and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

The unit is based on a study of Roman Catholic Christianity but students will be expected to be aware of the broader Christian tradition.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).



## Detailed unit content

### Section 3.1 Believing in God

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a Roman Catholic upbringing and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God.
- The argument from design and how it may, or may not, lead to belief in God.
- The argument from causation and how it may, or may not, lead to belief in God.
- Why scientific explanations of the origins of the world may lead some people not to believe in God.
- How Roman Catholics respond to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in God.
- How Roman Catholics respond to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in God.
- How Roman Catholics respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

**Section 3.2 Matters of life and death**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, assisted suicide, euthanasia, immortality of the soul, near-death experience, non-voluntary euthanasia, paranormal, quality of life, reincarnation, resurrection, sanctity of life, voluntary euthanasia

- Why Roman Catholics believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Christian attitudes to abortion and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Christian attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why CAFOD (Catholic Agency for Overseas Development) is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 3.3 Marriage and the family**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, civil partnership, cohabitation, contraception, faithfulness, homosexuality, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family, re-marriage

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Christian attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Roman Catholic Christianity and how this is shown in the wedding ceremony.
- Different Christian attitudes to divorce and the reasons for them.
- Christian attitudes to homosexuality and the reasons for them.
- Roman Catholic teachings on family life and its importance.
- How Roman Catholic parishes help with the upbringing of children.
- How Roman Catholic parishes help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Christian attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 3.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Christian attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of the Roman Catholic Church to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Roman Catholics should help to promote racial harmony.
- Differences among Christians in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 4 Religion and Life Based on a Study of Islam

### Content overview

This unit requires students to study the relationship between Islam and life in the UK. There are four sections covering believing in Allah, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 4.1 Believing in Allah

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a Muslim upbringing and how it may lead to belief in Allah.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in Allah.
- The argument from design and how it may, or may not, lead to belief in Allah.
- The argument from causation and how it may, or may not, lead to belief in Allah.
- Why scientific explanations of the origins of the world may lead some people not to believe in Allah.
- How Muslims respond to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in Allah.
- How Muslims respond to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in Allah.
- How Muslims respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in Allah.



**Section 4.2 Matters of life and death**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, akhirah, al’Jannah, assisted suicide, barzakh, euthanasia, non-voluntary euthanasia, paranormal, quality of life, resurrection, sanctity of life, voluntary euthanasia

- Why Muslims believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Muslim attitudes to abortion and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Muslim attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why one Muslim agency is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 4.3 Marriage and the family**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, civil partnership, cohabitation, contraception, contract, homosexuality, mahr, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Muslim attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Islam and how this is shown in the wedding ceremony.
- Different Muslim attitudes to divorce and the reasons for them.
- Muslim attitudes to homosexuality and the reasons for them.
- Muslim teachings on family life and its importance.
- How mosques help with the upbringing of children.
- How mosques help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Muslim attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 4.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** – community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Muslim attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of a Muslim organisation to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Muslims should help to promote racial harmony.
- Differences among Muslims in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society – conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 5 Religion and Life Based on a Study of Judaism

### Content overview

This unit requires students to study the relationship between Judaism and life in the UK. There are four sections covering believing in the Almighty, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 5.1 Believing in the Almighty

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a Jewish upbringing and how it may lead to belief in the Almighty.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in the Almighty.
- The argument from design and how it may, or may not, lead to belief in the Almighty.
- The argument from causation and how it may, or may not, lead to belief in the Almighty.
- Why scientific explanations of the origins of the world may lead some people not to believe in the Almighty.
- How Jewish people respond to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in the Almighty.
- How Jewish people respond to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in the Almighty.
- How Jewish people respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in the Almighty.

**Section 5.2 Matters of life and death**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, assisted suicide, euthanasia, immortality of the soul, non-voluntary euthanasia, Orthodox Jews, paranormal, quality of life, Reform Jews, resurrection, sanctity of life, voluntary euthanasia

- Why Jewish people believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Jewish attitudes to abortion and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Jewish attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why one Jewish agency is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.



**Section 5.3** Marriage and the family

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** – adultery, civil partnership, cohabitation, contraception, homosexuality, ketubah, kiddushin, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Jewish attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Judaism and how this is shown in the wedding ceremony.
- Different Jewish attitudes to divorce and the reasons for them.
- Jewish attitudes to homosexuality and the reasons for them.
- Jewish teachings on family life and its importance.
- How synagogues help with the upbringing of children.
- How synagogues help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Jewish attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 5.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Jewish attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of a Jewish organisation to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Jewish people should help to promote racial harmony.
- Differences among Jewish people in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 6 Religion and Life Based on a Study of Hinduism

### Content overview

This unit requires students to study the relationship between Hinduism and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 6.1 Believing in God

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, bhakti, dharma, karma, miracle, moral evil, mystical, natural evil, numinous, prayer, samsara

- The main features of a Hindu upbringing and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, the mystical, miracles and prayer, may lead to belief in God.
- Mahadevan and Vedanta, and how they may, or may not, lead to belief in God.
- How reading the Bhagavad Gita may, or may not, lead to belief in God.
- How the search for meaning and purpose in life may, or may not, lead to belief in God.
- How the architecture and symbols in a mandir may lead to, or support, belief in God.
- Why unanswered prayers may lead some bhakti Hindus not to believe in God.
- Why unanswered prayers do not cause problems for many Hindus.
- Why evil and suffering may lead some people not to believe in God.
- How Hindus respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

**Section 6.2 Matters of life and death**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, ahimsa, assisted suicide, euthanasia, maya, moksha, nirvana, non-voluntary euthanasia, paranormal, quality of life, sanctity of life, voluntary euthanasia

- Why Hindus believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Hindu attitudes to abortion and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Hindu attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why one Hindu agency is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 6.3 Marriage and the family**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, civil partnership, cohabitation, contraception, havan, homosexuality, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family, saptapadi

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Hindu attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Hinduism and how this is shown in the wedding ceremony.
- Different Hindu attitudes to divorce and the reasons for them.
- Hindu attitudes to homosexuality and the reasons for them.
- Hindu teachings on family life and its importance.
- How mandirs help with the upbringing of children.
- How mandirs help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Hindu attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 6.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Hindu attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of a Hindu organisation to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Hindus should help to promote racial harmony.
- Differences among Hindus in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 7 Religion and Life Based on a Study of Sikhism

### Content overview

This unit requires students to study the relationship between Sikhism and life in the UK. There are four sections covering believing in God, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).



## Detailed unit content

### Section 7.1 Believing in God

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — agnosticism, atheism, conversion, free will, miracle, moral evil, natural evil, numinous, omni-benevolent, omnipotent, omniscient, prayer

- The main features of a Sikh upbringing and how it may lead to belief in God.
- How religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God.
- The argument from design and how it may, or may not, lead to belief in God.
- The argument from causation and how it may, or may not, lead to belief in God.
- Why scientific explanations of the origins of the world may lead some people not to believe in God.
- How Sikhs respond to scientific explanations of the origins of the world.
- Why unanswered prayers may lead some people not to believe in God.
- How Sikhs respond to the problem of unanswered prayers.
- Why evil and suffering may lead some people not to believe in God.
- How Sikhs respond to the problem of evil and suffering.
- How two television and/or radio programmes and/or films about religion may affect a person's attitude to belief in God.

**Section 7.2** Matters of life and death

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — abortion, assisted suicide, euthanasia, gurmukh, manmukh, mukti, non-voluntary euthanasia, paranormal, quality of life, reincarnation, sanctity of life, voluntary euthanasia

- Why Sikhs believe in life after death and how beliefs about life after death affect their lives.
- Non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation).
- Why some people do not believe in life after death.
- The nature of abortion, including current British legislation, and why abortion is a controversial issue.
- Different Sikh attitudes to abortion and the reasons for them.
- The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
- Sikh attitudes to euthanasia and the reasons for them.
- Arguments for and against the media being free to criticise what religions say about matters of life and death.
- The causes of world poverty.
- How and why one Sikh agency is trying to end world poverty.
- How an issue arising from matters of life and death has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 7.3 Marriage and the family**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — adultery, anand karaj, civil partnership, cohabitation, contraception, homosexuality, lavan, nuclear family, pre-marital sex, procreation, promiscuity, re-constituted family

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them.
- Sikh attitudes to sex outside marriage and the reasons for them.
- The purposes of marriage in Sikhism and how this is shown in the wedding ceremony.
- Different Sikh attitudes to divorce and the reasons for them.
- Sikh attitudes to homosexuality and the reasons for them.
- Sikh teachings on family life and its importance.
- How gurdwaras help with the upbringing of children.
- How gurdwaras help to keep the family together.
- Different methods of contraception and the reasons for them.
- Different Sikh attitudes to contraception and the reasons for them.
- How an issue arising from marriage and the family has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

**Section 7.4 Religion and community cohesion**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — community cohesion, discrimination, ethnic minority, interfaith marriages, multi-ethnic society, multi-faith society, prejudice, racial harmony, racism, religious freedom, religious pluralism, sexism

- How and why attitudes to the roles of men and women have changed in the UK.
- Different Sikh attitudes to equal rights for women in religion and the reasons for them.
- The nature of the UK as a multi-ethnic society, including the problems of discrimination and racism.
- Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions.
- The work of a Sikh organisation to help asylum seekers and/or immigrant workers in the UK, including the reasons for the work and its importance and significance.
- Why Sikhs should help to promote racial harmony.
- Differences among Sikhs in their attitudes to other religions (exclusivism, inclusivism, pluralism).
- The UK as a multi-faith society, including the benefits of living in a multi-faith society.
- Issues raised for religion by a multi-faith society — conversion, bringing up children, interfaith marriages.
- Ways in which religions work to promote community cohesion in the UK.
- How an issue arising from religion and community cohesion has been presented in one form of the media, for example in a television or radio programme, or in a film, or in the national press; including whether the treatment was fair to religious beliefs and religious people.

## Unit 8 Religion and Society Based on a Study of Christianity and at Least One Other Religion

### Content overview

This unit requires students to study the relationship between religion and society, especially in the UK. There are four sections covering rights and responsibilities, environmental and medical issues, peace and conflict, and crime and punishment.

Students are required to base their studies on Christianity and at least ONE, but no more than TWO, of the following religions: Buddhism, Hinduism, Islam, Judaism, Sikhism. However, Section 1 is based on a study of Christianity only. Through this study of current social and community issues based on the study of two religions, students should be encouraged to relate their studies to the issues of social and community cohesion.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 8.1 Religion: rights and responsibilities

*This section is based on a study of Christianity only.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Bible, Church, conscience, the Decalogue, democratic processes, electoral processes, Golden Rule, human rights, political party, pressure group, Situation Ethics, social change

- Why some Christians use only the Bible as a basis for making moral decisions.
- The authority of the Church for Christians and why some Christians use only the Church's teachings as a basis for making moral decisions.
- The role of conscience and why some Christians believe conscience is the most important guide in making moral decisions.
- Situation Ethics and why some Christians use only Situation Ethics as a guide for making moral decisions.
- Why some Christians use a variety of authorities in making moral decisions.
- Human rights in the UK.
- Why human rights are important for Christians.
- Why it is important to take part in democratic and electoral processes.
- Christian teachings on moral duties and responsibilities: the Golden Rule (Matthew 7:12), the Parable of the Sheep and the Goats (Matthew 25:31-46), Am I my brother's keeper? (Genesis 4:1-10, 1 John 3:11-18).
- The nature of genetic engineering, including cloning.
- Different attitudes to genetic engineering and cloning in Christianity and the reasons for them.

**Section 8.2 Religion: environmental and medical issues**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — artificial insemination, conservation, creation, embryo, environment, global warming, infertility, in-vitro fertilisation, natural resources, organ donation, stewardship, surrogacy

- Global warming — its causes and possible solutions.
- Forms of pollution and their possible solutions.
- The scarcity of natural resources and how this poses a threat to the future of the planet, with possible solutions.
- Christian teachings on stewardship and their effects on Christian attitudes to the environment.
- The teachings of one religion other than Christianity on stewardship and their effects on its followers in their attitudes to the environment.
- The nature and importance of medical treatments for infertility.
- Different attitudes to infertility treatments among Christians and the reasons for them.
- Attitudes to infertility treatments in one religion other than Christianity and the reasons for them.
- The nature and importance of transplant surgery.
- Different attitudes to transplant surgery in Christianity and the reasons for them.
- Different attitudes to transplant surgery in one religion other than Christianity and the reasons for them.

**Section 8.3 Religion: peace and conflict**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — aggression, bullying, conflict resolution, exploitation, forgiveness, just war, pacifism, reconciliation, respect, the United Nations, weapons of mass destruction, world peace

- The United Nations and world peace including one example of their work for peace.
- How religious organisations try to promote world peace.
- Why wars occur, using examples from current conflicts.
- The nature and importance of the theory of just war.
- Differences among Christians in their attitudes to war and the reasons for them.
- Attitudes to war of one religion other than Christianity and the reasons for them.
- Christian attitudes to bullying and the reasons for them.
- Attitudes to bullying in one religion other than Christianity and the reasons for them.
- Religious conflicts within families.
- Christian teachings on forgiveness and reconciliation.
- The teachings on forgiveness and reconciliation of one religion other than Christianity.



**Section 8.4 Religion: crime and punishment**

*This section MUST be based on a study of Christianity and ONE other religion.*

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — addiction, capital punishment, crime, deterrence, judgment, justice, law, reform, rehabilitation, responsibility, retribution, sin

- The need for law and justice.
- Theories of punishment and the arguments for and against them.
- Why justice is important for Christians.
- Why justice is important for the followers of one religion other than Christianity.
- The nature of capital punishment and non-religious arguments about capital punishment.
- Different attitudes to capital punishment among Christians and the reasons for them.
- Different attitudes to capital punishment in one religion other than Christianity.
- Laws on drugs and alcohol and the reasons for them.
- Social and health problems caused by drugs and alcohol.
- Different attitudes to drugs and alcohol in Christianity and the reasons for them.
- Attitudes to drugs and alcohol in one religion other than Christianity.

## Unit 9 Christianity

### Content overview

This unit requires students to study the nature of Christianity and its effects on the life of Christian believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Christian life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 9.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — atonement, catechism, compassion, creeds, faith, incarnation, monotheism, repentance, salvation, Trinity, Unity, Virgin Birth

- The meaning, and importance for Christians, of believing in God as Unity and Trinity.
- The meaning, and importance for Christians, of believing in God as the Father.
- The meaning, and importance for Christians, of believing in God as the Creator.
- The meaning, and importance for Christians, of believing that Jesus is the Son of God.
- The meaning, and importance for Christians, of believing in the Holy Spirit.
- The meaning and importance of Christian beliefs about salvation from sin.
- The meaning and importance of loving God and how love of God affects Christians' lives.
- The meaning and importance of Christian teachings on the love of others (Mark 12:29-31, Luke 10:25-37, Matthew 25:31-46).
- How love of God is expressed in the life of a religious community.
- How love of others is expressed in the life of a religious community.
- How a Christian church shows love of God and love of others in the local area.

**Section 9.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Anglican Churches, apostolic, bishops, catholic, celibacy, laity, New Testament, Nonconformist Churches, Old Testament, ordination, Orthodox Churches, papacy

- Why some Christians believe the Bible is the direct word of God.
- Why some Christians believe the Bible was written by humans about their experiences of God.
- Why the Bible has authority and importance for Christians.
- The meaning, and importance for Christians, of the Church being the means to faith and salvation.
- The meaning of the Apostolic Tradition and Succession and their importance for Roman Catholic Christians.
- The meaning of Protestant beliefs about the authority of the Church and their importance for Protestant Christians.
- Why Christians have different attitudes to the role and importance of the Virgin Mary.
- The role and importance of the Pope and bishops in the Roman Catholic Church.
- The role of the priest/minister in the local church.
- Why Christians have different attitudes to the celibacy of the clergy.
- The role and importance of a church in its local area.

**Section 9.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Advent, believers' baptism, charismatic worship, commemoration, confirmation, Eucharist, Holy Week, Lent, Mass, non-liturgical worship, real presence, transubstantiation

- The meaning and importance of infant baptism for many Christians.
- The meaning and importance of believers' baptism for some Christians.
- The meaning and importance of confirmation for some Christians.
- The meaning and importance of the Mass for Roman Catholics.
- The meaning and importance of the Eucharist in other Christian traditions.
- Why Roman Catholic churches have certain features.
- Why Nonconformist churches have certain features.
- The meaning and importance of Christmas.
- The meaning and importance of Lent.
- The meaning and importance of Holy Week.
- The meaning and importance of Easter.

**Section 9.4 Living the Christian life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — active life, charity, contemplative life, displaying religion, the evangelical counsels, holy orders, hypocrite, the Law of Moses, the monastic life, religious community, the Sermon on the Mount, vocation

- The meaning of vocation and why it is important for Christians.
- How and why Christians show vocation in daily life and work.
- How and why some Christians show vocation by taking holy orders.
- How and why some Christians are involved in working for social and community cohesion.
- How and why Christians use the Ten Commandments (respect for God and respect for others) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on the re-interpretation of the Law of Moses (Matthew 5:21-42) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on displaying religion (Matthew 6:1-18) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on Christians and money (Matthew 6:19-34) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on Judgment and the Golden Rule (Matthew 7:1-12) as a guide for living.
- How one Christian organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Christian teachings on charity and the relief of suffering).

## Unit 10 Roman Catholic Christianity

### Content overview

This unit requires students to study the nature of Roman Catholic Christianity and its effects on the life of Christian believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Christian life.

Although the specification content is based on a study of Roman Catholic Christianity, students will be expected to be aware of the broader Christian tradition.

This unit, when combined with Unit 3, covers much of the content of the Curriculum Directory for Roman Catholic Schools at Key Stage 4.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 10.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — atonement, catechism, compassion, creeds, faith, incarnation, monotheism, repentance, salvation, Trinity, Unity, Virgin Birth

- The meaning, and importance for Christians, of believing in God as Unity and Trinity.
- The meaning, and importance for Christians, of believing in God as the Father.
- The meaning, and importance for Christians, of believing in God as the Creator.
- The meaning, and importance for Christians, of believing that Jesus is the Son of God.
- The meaning, and importance for Christians, of believing in the Holy Spirit.
- The meaning and importance of Christian beliefs about salvation from sin.
- The meaning and importance of loving God and how love of God affects Christians' lives.
- The meaning and importance of Christian teachings on the love of others (Mark 12:29-31, Luke 10:25-37, Matthew 25:31-46).
- How love of God is expressed in the life of a religious community.
- How love of others is expressed in the life of a religious community.
- How a Christian church shows love of God and love of others in the local area.



**Section 10.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Anglican Churches, apostolic, bishops, catholic, celibacy, holy, laity, Magisterium, Nonconformist Churches, ordination, Orthodox Churches, papacy

- The meaning, and importance for Roman Catholics, of the Church as the means to faith and salvation.
- The meaning, and importance for Roman Catholics, of the Church as the Body of Christ.
- The meaning, and importance for Roman Catholics, of the Church as the communion of saints.
- Why the Bible has authority and importance for Roman Catholics.
- The meaning of the Apostolic Tradition and Apostolic Succession and their importance for Roman Catholics.
- The role and importance of the Magisterium for Roman Catholics.
- The meaning of Protestant beliefs about the authority of the Church and their importance for Protestant Christians.
- The role and importance of the Pope and bishops in the Roman Catholic Church.
- The role and importance of the priest in the local parish.
- Why Christians have different attitudes to the celibacy of the clergy.
- The role and importance of the Virgin Mary for Roman Catholics.

**Section 10.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — absolution, chrism, commemoration, contrition, Holy Week, liturgy of the Eucharist, liturgy of the word, penance, penitential rite, rite of communion, sacrament, transubstantiation

- The meaning and importance of the sacrament of baptism for Roman Catholics.
- The meaning and importance of the sacrament of confirmation for Roman Catholics.
- The meaning and importance of the sacrament of reconciliation for Roman Catholics.
- The meaning and importance of the sacrament of anointing of the sick for Roman Catholics.
- The nature and importance of the Mass for Roman Catholics.
- The meaning of the Eucharist in other Christian traditions.
- Why Roman Catholic churches have certain features.
- The meaning and importance of Christmas.
- The meaning and importance of Lent.
- The meaning and importance of Holy Week.
- The meaning and importance of Easter.

**Section 10.4 Living the Christian life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — active life, charity, contemplative life, displaying religion, the evangelical counsels, holy orders, hypocrite, the Law of Moses, the monastic life, religious community, the Sermon on the Mount, vocation

- The meaning of vocation and why it is important for Christians.
- How and why Christians show vocation in daily life and work.
- How and why some Christians show vocation by taking holy orders.
- How and why some Christians are involved in working for social and community cohesion.
- How and why Christians use the Ten Commandments (respect for God and respect for others) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on the re-interpretation of the Law of Moses (Matthew 5:21-42) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on displaying religion (Matthew 6:1-18) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on Christians and money (Matthew 6:19-34) as a guide for living.
- How and why Christians use the teachings of the Sermon on the Mount on Judgment and the Golden Rule (Matthew 7:1-12) as a guide for living.
- How one Roman Catholic organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Christian teachings on charity and the relief of suffering).

## Unit 11 Islam

### Content overview

This unit requires students to study the nature of Islam and its effects on the lives of Muslim believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Muslim life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 11.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — creativity, din, ibadah, iman, Islam, khalifah, Muslim, Qadar, Qur'an, risalah, shirk, tawhid

- The nature and importance of belief in tawhid.
- The sin of shirk and why it is a major sin in Islam.
- The meaning and importance of belief in the creativity of Allah.
- The meaning and importance of belief in the mercy and compassion of Allah.
- The meaning and importance of belief in Islamic teaching on the nature of humans as khalifah, as shown in the Qur'anic teachings about Adam.
- The meaning and importance of belief in Islamic teaching on Qadar and human freedom.
- The meaning and importance of belief in Islamic teaching on angels.
- The meaning and importance of belief in risalah (how Allah communicates with humans).
- The meaning and importance of belief in Islamic teaching on holy books other than the Qur'an (tawrat, zabur, injil).
- The meaning and importance of belief in Islamic teaching on the revelation of the Qur'an to Muhammad.
- How belief in akhirah affects the lives of Muslims.

**Section 11.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — authority, bismillah, hadith, imam, masjid, qadi, Shari'ah, Shi'ah, sunnah, Sunni, ulama, ummah

- The meaning and importance of belief in Muhammad as the Seal of the Prophets.
- Why the Qur'an has supreme authority for Muslims.
- How and why Muslims show respect for the Qur'an.
- The nature and importance of the Shari'ah for Muslims.
- The importance and effects of the ummah.
- The main features of a mosque and the reasons for them.
- The role and importance of the imam in a mosque.
- The role and importance of the mosque for the local Muslim community.
- Reasons for the differences between Sunni and Shi'ah communities.
- The role and importance of Muslim groups and movements in British mosques.
- Different attitudes to Sufi forms of worship.

**Section 11.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Arafat, hajj, Id-ul-Adha, Id-ul-Fitr, qiblah, Ramadan, salah, sawm, Shahadah, tawaf, wudu, zakah

- The meaning and significance of the Shahadah as a summary of Islamic belief.
- The practice and significance of salah.
- The practice and significance of zakah.
- The relationship of zakah to the ummah.
- The practice and significance of sawm during Ramadan.
- The reasons for and benefits of fasting.
- The meaning and significance of the celebration of Id-ul-Fitr.
- The meaning and significance of the events of hajj in Makkah.
- The meaning and significance of the events of hajj at Arafat.
- The meaning and significance of the events of hajj at Mina.
- The meaning and significance of the celebration of Id-ul-Adha.

**Section 11.4 Living the Muslim life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — aqiqa, capitalism, Dar-ul-Islam, greater jihad, halal, haram, hijab, janazah prayers, lesser jihad, madrasah, riba, sadaqah

- The meaning and significance of the concepts of halal and haram.
- Islamic teaching on greater and lesser jihad and the effects of this teaching on a Muslim's life.
- The meaning and significance of Islamic birth rituals.
- The meaning and significance of Islamic death rituals.
- The meaning and importance of Muslim attitudes to drugs and alcohol.
- The implications of Muslim laws on dress when living in a western society.
- The implications of Muslim laws on food when living in a western society.
- The implications of Muslim laws on riba and gambling when living in a capitalist society.
- How and why some Muslims are involved in working for social and community cohesion.
- How one Muslim organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Muslim teachings on charity and the relief of suffering).



## Unit 12 Judaism

### Content overview

This unit requires students to study the nature of Judaism and its effects on the lives of Jewish believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Jewish life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 12.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — covenant, Decalogue, halakhah, hashem, Mishnah, omnipresent, shekinah, Shema, Talmud, Tenakh, teshuva, Torah

- The oneness of the Almighty as seen in the Shema.
- The Holiness of the Almighty (Leviticus 19:1, 22:31-33).
- The creation by the Almighty and different attitudes among Jewish people to the accounts in Genesis 1-3.
- The nature of the Almighty as shown in the Ten Commandments.
- The meaning and importance of the Covenant with Abraham.
- The meaning and importance of the Covenant with Moses.
- The nature and importance of the Tenakh.
- The nature and importance of the Torah.
- The importance and use of the Mishnah, Talmud and Responsa.
- The nature and importance of the halakhah.
- Why there are different beliefs about the Messiah among Jewish people.

**Section 12.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Ashkenazi, Bet Din, Israel, Knesset, Magen David, mitzvot, Rabbi, Rebbe, Sephardim, Shoah, Yishuv, Zionism

- The reasons for, and significance of, differences between the Ashkenazi and Sephardim communities.
- The nature and significance of Orthodox Judaism.
- The nature and significance of Reform/Liberal Judaism.
- The nature and significance of Hasidic Judaism.
- The role and importance of the Bet Din.
- The role and importance of the Rabbi.
- The main features of an Orthodox synagogue and the reasons for them.
- The main features of a Reform/Liberal synagogue and its worship and the reasons for them.
- The nature and significance of Zionism.
- Different attitudes to the state of Israel among Jewish people.
- The significance of the Holocaust for Judaism.

**Section 12.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Bar Mitzvah, Brit Milah, Hanukkah, minyan, mohel, Pesach, Purim, Rosh Hashanah, siddur, Simchat Torah, Sukkot, Yom Kippur

- The meaning and importance of Brit Milah.
- The meaning and importance of Bar Mitzvah.
- The meaning and importance of Bat Mitzvah and Bat Chayil.
- The meaning and importance of Shabbat observance.
- The meaning and importance of synagogue worship.
- The meaning and importance of Pesach.
- The meaning and importance of Sukkot.
- The meaning and importance of Simchat Torah.
- The meaning and importance of Hanukkah.
- The meaning and importance of Purim.
- The meaning and importance of Rosh Hashanah and Yom Kippur.

**Section 12.4 Living the Jewish life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — chevra kaddisha, kashrut, kippah, kosher, mezuzah, mikveh, parev, shechitah, shiva, tallit, tefillin, yahrzeit

- The nature and importance of the mitzvot.
- The meaning and significance of the Noachide laws.
- The implications of kosher food laws for a home and for living in the UK.
- Why there are different attitudes to the mikveh among Jewish people.
- Why there are different attitudes to dress laws (including dress for worship) among Jewish people.
- The meaning and significance of Jewish death practices and their implications when living in the UK.
- The role and importance of a synagogue for the local Jewish community.
- How and why some Jewish people are involved in working for social and community cohesion.
- How one Jewish organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Jewish teachings on charity and the relief of suffering).
- Different attitudes as to whether it is easy or difficult to live the Jewish life today.

## Unit 13 Hinduism

### Content overview

This unit requires students to study the nature of Hinduism and its effects on the lives of Hindu believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Hindu life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 13.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — atman, avatar, Brahman, gunas, Om, raja, sanatan dharma, sattva, shakti, Shiva, trimurti, Vishnu

- The nature and significance of Brahman.
- How and why the trimurti represent deity in Hinduism.
- The meaning and importance of Hindu belief in avatars.
- The meaning and importance of shakti.
- The form, nature and significance of Krishna.
- The form, nature and significance of Ganesha.
- The meaning and importance of samsara and moksha.
- The meaning and importance of karma and dharma.
- Why there are different attitudes to the relationship of Atman and Brahman.
- The meaning and significance of religion as sanatan dharma.
- The meaning and significance of the three gunas in Hinduism.

**Section 13.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Bhagavad Gita, brahmin, guru, manusmriti, Sanskrit, shruti, smriti, swami, Upanishads, varna, Vedas, Vaishnavism

- The meaning and significance of the difference between smriti and shruti.
- Why the Vedas are important for Hindus.
- Why the Upanishads are important for Hindus.
- Why the Bhagavad Gita is important for Hindus.
- The priestly role and importance of the brahmins.
- The role and importance of the swami.
- The role and importance of the guru.
- The meaning and importance of the four varnas.
- How and why attitudes to caste have changed in Hinduism.
- The meaning and importance of Varnashramadharma for Hindus.
- The nature and importance of groups and movements within Hinduism.



**Section 13.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — arti, Ayodhya, darshan, Divali, Durga puja, Holi, murti, Navaratri, prashad, puja, Varanasi, yatra

- The practice, meaning and significance of worship in the home.
- The practice, meaning and significance of worship in the temple.
- Why symbols and offerings are important in Hindu worship.
- The main features of a mandir and the reasons for them.
- The meaning and importance of Holi.
- The meaning and importance of Navaratri.
- The meaning and importance of Divali.
- The meaning and importance of pilgrimage to the Ganges.
- The meaning and importance of pilgrimage to Ayodhya.
- The meaning and importance of pilgrimage to Varanasi.
- The meaning and importance of pilgrimage to Vrindavan.

**Section 13.4 Living the Hindu life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — ashramas, bhakti yoga, brahmacharya, cremation, grihastha, jnana yoga, karma yoga, mandir, samskars, sannyasa, Shraddha, vanaprastha

- The meaning and significance of the brahmacharya ashrama.
- The meaning and significance of the grihastha ashrama.
- The meaning and significance of the vanaprastha and sannyasa ashramas.
- The meaning and significance of Hindu death rituals.
- The meaning and significance of the Hindu naming ceremony.
- The importance and effects of belief in ahimsa.
- The importance of, and differences between, karma and bhakti yoga.
- The role and importance of the mandir for the local Hindu community.
- How and why some Hindus are involved in working for social and community cohesion.
- How one Hindu organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Hindu teachings on charity and the relief of suffering).

## Unit 14 Sikhism

### Content overview

This unit requires students to study the nature of Sikhism and its effects on the lives of Sikh believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Sikh life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 14.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Akal Purakh, gurbani, gurmat, haumai, hukam, Ik onkar, karma, meeri-peeri, Mool Mantar, Sat-Nam, varna, Waheguru

- The meaning and importance of the nature and attributes of God as expressed in the Mool Mantar (Akal Purakh, Satnam, Waheguru).
- The meaning and importance of believing in God as the Eternal One.
- The meaning and importance of believing in God as the Creator.
- The meaning and importance of believing in God as the Teacher.
- The meaning and importance of believing in karma and rebirth.
- The meaning and importance of believing in manmukh, gurmukh and the elimination of haumai.
- The meaning and importance of believing in mukti and union with God.
- The meaning and importance of the rejection of the caste system.
- The meaning and importance of the equal status of men and women.
- The importance of social service in living the spiritual life.
- The importance of social justice in living the spiritual life.

**Section 14.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Adi Granth, granthi, Guru Angad, Guru Granth Sahib, Janam Sakhis, Japji, Kartarpur, Kaur, Khalsa, panj piare, shaheed, Singh

- The importance and significance of Guru Nanak's early life and the river experience in the development of Sikhism.
- The importance and significance of Guru Nanak's visits to Mecca, Hardwar and Tibet in the development of Sikhism.
- The importance of Guru Nanak's social and religious vision as seen in the community at Kartarpur and the nomination of Lehna as Guru Angad.
- The importance and significance of Guru Gobind Singh's founding of the Khalsa.
- The importance of the 10 human Gurus for Sikhs.
- The nature and importance of the Adi Granth for Sikhs.
- The nature and importance of the Guru Granth Sahib for Sikhs.
- The role and importance of the granthi.
- The main features of a gurdwara and the reasons for them.
- The importance of the gurdwara for the local Sikh community.
- Why there are different attitudes to the Khalsa among Sikhs.

**Section 14.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — akhand path, amrit, Diwali, diwan, gurpurbs, karah parshad, kirtan, langar, melas, nit nem, shabads, Vaisakhi

- The meaning and significance of Sikh worship in the gurdwara.
- The meaning and importance of the langar as part of worship.
- The meaning and importance of kirtan.
- The meaning and importance of the akhand path.
- The importance of morning and evening private devotions.
- The meaning and importance of the amrit ceremony.
- The meaning and importance of Vaisakhi.
- The meaning and importance of Diwali.
- The meaning and importance of gurpurbs.
- The meaning and importance of melas.
- The meaning and importance of pilgrimage to Amritsar.

**Section 14.4 Living the Sikh life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — kachera, kangha, kara, kesh, kirpan, kurahit, Nishan Sahib, pagri, panj kakke, Rahit Maryada, sewa, vand chhakna

- The value and importance of the Rahit Maryada as guidance in Sikh daily living.
- The importance of sewa for Sikh living.
- The meaning and importance of Sikh birth rituals.
- The meaning and importance of Sikh death rituals.
- The meaning and importance of the panj kakke.
- The implications of the panj kakke for Sikhs living in the UK.
- The meaning and importance of the Nishan Sahib.
- How and why some Sikhs are involved in working for social and community cohesion.
- How one Sikh organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Sikh teachings on charity and the relief of suffering).
- Different attitudes as to whether it is easy or difficult to live the Sikh life today.

## Unit 15 Buddhism

### Content overview

This unit requires students to study the nature of Buddhism and its effects on the lives of Buddhist believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Buddhist life.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).



## Detailed unit content

### Section 15.1 Beliefs and values

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — anatta, anicca, dukkha, kamma, khandas, magga, nibbana, parinibbana, prajna, samadhi, samsara, Tipitaka

- The meaning and importance of the three marks of existence (anicca, anatta, dukkha).
- The meaning and importance of the Wheel of Existence.
- The meaning and importance of the Four Noble Truths.
- The meaning and importance of the five khandas.
- The main features and importance of the Tipitaka.
- The main features and importance of the Dhammapada.
- The meaning and importance of the way of wisdom (prajna).
- The meaning and importance of the way of morality (sila).
- The meaning and importance of the way of meditation (samadhi).
- The nature and importance of the sangha.
- The relationship between lay people and the sangha.

**Section 15.2 Community and tradition**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — Arahant, bhikku, bhikkuni, bodhi tree, Buddha, dhamma, Dhammapada, Lotus Sutra, Mahayana, sangha, Theravada, Zen

- The events in the life of the Buddha which show the path to enlightenment (the four sights, ascetic practices, meditation under the bodhi tree).
- The importance of the Buddha's teachings on the dhamma.
- The importance of the Buddha's founding of the sangha.
- The importance of the Buddha's death and parinibbana.
- The distinctive features of Theravada Buddhism.
- The distinctive features of Mahayana Buddhism.
- The distinctive features of Vajrayana Buddhism.
- The distinctive features of Zen Buddhism.
- The distinctive features of the Western Buddhist Order.
- The main features of a Theravada vihara and the reasons for them.
- The main features of a Mahayana vihara and the reasons for them.

**Section 15.3** Worship and celebration

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — dhyana, mala, mandala, mantra, mudra, puja, rupa, samatha, thanka, Vassa, vipassana, Wesak

- The nature and importance of puja in the home.
- The nature and importance of puja in the vihara.
- The meaning and importance of mantras.
- The meaning and importance of rupas.
- The meaning and importance of mudras.
- The meaning and importance of dhyana meditation.
- The meaning and importance of samatha meditation.
- The meaning and importance of vipassana meditation.
- The meaning and importance of Wesak.
- The meaning and importance of Vassa.
- The meaning and importance of New Year.

**Section 15.4 Living the Buddhist life**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — bodhisattva, dana, karuna, khanti, metta, ordination, pansil, sila, tiratana, upekkha, vihara, vinaya

- The meaning and importance of the five pansils.
- The meaning and importance of the five additional pansils.
- The influence of metta (loving kindness) on a Buddhist's life.
- The influence of karuna (compassion) on a Buddhist's life.
- The influence of khanti (patience) on a Buddhist's life.
- Buddhist teaching on right livelihood and its influence on a Buddhist's life.
- The role of and importance of a vihara in the local area.
- How and why some Buddhists are involved in working for social and community cohesion.
- How one Buddhist organisation helps to relieve poverty and/or suffering in the UK.
- The reasons why the organisation does this work (Buddhist teachings on charity and the relief of suffering).
- Different attitudes as to whether it is easy or difficult to live the Buddhist life today.

## Unit 16 Mark's Gospel

### Content overview

This unit requires students to study the nature of St Mark's Gospel and its effects on the lives of Christians in the UK. There are four sections covering discipleship, conflict and argument, death and resurrection, and the identity of Jesus.

Key words are given at the beginning of each section. Students should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*.

In order to meet Assessment Objective 2, students need to be aware of a range of responses addressing religious and/or non-religious beliefs.

### Assessment overview

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and students will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty.

Religious Studies papers are designed to give access to the full range of grades and are not tiered.

Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question.

Up to 4 marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

## Detailed unit content

### Section 16.1 Discipleship

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — the commandments, disciples, the eye of a needle, the kingdom, Levi, Peter's denial, self-sacrifice, service, Sons of Zebedee, true family, true greatness, the Twelve

- How the nature of discipleship is shown in the call of the first disciples (1:14-20, 2:13-17), and why it is important for Christians today.
- How the nature of discipleship is shown in the sending out of the Twelve (6:7-13), and how it affects ideas about Christian living today.
- How the costs of discipleship are shown in the true family of Jesus (3:31-35), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in true greatness (9:33-37), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in the rich man (10:17-31), and why this teaching causes problems for some Christians today.
- How the costs of discipleship are shown in the parable of the tenants (12:1-12), and its relationship to Christians today.
- How the problems of discipleship are shown in the spirit cast out of the boy (9:14-29), and why this teaching causes problems for some Christians today.
- How the problems of discipleship are shown in the parable of the sower (4:1-20), and why Mark's account causes problems for Christians today.
- How the problems of discipleship are shown in Jesus and service (10:41-45), and what it means for Christian living today.
- How the problems of discipleship are shown in the failure of the disciples (14:27-42), and how it might both help and cause problems for Christians today.
- How the problems of discipleship are shown in Peter's denial (14:66-72), and how it might both help and cause problems for Christians today.

**Section 16.2 Conflict and argument**

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — corban, fasting, the Law, Palm Sunday, passion, Pharisees, ritual cleanliness, Sabbath, Sadducees, scribes, sinners, the Temple

- Why the healing of the paralysed man led to conflict (2:1-12) and its significance for Christians today.
- Why disagreements about the Sabbath led to conflict (2:23-3:6) and their significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why disagreements about the meaning of the Law led to conflict (7:1-23) and their significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why Jesus' predictions of his passion might have led to conflict (8:31-33, 9:30-32, 10:32-34) and their significance for Christians today.
- Why Jesus' entry into Jerusalem might have caused conflict (11:1-11) and its significance for Christians today.
- Why Jesus' cleansing of the Temple might have caused conflict (11:15-18) and its significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why the argument about authority might have led to conflict (11:27-33) and its significance for Christians today.
- Why Jesus' answer to the question about Caesar and taxes might have led to conflict (12:13-17) and its significance for Christians today, particularly in relation to current issues of social and community cohesion.
- Why Jesus' argument with the Sadducees about resurrection might have led to conflict (12:18-27) and its significance for Christians today.
- Why the anointing at Bethany might have led to conflict (14:3-9) and its significance for Christians today.
- The meaning and significance of the plot to kill Jesus (14:1-2, 10-11, 17-21).

**Section 16.3** Death and resurrection

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — blasphemy, crucifixion, Feast of Unleavened Bread, Gethsemane, Golgotha, High Priest, Judas Iscariot, Last Supper, Passover, Pontius Pilate, Sanhedrin, upper room

- The meaning and significance of the Last Supper for Mark (14:12-31).
- Why the Last Supper is important for Christians today.
- The meaning and significance of the prayers in Gethsemane (14:32-42), and why they might cause problems for some Christians today.
- The meaning and significance of the betrayal and arrest (14:43-52) in Mark, and why there are different attitudes to Judas among Christians today.
- The meaning and significance of the trial before the High Priest (14:53-65) in Mark, and how it affects Christian attitudes to justice.
- The meaning and significance of the trial before Pilate (15:1-15) in Mark, and why Christians today see the significance differently from Mark.
- The meaning and significance of the crucifixion (15:21-39) in Mark.
- Why the crucifixion is important for Christians today.
- The meaning and significance of the burial for Christians today.
- The meaning and significance of the resurrection for Mark as recorded in 16:1-8.
- The meaning and significance of the resurrection for Christians today.



**Section 16.4** The identity of Jesus

Students will be required to: demonstrate knowledge and understanding of the specification; express their own responses to the issues and questions raised by the specification using reasons and evidence; evaluate alternative points of view about these issues and questions.

**Key words** — baptism, confession, Elijah, healing miracle, Jairus, John the Baptist, Legion, Messiah, Moses, nature miracle, Son of Man, transfiguration

- What the baptism shows about Jesus (1:2-11) for Mark, and why it causes problems for some Christians today.
- What Peter's confession at Caesarea Philippi shows about Jesus (8:27-33) in Mark, and why Matthew's record (Matthew 16:13-20) is more important for Roman Catholic Christians today.
- What the transfiguration shows about Jesus (9:1-10) for Mark, and why it causes problems for some Christians today.
- What the calming of the storm shows about Jesus (4:35-41) for Mark, and why it causes problems for some Christians today.
- What the feeding of the five thousand shows about Jesus (6:32-44) for Mark, and why it causes problems for some Christians today.
- What the walking on the sea shows about Jesus (6:45-52) for Mark, and why it causes problems for some Christians today.
- What the healing of Legion shows about Jesus (5:1-20) for Mark, and why it causes problems for some Christians today.
- What the raising of Jairus' daughter shows about Jesus (5:21-43) for Mark, and why it causes problems for some Christians today.
- What the title 'Messiah' shows about Jesus and its significance for Christians today.
- What the title 'Son of Man' shows about Jesus and its significance for Christians today.
- Why reading Mark's Gospel leads some people to believe that Jesus was the Son of God.

# B Assessment

## Assessment summary

The Edexcel GCSE (Short Course) in Religious Studies comprises one unit which can be taken from any module.

The Edexcel GCSE in Religious Studies comprises two units which must be taken from different modules.

Each unit is assessed through a one-and-a-half hour examination, divided into four sections.

Students choose one of two questions set for each section — four questions in total.

There are 84 raw marks in total for each paper.

Of the 84 raw marks available, up to 4 raw marks will be awarded for Spelling, Punctuation and Grammar (SPaG).

Module A	Module B	Module C	Module D
<b>Unit 1 – 5RS01</b> Religion and Life Based on a Study of Christianity and at Least One Other Religion	<b>Unit 8 – 5RS08</b> Religion and Society Based on a Study of Christianity and at Least One Other Religion	<b>Unit 9 – 5RS09</b> Christianity	<b>Unit 16 – 5RS16</b> Mark's Gospel
<b>Unit 2 – 5RS02</b> Religion and Life Based on a Study of Christianity		<b>Unit 10 – 5RS10</b> Roman Catholic Christianity	
<b>Unit 3 – 5RS03</b> Religion and Life Based on a Study of Roman Catholic Christianity		<b>Unit 11 – 5RS11</b> Islam	
<b>Unit 4 – 5RS04</b> Religion and Life Based on a Study of Islam		<b>Unit 12 – 5RS12</b> Judaism	
<b>Unit 5 – 5RS05</b> Religion and Life Based on a Study of Judaism		<b>Unit 13 – 5RS13</b> Hinduism	
<b>Unit 6 – 5RS06</b> Religion and Life Based on a Study of Hinduism		<b>Unit 14 – 5RS14</b> Sikhism	
<b>Unit 7 – 5RS07</b> Religion and Life Based on a Study of Sikhism		<b>Unit 15 – 5RS15</b> Buddhism	

## Assessment Objectives and weightings

	<b>% in GCSE Short Course</b>	<b>% in GCSE</b>
AO1: Describe, explain and analyse, using knowledge and understanding.	50%	50%
AO2: Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.	50%	50%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Although the Assessment Objectives are weighted separately, they are interrelated.

AO1 requires informed insight and awareness of differing viewpoints, and AO2 requires knowledge and understanding of the specification content.

## Relationship of Assessment Objectives to units

Unit	AO1	AO2	Total for AO1 and AO2
Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion	50%	50%	100%
Unit 2: Religion and Life Based on a Study of Christianity	50%	50%	100%
Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity	50%	50%	100%
Unit 4: Religion and Life Based on a Study of Islam	50%	50%	100%
Unit 5: Religion and Life Based on a Study of Judaism	50%	50%	100%
Unit 6: Religion and Life Based on a Study of Hinduism	50%	50%	100%
Unit 7: Religion and Life Based on a Study of Sikhism	50%	50%	100%
Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion	50%	50%	100%
Unit 9: Christianity	50%	50%	100%
Unit 10: Roman Catholic Christianity	50%	50%	100%
Unit 11: Islam	50%	50%	100%
Unit 12: Judaism	50%	50%	100%
Unit 13: Hinduism	50%	50%	100%
Unit 14: Sikhism	50%	50%	100%
Unit 15: Buddhism	50%	50%	100%
Unit 16: Mark's Gospel	50%	50%	100%

## Entering your students for assessment

### Student entry

#### Entries for all series up to and including June 2013

Until June 2013 units may be taken in any order, however students are required to complete at least 40% of their overall assessment for GCSE (and GCSE Short Course) in the terminal series.

#### Entries for series from and including June 2014 (first teaching of 2 year courses starting September 2012)

From the June 2014 examination series onwards students will be required to sit all of their examinations at the end of the course.

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com).

Please also refer to Appendix 5.

### Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

### Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustment and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

### Equality Act 2010

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information relating to the Equality Act 2010.

## Assessing your students

### Your student assessment opportunities

Please note that the last opportunity for assessment of the modular GCSE is June 2013.

From June 2014, all units of assessment must be taken at the end of the course.

### Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G. Individual unit results will be reported.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

#### Entries for all series up to and including June 2013

Students entered for assessment in series up to and including June 2013 must abide by the terminal rule. At least 40% of the qualification assessment must be taken in the final series.

#### Entries for series from June 2014 (first teaching September 2012)

The first certification for the Edexcel GCSE in Religious Studies first teaching September 2012, will be 2014. All units of assessment must be taken at the end of the course.

### Unit results

The minimum uniform marks required for each grade for each unit (this is the same for all units):

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

## Qualification results

The minimum uniform marks required for each grade:

### GCSE Short Course in Religious Studies cash-in code: 3RS01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 100	90	80	70	60	50	40	30	20

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–19.

### GCSE in Religious Studies cash-in code: 2RS01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 200	180	160	140	120	100	80	60	40

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–39.

## Re-taking of qualifications

### Assessment for all series up to and including June 2013

Students can resit the assessment requirements for a unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

Students who want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of externally assessed units will be held in Edexcel’s unit bank until June 2013. Once the GCSE Short Course/GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a GCSE Short Course remain available for use in a GCSE qualification.

### Assessment for series from June 2014 (first teaching September 2012)

Students wishing to re-take a GCSE are required to re-take all the units in the qualification. From September 2012 centres may not re-use unit results to top up from the short course to the full course.

## Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

## Quality of Written Communication and Spelling, Punctuation and Grammar (SPaG)

### Quality of Written Communication

Students will be assessed on their ability to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- select and use a form and style of writing appropriate to the purpose and the complexity of the subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

### Spelling, Punctuation and Grammar (SPaG)

For all assessments taken from January 2013, additional marks will be awarded for spelling, punctuation and grammar. The questions that relate to the assessment of these skills will be clearly marked on the question paper.

### Performance indicators for the assessment of SPaG

#### Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

#### Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

#### High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- a requirement for extended writing.

## Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)



## Student recruitment

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Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## Progression

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This specification provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCE in Religious Studies and in other humanities subjects such as General Studies, History, Geography and English.

The course gives students the opportunity to develop skills in evaluation and consideration of issues from a range of perspectives. These skills are highly valued by a range of employers, such as the public services and the caring professions.

## Grade descriptions

<b>A</b>	<p>Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary.</p> <p>They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.</p>
<b>C</b>	<p>Candidates demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can describe the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately.</p> <p>They use argument supported by relevant evidence to express and evaluate different responses to issues studied. They refer to different points of view in making judgements about these issues.</p>
<b>F</b>	<p>Candidates demonstrate basic knowledge and understanding of religion to describe, with some reasons, the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show some awareness of the meaning and importance of the religion(s) and/or beliefs studied, sometimes recognising and making simple connections between religion and people's lives. They communicate their ideas using everyday language.</p> <p>They present reasons in support of an opinion about the issues studied, and show some understanding of the complexity of the issues by describing different points of view.</p>

# C Resources, support and training

## Edexcel resources

### Teacher and student support

The resources from Edexcel provide you and your students with comprehensive support for our GCSE in Religious Studies qualification. These materials have been developed by subject experts to ensure that you and your department have appropriate resources to deliver the specification.

For more information, and to order a free Evaluation Pack, please call 01865 888080 or visit [www.edexcel.com](http://www.edexcel.com).

## Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications  
Adamsway  
Mansfield  
Nottinghamshire NG18 4FN

Telephone: 01623 467467  
Fax: 01623 450481  
Email: [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)  
Website: [www.edexcel.com](http://www.edexcel.com)

## Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit [www.edexcel.com/endorsed](http://www.edexcel.com/endorsed).

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

### Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** — To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at [www.edexcel.com/ask](http://www.edexcel.com/ask).

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

#### **Support for Students**

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.  
[www.edexcel.com/students](http://www.edexcel.com/students)

## Training

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A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel  
Edexcel Head Office  
One90 High Holborn  
London WC1V 7BH

Telephone: 0844 576 0027  
Email: [trainingbookings@edexcel.com](mailto:trainingbookings@edexcel.com)  
Website: [www.edexcel.com/training](http://www.edexcel.com/training)

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## Appendix 1 Key skills

### Signposting

Key skills (Level 2)	Units 1-16
<b>Communication</b>	
C2.1a	✓
C2.1b	✓
C2.2	✓
C2.3	✓
<b>Information and communication technology</b>	
ICT2.1	✓
ICT2.2	✓
ICT2.3	✓
<b>Improving own learning and performance</b>	
LP2.1	✓
LP2.2	✓
LP2.3	✓
<b>Problem solving</b>	
PS2.1	✓
PS2.2	✓
PS2.3	✓
<b>Working with others</b>	
WO2.1	✓
WO2.2	✓
WO2.3	✓

### Development suggestions

Please refer to the Edexcel website for key skills development suggestions.

## Appendix 2 Wider curriculum

### Signposting

Issue	Units 1-7	Unit 8	Units 9-16
Spiritual	✓	✓	✓
Moral	✓	✓	✓
Ethical	✓	✓	✓
Social	✓	✓	✓
Cultural	✓	✓	✓
Citizenship	✓	✓	
Environmental		✓	
European initiatives		✓	
Health and safety	✓	✓	



### Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	All units	All units encourage students to consider and respond to questions of meaning and purpose in life, and questions about the nature of values in human society.
Moral and ethical	All units	All units encourage students to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teaching. This enables students to assume informed and reasoned judgements on moral and ethical issues.
Social	All units	All units encourage students to develop their sense of identity and belonging, preparing them for life as citizens in a plural society.
Cultural	All units	All units foster students' awareness and understanding of a range of beliefs, practices and values in their own society and in the wider world. Students explore issues within and between religions and develop their understanding of the cultural context within which they live.
Citizenship	Units 1-8	<p>This specification contributes towards coverage of the Key Stage 4 programme of study for Citizenship. All units, and in particular the combination of a Religion and Life unit (Units 1–7) and the Religion and Society unit (Unit 8), give students a qualification which covers the majority of issues in Key Stage 4 Citizenship, with specific opportunities to:</p> <ul style="list-style-type: none"> <li>• acquire the knowledge, skills and understanding to play an effective role in society at local, national and international level</li> <li>• become informed, thoughtful and responsible citizens</li> <li>• respect different national, religious and ethnic identities</li> <li>• reflect on topical, spiritual, moral, political, social and cultural issues</li> <li>• take part in discussions on topical, political and social issues.</li> </ul>
Environmental	Unit 8	Unit 8 provides the opportunity to study religion in regard to specific environmental concerns such as global warming, pollution and the conservation of natural resources.
European initiatives	Unit 8	Unit 8 provides opportunities to study European initiatives in the areas of human rights, environmental issues, law and electoral processes.
Health and safety	Units 1-8	Opportunities for health education are provided in the sections on <i>Marriage and the family</i> and <i>Matters of life and death</i> (abortion, contraception, euthanasia) in Units 1 to 7, and in the medical issues content in Unit 8.

## Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4610
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.  The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are:  GCSE Short Course — 500/4526/X  GCSE — 500/4488/6
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 5RS01 Unit 2 — 5RS02 Unit 3 — 5RS03 Unit 4 — 5RS04 Unit 5 — 5RS05 Unit 6 — 5RS06 Unit 7 — 5RS07 Unit 8 — 5RS08 Unit 9 — 5RS09 Unit 10 — 5RS10 Unit 11 — 5RS11 Unit 12 — 5RS12 Unit 13 — 5RS13 Unit 14 — 5RS14 Unit 15 — 5RS15 Unit 16 — 5RS16
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE Short Course — 3RS01  GCSE — 2RS01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> <li>enter a student for the assessment of a unit</li> <li>aggregate the student's unit scores to obtain the overall grade for the qualification.</li> </ul>	Please refer to the <i>Edexcel UK Information Manual</i> , available on the Edexcel website.

## Appendix 4 Key words glossary

### Unit 1: Religion and Life Based on a Study of Christianity and at Least One Other Religion

#### Section 1.1: Believing in God

<b>agnosticism</b>	not being sure whether God exists
<b>atheism</b>	believing that God does not exist
<b>conversion</b>	when your life is changed by giving yourself to God
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only God could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that God is all-good
<b>omnipotent</b>	the belief that God is all-powerful
<b>omniscient</b>	the belief that God knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact God, usually through words

#### Section 1.2: Matters of life and death

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>immortality of the soul</b>	the idea that the soul lives on after the death of the body
<b>near-death experience</b>	when someone about to die has an out of body experience
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>reincarnation</b>	the belief that, after death, souls are reborn in a new body
<b>resurrection</b>	the belief that, after death, the body stays in the grave until the end of the world when it is raised
<b>sanctity of life</b>	the belief that life is holy and belongs to God
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

**Section 1.3: Marriage and family life**

<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>faithfulness</b>	staying with your marriage partner and having sex only with them
<b>homosexuality</b>	sexual attraction to the same sex
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other
<b>re-marriage</b>	marrying again after being divorced from a previous marriage

**Section 1.4: Religion and community cohesion**

<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)

**Unit 2: Religion and Life Based on a Study of Christianity****Section 2.1: Believing in God**

<b>agnosticism</b>	not being sure whether God exists
<b>atheism</b>	believing that God does not exist
<b>conversion</b>	when your life is changed by giving yourself to God
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only God could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that God is all-good
<b>omnipotent</b>	the belief that God is all-powerful
<b>omniscient</b>	the belief that God knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact God, usually through words

**Section 2.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>immortality of the soul</b>	the idea that the soul lives on after the death of the body
<b>near-death experience</b>	when someone about to die has an out of body experience
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>reincarnation</b>	the belief that, after death, souls are reborn in a new body
<b>resurrection</b>	the belief that, after death, the body stays in the grave until the end of the world when it is raised
<b>sanctity of life</b>	the belief that life is holy and belongs to God
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

**Section 2.3: Marriage and family life**

<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>faithfulness</b>	staying with your marriage partner and having sex only with them
<b>homosexuality</b>	sexual attraction to the same sex
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other
<b>re-marriage</b>	marrying again after being divorced from a previous marriage

**Section 2.4: Religion and community cohesion**

<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)

**Unit 3: Religion and Life Based on a Study of Roman Catholic Christianity****Section 3.1: Believing in God**

<b>agnosticism</b>	not being sure whether God exists
<b>atheism</b>	believing that God does not exist
<b>conversion</b>	when your life is changed by giving yourself to God
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only God could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that God is all-good
<b>omnipotent</b>	the belief that God is all-powerful
<b>omniscient</b>	the belief that God knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact God, usually through words

**Section 3.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>immortality of the soul</b>	the idea that the soul lives on after the death of the body
<b>near-death experience</b>	when someone about to die has an out of body experience
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>reincarnation</b>	the belief that, after death, souls are reborn in a new body
<b>resurrection</b>	the belief that, after death, the body stays in the grave until the end of the world when it is raised
<b>sanctity of life</b>	the belief that life is holy and belongs to God
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

**Section 3.3: Marriage and family life**

<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>faithfulness</b>	staying with your marriage partner and having sex only with them
<b>homosexuality</b>	sexual attraction to the same sex
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other
<b>re-marriage</b>	marrying again after being divorced from a previous marriage

**Section 3.4: Religion and community cohesion**

<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)



**Unit 4: Religion and Life Based on a Study of Islam****Section 4.1: Believing in Allah**

<b>agnosticism</b>	not being sure whether Allah exists
<b>atheism</b>	believing that Allah does not exist
<b>conversion</b>	when your life is changed by giving yourself to Allah
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only Allah could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that Allah is all-good
<b>omnipotent</b>	the belief that Allah is all-powerful
<b>omniscient</b>	the belief that Allah knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact Allah, usually through words

**Section 4.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>akhirah</b>	Muslim beliefs about life after death
<b>al’Jannah</b>	Heaven or paradise (literally the garden)
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>barzakh</b>	the time between death and the Last Day
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>non-voluntary euthanasia</b>	ending someone’s life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>resurrection</b>	the belief that, after death, the body stays in the grave until the end of the world when it is raised
<b>sanctity of life</b>	the belief that life is holy and belongs to Allah
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

**Section 4.3: Marriage and family life**

<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>contract</b>	the legal document of marriage
<b>homosexuality</b>	sexual attraction to the same sex
<b>mahr</b>	a sum of money placed in trust for a bride by her husband at the wedding
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other

**Section 4.4: Religion and community cohesion**

<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)

**Unit 5: Religion and Life Based on a Study of Judaism****Section 5.1: Believing in the Almighty**

<b>agnosticism</b>	not being sure whether the Almighty exists
<b>atheism</b>	believing that the Almighty does not exist
<b>conversion</b>	when your life is changed by giving yourself to the Almighty
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only the Almighty could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that the Almighty is all-good
<b>omnipotent</b>	the belief that the Almighty is all-powerful
<b>omniscient</b>	the belief that the Almighty knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact the Almighty, usually through words

**Section 5.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>immortality of the soul</b>	the idea that the soul lives on after the death of the body
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>Orthodox Jews</b>	those Jews who follow the Torah and halakhah literally
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>Reform Jews</b>	those Jews who think the Torah needs interpreting in the light of the modern world
<b>resurrection</b>	the belief that, after death, the body stays in the grave until the end of the world when it is raised
<b>sanctity of life</b>	the belief that life is holy and belongs to the Almighty
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

<b>Section 5.3: Marriage and family life</b>	
<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving homosexual couples the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>homosexuality</b>	sexual attraction to the same sex
<b>ketubah</b>	the marriage contract
<b>kiddushin</b>	sanctification or making holy, which is how Judaism describes marriage
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other

<b>Section 5.4: Religion and community cohesion</b>	
<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)

**Unit 6: Religion and Life Based on a Study of Hinduism****Section 6.1: Believing in God**

<b>agnosticism</b>	not being sure whether God exists
<b>atheism</b>	believing that God does not exist
<b>bhakti</b>	loving devotion
<b>dharma</b>	religious duty/that which sustains one's existence
<b>karma</b>	actions/the belief that every action has an effect on the soul
<b>miracle</b>	something which seems to break a law of science and makes you think only God could have done it
<b>mystical</b>	direct experience of God (eg in a yogic trance)
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>prayer</b>	an attempt to contact God, usually through words
<b>samsara</b>	the process of reincarnation or the place where reincarnation occurs

**Section 6.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>ahimsa</b>	the principle of non-violence
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>maya</b>	not this/where the permanent soul identifies itself with the body/illusion
<b>moksha</b>	release from the process of rebirth (liberation or salvation)
<b>nirvana</b>	the ending of material existence (paradise)
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>sanctity of life</b>	the belief that life is holy and belongs to God
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

**Section 6.3: Marriage and family life**

<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>havan</b>	the fire ritual at weddings
<b>homosexuality</b>	sexual attraction to the same sex
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other
<b>saptapadi</b>	the seven steps taken at the wedding

**Section 6.4: Religion and community cohesion**

<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)

**Unit 7: Religion and Life Based on a Study of Sikhism****Section 7.1: Believing in God**

<b>agnosticism</b>	not being sure whether God exists
<b>atheism</b>	believing that God does not exist
<b>conversion</b>	when your life is changed by giving yourself to God
<b>free will</b>	the idea that human beings are free to make their own choices
<b>miracle</b>	something which seems to break a law of science and makes you think only God could have done it
<b>moral evil</b>	actions done by humans which cause suffering
<b>natural evil</b>	things which cause suffering but have nothing to do with humans
<b>numinous</b>	the feeling of the presence of something greater than you
<b>omni-benevolent</b>	the belief that God is all-good
<b>omnipotent</b>	the belief that God is all-powerful
<b>omniscient</b>	the belief that God knows everything that has happened and everything that is going to happen
<b>prayer</b>	an attempt to contact God, usually through words

**Section 7.2: Matters of life and death**

<b>abortion</b>	the removal of a foetus from the womb before it can survive
<b>assisted suicide</b>	providing a seriously ill person with the means to commit suicide
<b>euthanasia</b>	the painless killing of someone dying from a painful disease
<b>gurmukh</b>	one who lives by the Guru's teaching
<b>manmukh</b>	human centred/self-orientated
<b>mukti</b>	the freeing of the soul from rebirth (liberation or salvation)
<b>non-voluntary euthanasia</b>	ending someone's life painlessly when they are unable to ask, but you have good reason for thinking they would want you to do so
<b>paranormal</b>	unexplained things which are thought to have spiritual causes eg ghosts, mediums
<b>quality of life</b>	the idea that life must have some benefits for it to be worth living
<b>reincarnation</b>	the belief that, after death, souls are reborn in a new body
<b>sanctity of life</b>	the belief that life is holy and belongs to God
<b>voluntary euthanasia</b>	ending life painlessly when someone in great pain asks for death

<b>Section 7.3: Marriage and family life</b>	
<b>adultery</b>	a sexual act between a married person and someone other than their marriage partner
<b>anand karaj</b>	the Sikh wedding ceremony
<b>civil partnership</b>	a legal ceremony giving a homosexual couple the same legal rights as a husband and wife
<b>cohabitation</b>	living together without being married
<b>contraception</b>	intentionally preventing pregnancy from occurring
<b>homosexuality</b>	sexual attraction to the same sex
<b>lavan</b>	the marriage hymn
<b>nuclear family</b>	mother, father and children living as a unit
<b>pre-marital sex</b>	sex before marriage
<b>procreation</b>	making a new life
<b>promiscuity</b>	having sex with a number of partners without commitment
<b>re-constituted family</b>	where two sets of children (stepbrothers and stepsisters) become one family when their divorced parents marry each other

<b>Section 7.4: Religion and community cohesion</b>	
<b>community cohesion</b>	a common vision and shared sense of belonging for all groups in society
<b>discrimination</b>	treating people less favourably because of their ethnicity/gender/colour/sexuality/age/class
<b>ethnic minority</b>	a member of an ethnic group (race) which is much smaller than the majority group
<b>interfaith marriages</b>	marriage where the husband and wife are from different religions
<b>multi-ethnic society</b>	many different races and cultures living together in one society
<b>multi-faith society</b>	many different religions living together in one society
<b>prejudice</b>	believing some people are inferior or superior without even knowing them
<b>racial harmony</b>	different races/colours living together happily
<b>racism</b>	the belief that some races are superior to others
<b>religious freedom</b>	the right to practise your religion and change your religion
<b>religious pluralism</b>	accepting all religions as having an equal right to coexist
<b>sexism</b>	discriminating against people because of their gender (being male or female)



**Unit 8: Religion and Society Based on a Study of Christianity and at Least One Other Religion****Section 8.1: Religion: rights and responsibilities**

<b>Bible</b>	the holy book of Christians
<b>Church</b>	the community of Christians (with a small c it means a Christian place of worship)
<b>conscience</b>	an inner feeling of the rightness or wrongness of an action
<b>the Decalogue</b>	the Ten Commandments
<b>democratic processes</b>	the ways in which all citizens can take part in government (usually through elections)
<b>electoral processes</b>	the ways in which voting is organised
<b>the Golden Rule</b>	the teaching of Jesus that you should treat others as you would like them to treat you
<b>human rights</b>	the rights and freedoms to which everyone is entitled
<b>political party</b>	a group which tries to be elected into power on the basis of its policies (eg Labour, Conservative)
<b>pressure group</b>	a group formed to influence government policy on a particular issue
<b>Situation Ethics</b>	the idea that Christians should base moral decisions on what is the most loving thing to do
<b>social change</b>	the way in which society has changed and is changing (and also the possibilities for future change)

**Section 8.2: Religion: environmental and medical issues**

<b>artificial insemination</b>	injecting semen into the uterus by artificial means
<b>conservation</b>	protecting and preserving natural resources and the environment
<b>creation</b>	the act of creating the universe or the universe which has been created
<b>embryo</b>	a fertilised egg in the first eight weeks after conception
<b>environment</b>	the surroundings in which plants and animals live and on which they depend to live
<b>global warming</b>	the increase in the temperature of the earth's atmosphere (thought to be caused by the greenhouse effect)
<b>infertility</b>	not being able to have children
<b>in-vitro fertilisation</b>	the method of fertilising a human egg in a test tube
<b>natural resources</b>	naturally occurring materials, such as oil and fertile land, which can be used by humans
<b>organ donation</b>	giving organs to be used in transplant surgery
<b>stewardship</b>	looking after something so it can be passed on to the next generation
<b>surrogacy</b>	an arrangement whereby a woman bears a child on behalf of another woman OR where an egg is donated and fertilised by the husband through IVF and then implanted into the wife's uterus

**Section 8.3: Religion: peace and conflict**

<b>aggression</b>	attacking without being provoked
<b>bullying</b>	intimidating/frightening people weaker than yourself
<b>conflict resolution</b>	bringing a fight or struggle to a peaceful conclusion
<b>exploitation</b>	taking advantage of a weaker group
<b>forgiveness</b>	stopping blaming someone and/or pardoning them for what they have done wrong
<b>just war</b>	a war which is fought for the right reasons and in a right way
<b>pacifism</b>	the belief that all disputes should be settled by peaceful means
<b>reconciliation</b>	bringing together people who were opposed to each other
<b>respect</b>	treating a person or their feelings with consideration
<b>the United Nations</b>	an international body set up to promote world peace and cooperation
<b>weapons of mass destruction</b>	weapons which can destroy large areas and numbers of people
<b>world peace</b>	the ending of war throughout the whole world (the basic aim of the United Nations)

**Section 8.4: Religion: crime and punishment**

<b>addiction</b>	a recurring compulsion to engage in an activity regardless of its bad effects
<b>capital punishment</b>	the death penalty for a crime or offence
<b>crime</b>	an act against the law
<b>deterrence</b>	the idea that punishments should be of such a nature that they will put people off (deter) committing crimes
<b>judgement</b>	the act of judging people and their actions
<b>justice</b>	due allocation of reward and punishment/the maintenance of what is right
<b>law</b>	rules made by Parliament and enforceable by the courts
<b>reform</b>	the idea that punishments should try to change criminals so that they will not commit crimes again
<b>rehabilitation</b>	restore to normal life
<b>responsibility</b>	being responsible for one's actions
<b>retribution</b>	the idea that punishments should make criminals pay for what they have done wrong
<b>sin</b>	an act against the will of God

**Unit 9: Christianity****Section 9.1: Beliefs and values**

<b>atonement</b>	reconciliation between God and humanity
<b>catechism</b>	official teaching of the Roman Catholic Church
<b>compassion</b>	a feeling of pity which makes one want to help the sufferer
<b>creeds</b>	statements of Christian beliefs
<b>faith</b>	firm belief without logical proof
<b>incarnation</b>	the belief that God took human form in Jesus
<b>monotheism</b>	belief in one God
<b>repentance</b>	the act of being sorry for wrongdoing and deciding not to do it again
<b>salvation</b>	the act of delivering from sin, or saving from evil
<b>Trinity</b>	the belief that God is three in one
<b>Unity</b>	God's way of being one
<b>Virgin Birth</b>	the belief that Jesus was not conceived through sex

**Section 9.2: Community and tradition**

<b>Anglican Churches</b>	Churches that are in communion with the Church of England
<b>apostolic</b>	the belief that the Church is founded on the apostles who were appointed by Jesus
<b>bishops</b>	specially chosen priests who are responsible for all the churches in a diocese
<b>catholic</b>	universal or worldwide
<b>celibacy</b>	living without engaging in any sexual activity
<b>laity</b>	all the people of the Church who are not chosen to be bishops, priests or deacons
<b>New Testament</b>	the second part of the Bible which records the life of Jesus and the early church
<b>Nonconformist Churches</b>	Protestant Christians separated from the Church of England (eg Methodist)
<b>Old Testament</b>	the first part of the Bible which Christians believe foretells Jesus
<b>ordination</b>	making someone a priest by the sacrament of holy orders
<b>Orthodox Churches</b>	National Churches which are in union with the Patriarch of Constantinople (eg the Russian Orthodox Church)
<b>papacy</b>	the office of the Pope

<b>Section 9.3: Worship and celebration</b>	
<b>Advent</b>	a time of spiritual preparation for Christmas
<b>believer's baptism</b>	the baptism of people who are old enough to understand the sacrament
<b>charismatic worship</b>	worship involving spiritual gifts such as speaking in tongues and healing
<b>commemoration</b>	the belief that the Eucharist remembers and keeps alive the Last Supper of Jesus, but nothing happens to the bread and wine
<b>confirmation</b>	the sacrament when people confirm for themselves the promises made for them in infant baptism
<b>Eucharist</b>	a service celebrating the sacrifice of Jesus using bread and wine
<b>Holy Week</b>	the week before Easter Sunday
<b>Lent</b>	the 40 days leading up to Easter
<b>Mass</b>	the name given to the Eucharistic liturgy of the Roman Catholic Church
<b>non-liturgical worship</b>	worship which does not have any set ritual or form of words
<b>real presence</b>	the belief that Jesus is present in the bread and wine of the Eucharist
<b>transubstantiation</b>	the belief that the bread and wine become the body and blood of Jesus

<b>Section 9.4: Living the Christian life</b>	
<b>active life</b>	the life lived by religious orders who work in society as well as praying
<b>charity</b>	voluntary giving to those in need
<b>contemplative life</b>	the life of prayer and meditation lived by some religious orders
<b>displaying religion</b>	making a show of your religion eg by praying in the street
<b>the evangelical counsels</b>	the vows of poverty, chastity and obedience
<b>holy orders</b>	the status of a priest, bishop or deacon
<b>hypocrite</b>	a person who acts in a way that contradicts what they say
<b>the Law of Moses</b>	the laws God gave to Moses in the Old Testament
<b>the monastic life</b>	living as a monk or nun in a religious community
<b>religious community</b>	a religious order who live together as a group eg the Benedictines
<b>the Sermon on the Mount</b>	Jesus' description of Christian living
<b>vocation</b>	a call from God to lead the Christian life

**Unit 10: Roman Catholic Christianity****Section 10.1: Beliefs and values**

<b>atonement</b>	reconciliation between God and humanity
<b>catechism</b>	official teaching of the Roman Catholic Church
<b>compassion</b>	a feeling of pity which makes one want to help the sufferer
<b>creeds</b>	statements of Christian beliefs
<b>faith</b>	firm belief without logical proof
<b>incarnation</b>	the belief that God took human form in Jesus
<b>monotheism</b>	belief in one God
<b>repentance</b>	the act of being sorry for wrongdoing and deciding not to do it again
<b>salvation</b>	the act of delivering from sin, or saving from evil
<b>Trinity</b>	the belief that God is three in one
<b>Unity</b>	God's way of being one
<b>Virgin Birth</b>	the belief that Jesus was not conceived through sex

**Section 10.2: Community and tradition**

<b>Anglican Churches</b>	Churches that are in communion with the Church of England
<b>apostolic</b>	the belief that the Church can only be understood in the light of the Apostles
<b>bishops</b>	priests specially chosen by the Pope who are responsible for all the churches in a diocese
<b>catholic</b>	universal or worldwide
<b>celibacy</b>	living without engaging in any sexual activity
<b>holy</b>	of, or relating to, God, sacred
<b>laity</b>	all the people of the Church who are not chosen to be bishops, priests or deacons
<b>Magisterium</b>	the Pope and the bishops interpreting the Bible and tradition for Roman Catholics today
<b>Nonconformist Churches</b>	Protestant Christians separated from the Church of England
<b>ordination</b>	making someone a priest, bishop or deacon by the sacrament of holy orders
<b>Orthodox Churches</b>	national Churches which are in union with the Patriarch of Constantinople (eg the Russian Orthodox Church)
<b>papacy</b>	the office of the Pope

**Section 10.3: Worship and celebration**

<b>absolution</b>	through the action of the priest, God grants pardon and peace
<b>chrism</b>	the oil used in baptism, confirmation and ordination
<b>commemoration</b>	the belief that the Eucharist is simply a remembrance of the Last Supper
<b>contrition</b>	sorrow for the sin committed and deciding not to sin again
<b>Holy Week</b>	the week before Easter Sunday
<b>liturgy of the Eucharist</b>	the re-enactment of the Last Supper during which the bread and wine are transubstantiated
<b>liturgy of the word</b>	the Bible readings in the second part of the Mass
<b>penance</b>	an action to show your contrition
<b>penitential rite</b>	the confession and absolution at the beginning of Mass
<b>rite of communion</b>	receiving the body and blood of Jesus
<b>sacrament</b>	an outward sign through which invisible grace is given to a person by Jesus
<b>transubstantiation</b>	the belief that the bread and wine become the body and blood of Jesus

**Section 10.4: Living the Christian life**

<b>active life</b>	the life lived by religious orders who work in society as well as praying
<b>charity</b>	voluntary giving to those in need
<b>contemplative life</b>	the life of prayer and meditation lived by some religious orders
<b>displaying religion</b>	making a show of your religion eg by praying in the street
<b>the evangelical counsels</b>	the vows of poverty, chastity and obedience
<b>holy orders</b>	the status of a priest, bishop or deacon
<b>hypocrite</b>	a person who acts in a way that contradicts what they say
<b>the Law of Moses</b>	the laws God gave to Moses in the Old Testament
<b>the monastic life</b>	living as a monk or nun in a religious community
<b>religious community</b>	a religious order who live together as a group eg the Benedictines
<b>the Sermon on the Mount</b>	Jesus' description of Christian living
<b>vocation</b>	a call from God to lead the Christian life

**Unit 11: Islam****Section 11.1: Beliefs and values**

<b>creativity</b>	the action of creating the universe by Allah
<b>din</b>	way of life (the belief and practice of Islam)
<b>ibadah</b>	all acts of worship/any permissible action performed to obey Allah
<b>iman</b>	faith in Allah
<b>Islam</b>	peace gained through submission to Allah
<b>khalifah</b>	custodian or steward of the world for Allah
<b>Muslim</b>	one who has submitted to Allah by accepting Islam
<b>Qadar</b>	Allah's control of future events
<b>Qur'an</b>	that which is read or recited/the holy book of Islam
<b>risalah</b>	Muslim beliefs about the prophets of Allah
<b>shirk</b>	the sin of regarding anything as an equal or partner of Allah
<b>tawhid</b>	the oneness of Allah

**Section 11.2: Community and tradition**

<b>authority</b>	the power and right to make demands of others
<b>bismillah</b>	the words which begin every surah
<b>hadith</b>	sayings and actions of the prophet Muhammad as recorded by his family and friends
<b>imam</b>	a person who leads salah prayers
<b>masjid</b>	place of prostration
<b>qadi</b>	a judge in Islamic law
<b>Shari'ah</b>	Islamic law based on the Qur'an and sunnah
<b>Shi'ah</b>	Muslims who believe only the caliph Ali was rightly guided
<b>sunnah</b>	the sayings and deeds of the Prophet
<b>Sunni</b>	Muslims who believe that the first four caliphs were rightly guided
<b>ulama</b>	scholars of Islamic law and jurisprudence
<b>ummah</b>	the worldwide Muslim community

**Section 11.3: Worship and celebration**

<b>Arafat</b>	a plain near Makkah where pilgrims confess their sins
<b>hajj</b>	the annual pilgrimage to Makkah
<b>Id-ul-Adha</b>	the festival of the sacrifice
<b>Id-ul-Fitr</b>	the festival of breaking the fast
<b>qiblah</b>	the direction of the Ka'bah in Makkah
<b>Ramadan</b>	the ninth month when the Qur'an says all Muslims must fast
<b>salah</b>	the five daily prayers
<b>sawm</b>	fasting by going without food and drink during daylight hours
<b>Shahadah</b>	the declaration of faith in Allah and his Prophet
<b>tawaf</b>	going round the Ka'bah seven times in worship of Allah
<b>wudu</b>	the washing which must take place before salah
<b>zakah</b>	a tax Muslims must pay for the poor

**Section 11.4: Living the Muslim life**

<b>aqiqa</b>	the birth ceremony for Muslim children
<b>capitalism</b>	the economic system adopted by most western governments
<b>Dar-ul-Islam</b>	the abode of Islam/lands ruled by the Shari'ah
<b>greater jihad</b>	struggle to overcome evil in one's own life
<b>halal</b>	that which is permitted or lawful
<b>haram</b>	that which is forbidden or unlawful
<b>hijab</b>	the headscarf worn by Muslim women
<b>janazah prayers</b>	the special salah used at funerals
<b>lesser jihad</b>	struggle in the cause of Islam to overcome injustice in society
<b>madrasah</b>	Qur'anic school attached to the mosque
<b>riba</b>	any form of borrowing or lending money at interest
<b>sadaqah</b>	voluntary payment of charity or good acts of charity



**Unit 12: Judaism****Section 12.1: Beliefs and values**

<b>covenant</b>	an agreement between two parties/the agreement between the Almighty and the Jewish people
<b>Decalogue</b>	the Ten Commandments
<b>halakhah</b>	the code of conduct for living the Jewish way of life
<b>hashem</b>	the Name (part of the Jewish belief that the Almighty's Name is holy and should not be pronounced unnecessarily)
<b>Mishnah</b>	the oral law as written by Rabbi Judah the Prince in about 200 CE
<b>omnipresent</b>	the belief that the Almighty is everywhere
<b>shekinah</b>	the divine presence
<b>Shema</b>	the major Jewish prayer affirming belief in the one Almighty (used by Jewish people in the mezuzah etc to remind themselves of the Almighty's unity)
<b>Talmud</b>	collection of writings on Jewish law and morals
<b>Tenakh</b>	the Jewish Bible
<b>teshuvah</b>	returning to the Almighty (repentance)
<b>Torah</b>	the five books of Moses which contain the Almighty's law

**Section 12.2: Community and tradition**

<b>Ashkenazi</b>	Jews originating from Central and Eastern Europe
<b>Bet Din</b>	a Jewish court of law
<b>Israel</b>	the worldwide Jewish community, the land of Israel, the modern state of Israel
<b>Knesset</b>	the Israeli parliament
<b>Magen David</b>	the star of David
<b>mitzvot</b>	the commandments a Jew must follow
<b>Rabbi</b>	an ordained Jewish teacher/spiritual leader of a Jewish community
<b>Rebbe</b>	the religious leader of the Hasidim Jews
<b>Sephardim</b>	Jews originating from Spain, North Africa and the Middle East
<b>Shoah</b>	Desolation, the Jewish word to describe the Holocaust
<b>Yishuv</b>	the Jewish community of Israel
<b>Zionism</b>	a political movement for securing the Jewish return to the land of Israel

**Section 12.3: Worship and celebration**

<b>Bar Mitzvah</b>	initiation ceremony for boys
<b>Brit Milah</b>	covenant of cutting/circumcision ceremony
<b>Hanukkah</b>	the festival of dedication
<b>minyan</b>	the quorum of 10 adult Jewish men required for a service
<b>mohel</b>	one who conducts circumcision
<b>Pesach</b>	the festival of Passover
<b>Purim</b>	the festival commemorating Esther saving the Jews from extermination
<b>Rosh Hashanah</b>	the Jewish New Year
<b>siddur</b>	the daily prayer book
<b>Simchat Torah</b>	the festival of rejoicing the Law
<b>Sukkot</b>	the festival of Booths or Tabernacles
<b>Yom Kippur</b>	the Day of Atonement

**Section 12.4: Living the Jewish life**

<b>chevra kaddisha</b>	the people who prepare a body for burial
<b>kashrut</b>	laws relating to keeping a kosher home
<b>kippah</b>	headcovering worn during daily prayers
<b>kosher</b>	foods which a Jewish person is allowed to eat
<b>mezuzah</b>	a small scroll of the shema placed on Jewish doorposts
<b>mikveh</b>	ritual bath for spiritual cleansing
<b>parev</b>	neutral foods, for example vegetables
<b>shechitah</b>	the Jewish method of animal slaughter
<b>shiva</b>	seven days when bereaved people sit at home
<b>tallit</b>	prayer shawl (four-cornered garment with fringes)
<b>tefillin</b>	the two leather boxes, containing Torah passages, worn by Jewish males for morning prayers
<b>yahrzeit</b>	anniversary of a death

**Unit 13: Hinduism****Section 13.1: Beliefs and values**

<b>atman</b>	the real self (the soul)
<b>avatar</b>	the descent of a deity to earth
<b>Brahman</b>	the ultimate reality from which everything comes
<b>gunas</b>	the qualities of goodness, passion and ignorance
<b>Om</b>	the sacred symbol representing Brahman
<b>raja</b>	the guna of passion
<b>sanatan dharma</b>	the eternal religion (Hinduism)
<b>sattva</b>	the guna of goodness
<b>shakti</b>	energy or power connected with Hindu feminine deities
<b>Shiva</b>	the aspect of Brahman which destroys and recreates the universe
<b>trimurti</b>	the three deities – Brahma, Vishnu and Shiva
<b>Vishnu</b>	the aspect of Brahman which maintains and preserves the order of the universe

**Section 13.2: Community and tradition**

<b>Bhagavad Gita</b>	the Song of the Lord/one of the most important Hindu scriptures
<b>brahmin</b>	the first of the varnas from which priests are drawn
<b>guru</b>	a spiritual teacher
<b>manusmriti</b>	the Laws of Manu (which contains the Hindu personal and social laws)
<b>Sanskrit</b>	the sacred language of the Hindu scriptures
<b>shruti</b>	the Vedas and Upanishads
<b>smriti</b>	the Hindu scriptures other than the Vedas and Upanishads
<b>swami</b>	a religious leader honoured because they can control their senses
<b>Upanishads</b>	Hindu scriptures which explain the Vedas
<b>varna</b>	the four principal divisions of Hindu society
<b>Vedas</b>	the most ancient of the Hindu scriptures (knowledge)
<b>Vaishnavism</b>	the religion of Hindus devoted to Vishnu

**Section 13.3: Worship and celebration**

<b>arti</b>	the fire/light ceremony when incense or lamps are offered to the deity
<b>Ayodhya</b>	pilgrimage city where Rama was born
<b>darshan</b>	paying respect to a holy image to receive a blessing
<b>Diwali</b>	the festival of light
<b>Durga puja</b>	celebration during Navaratri when the power of Durga over evil is celebrated
<b>Holi</b>	the festival of colours celebrated in spring
<b>murti</b>	the image of a deity
<b>Navaratri</b>	the nine nights festival before Dussehra
<b>prashad</b>	sacred food
<b>puja</b>	the ceremonies connected with worship
<b>Varanasi</b>	pilgrimage city on the Ganges associated with death rituals
<b>yatra</b>	Hindu pilgrimage

**Section 13.4: Living the Hindu life**

<b>ashramas</b>	stages of life
<b>bhakti yoga</b>	the path of loving devotion
<b>brahmacharya</b>	the first stage of life (student)
<b>cremation</b>	burning the dead body to release the soul
<b>grihastha</b>	the second stage of life (householder)
<b>jnana yoga</b>	the path of knowledge to achieve moksha
<b>karma yoga</b>	the path of good deeds performed with an attitude of selflessness
<b>mandir</b>	a Hindu temple
<b>samskars</b>	rituals marking each new stage of life
<b>sannyasa</b>	the fourth stage of life (wandering holy man)
<b>Shraddha</b>	the offering of food to the poor in memory of ancestors
<b>vanaprastha</b>	the third stage of life (retiring to the woods)

**Unit 14: Sikhism****Section 14.1: Beliefs and values**

<b>Akal Purakh</b>	the Eternal One (God)
<b>gurbani</b>	the divine word revealed by the Gurus
<b>gurmat</b>	the Guru's guidance
<b>haumai</b>	self-centredness, the major sin
<b>hukam</b>	God's will
<b>Ik onkar</b>	there is only one God/ the first words of the Mool Mantar
<b>karma</b>	deeds the consequences of which affect rebirth
<b>meeri-peeri</b>	spiritual-material transformation
<b>Mool Mantar</b>	the statement of basic Sikh beliefs at the beginning of the Guru Granth Sahib
<b>Sat-Nam</b>	the True Name (God)
<b>varna</b>	the class divisions of Hindu society
<b>Waheguru</b>	Wonderful Lord (God)

**Section 14.2: Community and tradition**

<b>Adi Granth</b>	the first version of the Guru Granth Sahib
<b>granthi</b>	person looking after Guru Granth Sahib during services
<b>Guru Angad</b>	Guru Nanak's best disciple
<b>Guru Granth Sahib</b>	the Sikh holy book
<b>Janam Sakhis</b>	collection of stories about one of the Gurus
<b>Japji</b>	Guru Nanak's most famous hymn
<b>Kartarpur</b>	the place where Guru Nanak began the Sikh community
<b>Kaur</b>	princess, the name taken by initiated Sikh women
<b>Khalsa</b>	the community of initiated Sikh men and women
<b>panj piare</b>	the first five initiated into the Khalsa/ those who perform the amrit ceremony today
<b>shaheed</b>	martyr
<b>Singh</b>	lion, the name taken by initiated Sikh men

**Section 14.3: Worship and celebration**

<b>akhand path</b>	continuous uninterrupted recitation of the Guru Granth Sahib
<b>amrit</b>	a mixture of sugar and water used at the khalsa initiation ceremony
<b>Diwali</b>	a festival of lights celebrating the release of Guru Hargobind from prison
<b>diwan</b>	the Sikh act of public worship
<b>gurpurbs</b>	anniversaries of a Guru's birth or death
<b>karah parshad</b>	food which is shared at the gurdwara
<b>kirtan</b>	devotional singing
<b>langar</b>	the meal served in the gurdwara after diwan, or the place where it is served
<b>melas</b>	Sikh festivals
<b>nit nem</b>	daily prayers
<b>shabads</b>	Sikh hymns
<b>Vaisakhi</b>	Sikh New Year festival celebrating the founding of the khalsa

**Section 14.4: Living the Sikh life**

<b>kachera</b>	the specially designed underpants
<b>kangha</b>	the ritual comb worn in the hair
<b>kara</b>	the steel band worn on the right wrist
<b>kesh</b>	leaving hair uncut
<b>kirpan</b>	the ritual sword
<b>kurahit</b>	breach of the code of conduct
<b>Nishan Sahib</b>	the Sikh flag flown at gurdwaras
<b>pagri</b>	the turban
<b>panj kakke</b>	the 5 Ks worn by initiated Sikhs
<b>Rahit Maryada</b>	Sikh code of conduct
<b>sewa</b>	voluntary service
<b>vand chhakna</b>	sharing

**Unit 15: Buddhism****Section 15.1: Beliefs and values**

<b>anatta</b>	the denial of a permanent personal self or soul
<b>anicca</b>	impermanence, the instability of all things
<b>dukkha</b>	suffering, which is the nature of human existence in the first noble truth
<b>kamma</b>	actions which affect this and future lives
<b>khandas</b>	the five qualities of a person: form, feeling, perception, mental formation, consciousness
<b>magga</b>	path leading to the cessation of suffering/the fourth Noble Truth
<b>nibbana</b>	the state of perfect peace which follows the blowing out of desire
<b>parinibbana</b>	final and complete nibbana at the passing away of a Buddha
<b>prajna</b>	insight or wisdom
<b>samadhi</b>	a state of deep meditation
<b>samsara</b>	the continual round of birth, death and rebirth
<b>Tipitaka</b>	the three collections of sacred Buddhist books

**Section 15.2: Community and tradition**

<b>Arahant</b>	an enlightened disciple who is free from desire
<b>bhikku</b>	a Buddhist monk
<b>bhikkuni</b>	a Buddhist nun
<b>bodhi tree</b>	the tree under which Siddhartha was sitting when he received enlightenment
<b>Buddha</b>	the Enlightened One
<b>dhamma</b>	the teachings of the Buddha (universal law)
<b>Dhammapada</b>	the most important of the Buddhist scriptures
<b>Lotus Sutra</b>	the most important scripture of Mahayana Buddhism
<b>Mahayana</b>	the Great Way or Vehicle (Buddhism characterised by the Bodhisattva mainly found in China and Tibet)
<b>sangha</b>	the Buddhist community
<b>Theravada</b>	the way of the elders (the type of Buddhism mainly found in South East Asia)
<b>Zen</b>	a school of Mahayana Buddhism developed in China and Japan

**Section 15.3: Worship and celebration**

<b>dhyana</b>	Buddhist meditation
<b>mala</b>	string of beads used in worship and meditation
<b>mandala</b>	a pattern created to represent spiritual reality
<b>mantra</b>	a phrase chanted in worship or meditation
<b>mudra</b>	ritual gestures as seen in Buddha images
<b>puja</b>	Buddhist worship
<b>rupa</b>	a Buddha image
<b>samatha</b>	calm, abiding meditation
<b>thanka</b>	a cloth wall-hanging of a Buddha or Bodhisattva
<b>Vassa</b>	the time during the monsoon period when many Buddhists retreat to monasteries to spend a few weeks as a monk or nun
<b>vipassana</b>	insight meditation
<b>Wesak</b>	Buddha day when the birth, enlightenment and death of the Buddha are celebrated

**Section 15.4: Living the Buddhist life**

<b>bodhisattva</b>	a being destined to be a Buddha who helps all living things
<b>dana</b>	generosity or a gift
<b>karuna</b>	a feeling of pity which makes one want to help the sufferer (compassion)
<b>khanti</b>	patience or forbearance
<b>metta</b>	unselfish loving kindness
<b>ordination</b>	becoming a monk or nun
<b>pansil</b>	the five precepts or guidelines for Buddhist living
<b>sila</b>	morality, the way to behave
<b>tiratana</b>	the Three Jewels
<b>upekkha</b>	equanimity, evenness of mind
<b>vihara</b>	a Buddhist monastery or dwelling place
<b>vinaya</b>	the rules of the monastic way of life



**Unit 16: Mark's Gospel****Section 16.1: Discipleship**

<b>the commandments</b>	the collection of 10 laws given by God
<b>disciples</b>	followers of Jesus
<b>the eye of a needle</b>	a metaphor used by Jesus to show that wealth makes it difficult to enter the Kingdom of God
<b>the kingdom</b>	the rule of God in people's lives
<b>Levi</b>	a tax collector who was called to be a disciple
<b>Peter's denial</b>	the way Peter said he was not a follower of Jesus after the arrest of Jesus
<b>self-sacrifice</b>	putting other people's needs before your own
<b>service</b>	an act of help or assistance
<b>Sons of Zebedee</b>	the brothers James and John whom Jesus called to follow him
<b>true family</b>	those who follow the teaching of Jesus
<b>true greatness</b>	the teaching of Jesus that service of others is true greatness
<b>the Twelve</b>	the twelve selected from the disciples to be Jesus' closest disciples

**Section 16.2: Conflict and argument**

<b>corban</b>	a gift dedicated to God which meant that it could not be used for anything else
<b>fasting</b>	going without food on certain days as a sign of devotion to God
<b>the Law</b>	the collection of laws handed down by God and collected in the Torah
<b>Palm Sunday</b>	the Sunday before Good Friday when Jesus entered Jerusalem on a donkey
<b>Passion</b>	the sufferings of Jesus, especially in the time leading up to his crucifixion
<b>Pharisees</b>	a religious group whose aim was to keep the traditional Jewish faith alive
<b>ritual cleanliness</b>	the Jewish laws on food and washing which prevented anything unclean entering the body
<b>Sabbath</b>	the Jewish day of rest on the seventh day of the week
<b>Sadducees</b>	group of priests who controlled the Temple and collaborated with the Romans
<b>scribes</b>	religious lawyers; originally men who made copies of the Torah
<b>sinners</b>	those who did not follow all the Jewish laws
<b>the Temple</b>	the building in Jerusalem where sacrifices were made

**Section 16.3: Death and resurrection**

<b>blasphemy</b>	associating oneself with God/language or deeds which insult God
<b>crucifixion</b>	the Roman death penalty suffered by Jesus when he was nailed to the cross
<b>Feast of Unleavened Bread</b>	the first day of the Passover festival
<b>Gethsemane</b>	the place where Jesus was arrested
<b>Golgotha</b>	the place of the skull; the place where Jesus was crucified
<b>High Priest</b>	the chief Jewish leader at the time of Jesus
<b>Judas Iscariot</b>	the disciple who betrayed Jesus
<b>Last Supper</b>	the last meal Jesus ate with his disciples which founded the Eucharist
<b>Passover</b>	Jewish festival celebrating the release from Egypt
<b>Pontius Pilate</b>	the Roman procurator (governor) of Judea at the time of Jesus
<b>Sanhedrin</b>	the supreme Jewish council which found Jesus guilty of blasphemy
<b>upper room</b>	the place where the Last Supper took place

**Section 16.4: The identity of Jesus**

<b>baptism</b>	confessing sins and being immersed in water as a sign of purification
<b>confession</b>	an acknowledgement or declaration of something
<b>Elijah</b>	the Old Testament prophet believed to return before the Messiah
<b>healing miracle</b>	a miracle in which Jesus shows his power over sickness
<b>Jairus</b>	the synagogue ruler whose daughter was brought back to life by Jesus
<b>John the Baptist</b>	the man who baptised Jesus in the river Jordan
<b>Legion</b>	a man from whom Jesus cast out many demons
<b>Messiah</b>	the Anointed One (Christ) who would bring in God's Kingdom
<b>Moses</b>	the Old Testament prophet to whom God gave his laws
<b>nature miracle</b>	a miracle in which Jesus shows his power over nature
<b>Son of Man</b>	a title used by Jesus of himself, probably meaning he would suffer before bringing in God's Kingdom
<b>transfiguration</b>	when Jesus' appearance was changed

**Appendix 5****How to enter your students for the examinations**

Centres must enter students for the appropriate unit code(s) and the appropriate cash-in code in order to obtain certification. Unit scores will be retained in the unit bank until cash-in.

From summer 2014 onwards students will be required to sit all their examinations at the end of the course.

**GCSE in Religious Studies (2RS01)**

The Full Course consists of two units which must be taken from different modules.

- Enter the unit code for the first unit.
- Enter the unit code for the second unit.
- Enter the Full Course cash-in code 2RS01.

**GCSE (Short Course) in Religious Studies (3RS01)**

The Short Course consists of one unit from any module.

- Enter the unit code for the chosen unit.
- Enter the Short Course cash-in code 3RS01.

Module A	Module B	Module C	Module D
<b>Unit 1 – 5RS01</b> Religion and Life Based on a Study of Christianity and at Least One Other Religion	<b>Unit 8 – 5RS08</b> Religion and Society Based on a Study of Christianity and at Least One Other Religion	<b>Unit 9 – 5RS09</b> Christianity	<b>Unit 16 – 5RS16</b> Mark's Gospel
<b>Unit 2 – 5RS02</b> Religion and Life Based on a Study of Christianity		<b>Unit 10 – 5RS10</b> Roman Catholic Christianity	
<b>Unit 3 – 5RS03</b> Religion and Life Based on a Study of Roman Catholic Christianity		<b>Unit 11 – 5RS11</b> Islam	
<b>Unit 4 – 5RS04</b> Religion and Life Based on a Study of Islam		<b>Unit 12 – 5RS12</b> Judaism	
<b>Unit 5 – 5RS05</b> Religion and Life Based on a Study of Judaism		<b>Unit 13 – 5RS13</b> Hinduism	
<b>Unit 6 – 5RS06</b> Religion and Life Based on a Study of Hinduism		<b>Unit 14 – 5RS14</b> Sikhism	
<b>Unit 7 – 5RS07</b> Religion and Life Based on a Study of Sikhism		<b>Unit 15 – 5RS15</b> Buddhism	

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