

GCSE

GCSE RELIGIOUS STUDIES

Using Oak National Academy Resources to Deliver the Eduqas GCSE



The background of the page is a soft-focus photograph of oak leaves and acorns. The leaves are a vibrant green with prominent veins, and the acorns are a rich brown color. The overall lighting is bright and natural, creating a serene and educational atmosphere.

Purpose and Aims

The aim of these teaching and learning resources is to show the connections between the Eduqas GCSE specification and the Oak National Academy Learning Resources in order that Teachers and Learners can tailor the lessons to suit the Eduqas GCSE. Each page also explains where the Oak lessons deviate from the Eduqas content and where Eduqas-specific content, key concepts, sources of wisdom and assessment requirements need to be considered.

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Oak GCSE The Role of Women in Christianity and Eduqas Component 1 Theme 1 – Relationships – Issues of Equality: Gender Prejudice & Discrimination (from a Christian perspective)

Comparable Content Covered in the Lesson

Christian views on the role of women (Eduqas Component 1 - Theme 1 - Relationships).

Female ordination (Eduqas Theme 1 - Issues of equality) with specific reference to Roman Catholic and Anglican practices.

A number of sacred texts are referred to which relate to the specification requirements.

There is a focus on the connection between beliefs and interpretation of sacred texts e.g. 1 Timothy 2:11-12; Galatians 3.28. Case study of Libby Lane.

Key Eduqas Concepts Introduced - Roles

Assessment

Recap quiz on human rights and social justice.

Multiple choice questions regarding Christian attitudes to the role of women and the role of women in worship.

Full sentence questions regarding traditional and non-traditional roles of women and roles of women in worship.

Modelled answer to show the importance of explaining the role of interpretation of sources of authority.

N.B none of the assessments use the Eduqas trigger assessment words of 'describe', 'explain' etc. However, Eduqas learners should be encouraged to practice these command words.

To Further Support the Eduqas Specification Requirements:

This lesson is relevant to two different areas of study in Component 1 Theme 1- roles of women and men (Relationships) and gender prejudice and discrimination. There is a corresponding lesson on the role of women in Islam.

Further development of key Eduqas concepts such as 'Gender Equality' and 'Responsibilities' would be appropriate.

Relevant References to Other Specification Content:

This lesson is relevant to two different areas of study in Component 1 Theme 1 – as above. It is also relevant to diverse attitudes toward the role of women and men in worship and authority, with reference to Catholic, Orthodox and Anglican views.

There are also links to Component 1 - Theme 4 - Issues of prejudice and discrimination.

Further Eduqas Assessment Opportunities:

'Men and women should have equal roles.' Discuss the statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer.

Ensure an evaluative structure i.e. should they have equal roles? Why? Who would say so and why? Are their roles equal but different? How? Who would argue this? Are there arguments that they should not be equal? Who says so and why? Whose arguments are stronger? Why?

Oak GCSE The role of Women in Islam and Eduqas Component 1 – Theme 1 Issues of Relationships – Issues of Equality: Gender Prejudice & Discrimination (from an Islamic perspective)

Comparable Content Covered in the Lesson

Muslim views on the role of women (Eduqas Theme 1 - relationships)

Role of women in worship with reference to salah; attendance at the mosque; Jummah prayers;

Case study of Amina Wadud – leading Friday prayers.

Issues explored regarding womens' rights e.g. driving in Saudi Arabia, wearing of hijab could be relevant examples of conflict between personal conviction and the laws of a country (Eduqas – Component 1 - Theme 4).

To Further Support the Eduqas Specification Requirements:

Further development could include greater detail regarding attitudes from a second religion or religious tradition. There is a comparable lesson on the role of women in Christianity.

The Oak lesson includes Qur'anic references which are not part of the Eduqas specification requirements but would be credited if used.

There could be exploration of Eduqas specification quotes from the Qur'an (2.228, 40:40 and 4.1).

Key Eduqas Concepts Introduced - Roles

Assessment

Recap quiz on role of women in Christianity.

Multiple choice questions regarding Muslim attitudes to the role of women and the role of women in worship.

Modelled answer to explain the roles of women in worship in Islam, showing the importance of explaining the role of interpretation of sources of authority.

N.B - none of the assessments use the Eduqas trigger assessment words i.e. 'describe' 'explain' etc. However, Eduqas Learners should be encouraged to practice these command words.

Relevant References to Other Specification Content:

This lesson is relevant to two different areas of study in Component 1 - Theme 1 – roles of women and men (relationships) and Issues of equality. There are also references to Component 1 - Theme 4 content - an example of conflict between personal conviction and the laws of a country.

Further Eduqas Assessment Opportunities

'Men and women should have equal roles.' Discuss the statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer).

Ensure an evaluative structure i.e. should they have equal roles? Why? Who would say so and why? Are their roles equal but different? How? Who would argue this? Are there arguments that they should not be equal? Who says so and why? Whose arguments are stronger? Why?

Oak GCSE Relationships & Families, Sex outside of marriage and Eduqas Component 1 Theme 1; Issues of Relationships

Comparable Content Covered in the Lesson

Historic reference to sex as an act of worship

Definition of key terms - fornication, adultery, sexual immorality, celibacy, chastity, cohabitation, marriage, haram

Christian views – role of chastity, marriage, adultery and interpretation of Hebrews 13:4. Different views (Quaker, Anglican and Catholic). Practice of celibacy through St. Paul and Priests in the Catholic tradition. True Love Waits Campaign.

Islam views - act of worship and a gift from Allah, role of chastity, adultery and interpretation of Surah 24.2 and Surah 24.33. Practice of celibacy not encouraged.

Non-religious views - changing attitudes, Utilitarian responses (*This content might be appropriate for d. type responses in the Eduqas examination, but **not** for c. type responses which require views from religious traditions*).

Key Eduqas Concepts Introduced-

Adultery, cohabitation, haram, halal.

Further Eduqas Specification Assessment Opportunities

‘Sex outside marriage is always wrong.’

Discuss this statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer. (15)

To Further Support the Eduqas Specification Requirements

Although diversity is referred to, further understanding of reasons for different denominations’ attitudes would be beneficial.

Definition of ‘commitment’.

Specification requirements for the wording of the Eduqas c. questions.

Relevant References to Other Specification Content

Component 1 Theme 1 - Divorce and remarriage.

Assessment

Match terms and definitions

True/false statements.

Multiple choice questions on Christian and Muslim views.

Exam style question - explain two religious beliefs about sex outside marriage using a sacred text. Point, evidence and explanation framework modelled.

Quick fire questions on non-religious views.

Comparable Content Covered in the Lesson

Introduction to how actions in this life have an impact on the afterlife for Christians and Muslims regarding issues such as euthanasia, abortion and stewardship.

Brief Consideration on Humanist views of afterlife.

Christian beliefs about the afterlife - judgement, faith and actions, heaven/hell.

Matthew 25:31-46 (Parable of Sheep and Goats), the resurrection of Jesus.

Muslim beliefs the afterlife - judgement, recorded actions, beliefs about paradise.

Links between beliefs and practices concerning the afterlife and ethical issues of abortion, euthanasia, stewardship Genesis 1:27 – 28.

Utilitarianism, situation ethics and references to Qur'an 82:10-12; Matt 22.39 and Qur'an 3.145 are not a requirement of the Eduqas specification but would be credited where relevant.

Key Eduqas Concepts Introduced- Abortion, euthanasia, afterlife, sanctity of life, haram, ummah, morality.

Assessment

Quick quiz on Christian and Islamic responses to Euthanasia and beliefs about the afterlife.

Full sentence questions on Christian and Muslim beliefs about the afterlife, sanctity of life, abortion, euthanasia and stewardship. **Eduqas 'trigger' words (define/describe/explain/discuss) are not used, but Learners should be made of these and of the requirements for each skill.**

Links between Christian and Muslim beliefs and ethical issues.

To Further Support the Eduqas Specification Requirements

The lesson focuses on how beliefs about the afterlife influence practices. It refers to a range of specification issues (see below) but a deeper focus would be beneficial on soul, heaven and hell, John 11:24-27, I Corinthians 15:42-44, Qur'an 46:33, Qur'an 3:16, diverse Christian beliefs about the afterlife and how funerals reflect beliefs about the afterlife.

NB: In the lesson the teacher states 'repeat information will not be credited'. However, Eduqas has a positive marking policy which credits relevant content even if it has already been referred to in previous answers to different questions.

Relevant References to Other Specification Content

Component 1 - Theme 2 - Christian and Muslim attitudes to the environment

Component 1 - Theme 2- Christian and Muslim attitudes to abortion and euthanasia

Component 1 - Theme 3 - What makes an act wrong?

Component 2 – Christianity - Judgment: Matthew 25:31-46

Component 2 - Christianity - Beliefs about heaven and hell

Component 2 - Christianity – Resurrection

Component 3- Islam - Akhirah: Human responsibility and accountability; Muslim beliefs about the afterlife

Further Eduqas Specification Opportunities

Explain from two different religions or two religious traditions, beliefs about life after death. [8]

Use the word 'because' to strengthen your explanations.

Oak GCSE Euthanasia and Eduqas Component 1 Theme 2 - The Origin and Value of Human Life - Euthanasia (Christianity, Islam, Humanism)

Comparable Content Covered in the Lesson

Explanation of sanctity of life, quality of life, dignity.

What is Euthanasia? Types of Euthanasia.

Legal and ethical considerations regarding euthanasia.

Christian attitudes to euthanasia (references to teachings from the Bible, sanctity of life, Church of England and Roman Catholic attitudes).

Muslim attitudes to euthanasia (references to the Qur'an, haram and predestination).

Humanist attitudes to euthanasia (references to importance of value of human life and issues of utilitarianism).

References to a range of sources of authority including Gen 1.26, Matt 22.39, Ex 20.13, Qur'an 3.145, role of doctors and the law.

The Eduqas specification does not require a study of hospices, utilitarianism, situation ethics or case studies but information may be credited where accurate and relevant.

Key Eduqas Concepts Introduced - abortion, euthanasia, quality of life, sanctity of life, haram, morality.

Relevant Assessment Opportunities

Opening and exit quiz.

Assessment on key concepts.

Full sentence with modelled answers regarding ethical issues.

Questions comparing Islamic and Christian teachings with modelled answers.

To Further Support Eduqas Specification Requirements

Students should be aware that references to Humanism cannot be used in 'c' type questions which require an explanation from two religions or religious traditions.

They are credited, however, in the 'd' type question which states 'you must refer to religious and non-religious beliefs, such as those held by humanists and atheists, in your answer'.

Relevant References to Other Specification Content

Component 1 - Theme 2- Abortion

Component 1 - Theme 4 - Dignity of human life

Component 1 - Theme 2- Creation of human life

Further Eduqas Assessment Opportunities

Explain from either two religions or two religious traditions beliefs about euthanasia.

Use your knowledge of two religions or religious traditions to answer this question. Tip: it's an explanation question, so use the word 'because' to develop your explanation.

Oak Key Stage 2 What do Humanist Believe About Life and Death? and Eduqas Component 1 Theme 2 - Issues of Life and Death

Comparable Content Covered in the Lesson

Although this is classified as a Key Stage 2 lesson, the content gives an important synopsis of Humanist beliefs about Life After Death.

General recap on Humanist beliefs including references to evolution and the use of reason (rather than sacred texts) to decide right or wrong.

Humanists value life as they don't believe in an afterlife. No belief in pre-determination. Importance of making the most of each life.

Humanists believe death is a natural process. There are different ways to cope with death and celebrate someone's life. The importance of remembering people after they have died.

Quotation from Aurelius regarding the importance of being a good person.

Different ways that Humanists live their lives fully by finding happiness and helping others.

To Further Support the Eduqas Specification Requirements

Although this is classified as a Key Stage 2 lesson, the content gives a general introduction to Humanist beliefs and how those beliefs impact attitudes to Life After Death.

Further focus on examples of Humanist funerals and how Humanists work for a better world would be appropriate.

There is a follow up lesson on how Humanists celebrate different life events, including funerals and a range of lessons with specific Humanist content.

Relevant References to Other Specification Content

The references to basic Humanist beliefs are relevant to -
Component 1 - Theme 2- non-religious views of creation, evolution, belief in the importance of human and animal life.

Theme 3 - Conscience and morality

Key Eduqas Concepts Introduced - Afterlife

Assessment

Intro quiz - General introduction to Humanism

True or False questions regarding Humanist beliefs.

Model answer of a way in which Humanists remember those who have died

Exit quiz - multiple choice questions about Humanist beliefs about life after death

Further Eduqas Specification Opportunities

'Belief in life after death is the most important belief.' Discuss the statement showing that you have considered more than one point of view.

(You must refer to religious and non-religious beliefs, such as those held by Humanists & Atheists, in your answer).

Oak GCSE Scientific Views on the Origin of the Universe and Eduqas Component 1 Theme 2 Issues of Life and Death – The World

Comparable Content Covered in the Lesson

Explanation of the Big Bang Theory

Explain of the First Cause Argument and comparison with modern day science

(Although not an Eduqas specification requirement, consideration of the First Cause Argument and St Thomas Aquinas would be credited where relevant).

*The Eduqas specification does **not** require a detailed knowledge of **evidence** for the Big Bang Theory, First Cause Argument or explanations of the terms ‘theory’, ‘evidence’ and ‘philosophy’.*

The Eduqas specification focuses on the relationship between religious and non-religious views about the creation of the universe, with a named reference to Stephen Hawking’s views on The Big Bang

Key Eduqas Concepts Introduced – None given in this lesson

Assessment

True or false on key words evidence.

Identification of evidence for the Big Bang Theory.

Description of evidence for the Big Bang Theory (modelled).

Evaluation Question ‘Did God Create the Universe?’

N.B. The model answer does not reflect the demands of the Eduqas assessment criteria (see the Eduqas marking bands for the assessment criteria for each question type).

Exit quiz.

To Further Support Eduqas Specification Requirements

Further consideration of the relationship between religious views and non-religious views of creation and the extent to which they conflict.

Recognition that many religious believers support the Big Bang Theory

Knowledge of the views of Stephen Hawking’s views of the Big Bang Theory

Relevant References to Other Specification Content

Component 2 – Christianity Beliefs & Teachings – Creation

Component 3 – Hinduism Beliefs & Teachings – Cosmology

Component 3 – Judaism Beliefs & Teachings – The Nature of God

Component 3 – Sikhism Beliefs & Teachings – The Nature of God

Further Eduqas Assessment Opportunities

‘Religious creation stories successfully explain the origin of the universe.’

Discuss the statement showing that you have considered more than one point of view. You must include religious and non-religious beliefs in your answer. (15)

Describe the Big Bang Theory of Creation. (5)

Oak GCSE Christianity (Pilgrimage) and Eduqas Route B (Catholic) Component 1 Theme 2 – Popular Devotion

Comparable Content Covered in the Lesson

Attitudes to pilgrimage within Christianity. Reference to different attitudes to pilgrimage and the history of pilgrimage within Christianity.

Lourdes.

The references to Walsingham and Taize are outside the requirements of the Eduqas Route B specification. However, they are included in Component 2 of Route A – Christianity. If the question required a response about Christian pilgrimage generally, any of these (and other relevant places), would be credited.

Key Eduqas Concepts Introduced - None

Relevant References to Other Specification Content

Component 1 – Theme 2 Good & Evil; moral & natural evil, challenges to God's goodness by the existence of suffering, the meaning of suffering, and the role of suffering in developing virtues.

Assessment

Opening quiz on different denominational practices regarding Eucharist and Communion.

Short questions regarding the importance of Lourdes as a place of pilgrimage.

To Further Support the Eduqas Specification Requirements

In the Oak lesson, there is a lack of specific reference to pilgrimage for Catholics being a response to human suffering.

Relevant key concepts such as suffering, goodness, and conscience could be introduced here to develop the idea of pilgrimage to Lourdes as a response to human suffering.

Further Eduqas Assessment Opportunities:

Whilst there are currently no past questions about pilgrimage or Lourdes for Eduqas Route B, this is a good opportunity for Eduqas Learners to look carefully at the specification content and write their own questions to answer, using the trigger words: 'What do Catholics mean by...', 'Describe', 'Explain' 'Discuss'.

Questions could relate to pilgrimage generally, to Lourdes specifically or to responses to human suffering more widely.

Oak GCSE Relationships and Families – Attitudes towards sexuality and Eduqas Component 1 – Sexual Relationships

Comparable Content Covered in the Lesson

Consideration of a definition of sexuality and description of 5 types of sexuality

Consideration of problems of definition

Consideration of the role of impact of 'nature or nurture' on sexuality by watching a video

Investigation of laws relating to sexuality

Christian views – including different views and interpretation of Genesis 1:28; Leviticus 18:22; Romans 1:26-27; 1 Corinthians 6:9-10. *(These references are not a requirement of the Eduqas specification but would be credited if used appropriately).*

Reference to Catholic and Anglican views. Consideration of how Christians might put the teachings of sacred texts into practice.

Islamic views - reference to Shariah law and interpretation of Surah 26:165; Surah 4:16. Reference to diversity of views.

Non -religious views on sexuality.

(N.B. Oak Lesson 7 concentrates on same-sex marriage)

Key Eduqas Concepts Introduced -

None

Further Eduqas Specification Assessment Opportunities

From two different religions or two religious traditions, explain attitudes to same sex relationships. (8)

To Further Support the Eduqas Specification Requirements

Interrogation of Leviticus 20:13 and 1 Timothy 1:8-10.

Interrogation of Quran 7:80-81.

Further understanding of the diverse attitudes about sexualities across Christian traditions.

Relevant References to Other Specification Content

Celibacy; Shariah law, Allah as merciful, Death penalty

Assessment

True or false questions on types of sexuality

Sorting exercise on dates of laws

Interrogation of Biblical passages to explain meaning of verses and how this relates to Christian practice.

True or false questions on Christian and Islamic views on sexualities.

Complete a 'c' type question by explaining two different views about same sex relationships. Modelled.

True or false questions on non-religious views on sexualities.

Oak GCSE Relationships and Families – Nature and Purpose of Families and Eduqas Component 1 Relationships – Nature & Purpose of Families

Comparable Content Covered in the Lesson

Nature of Families – a consideration of different definitions of ‘family’.

Exploration of different types of family including single parent family, nuclear family, extended family, step family, reconstituted family, childless family.

Purpose of a family - procreation, religious upbringing, education, socialisation, stability, protect vulnerable members of society.

Christian and Muslim views on purpose of a family - procreation, educate in a faith, health for family members, society, encircle and protect children.

Christianity – Including interrogation of Ephesians 5.22; 5:25; 6:1 & Colossians 3:21 to consider meaning and possible issues. ***(Discussion of possible issues are particularly supportive of the d. type questions).***

Islam - Including interrogation of Surah 17.23.

Humanist considerations of nature and the purpose of family.

(Knowledge of references from Ephesians, Colossians and Surah 17:23 are not an Eduqas requirement but would be credited where used appropriately.)

Key Eduqas Concepts Introduced -

Cohabitation, Roles.

Further Eduqas Specification Opportunities

Describe ways in which families are important in a faith community (5)

What is meant by responsibilities (2)

To Further Support the Eduqas Specification Requirements

Further interrogation of religious teachings

Further consideration and definitions of key concepts: ‘roles’ and ‘responsibilities’

Relevant References to Other Specification Content

Same-sex relationships

Assessment

Identification of different types of family.

True or False questions on types of family.

Identification of types of family from a range of images.

Spot the mistakes exercise on purpose of families.

Identification of purpose of families from a range of images

Interrogation of Bible references (Ephesians 5.22; 5:25; 6:1 & Colossians 3:21) Modelled responses.

True or false exercises.

Oak GCSE Christianity – Sin and Salvation and Eduqas Component 1 (Good and Evil) and Component 2 Christianity (Salvation)

Comparable Content Covered in the Lesson

Recap on impact of the Fall (Component 2 - Creation)

Explanation of what is meant by Original Sin with reference to literal and symbolic understanding (Component 1 Theme 3)

Definition of sin - what makes an act wrong? (Component 1 Theme 3)

Example of adultery and Jesus' teachings (Component 1 Theme 1)

What do Christians understand as sinful? Reference to The Ten Commandments and teachings of Jesus (Component 1 Theme 3)

Pentecost - Acts 2:1-6 (Component 2 Salvation)

Trinity and the Nature of the Holy Spirit (Component 2 Nature of God)

To Further Support Eduqas Specification Requirements

This lesson refers to several aspects of the specification.

It is perhaps better used as a retrieval support lesson or broken up into specific content focus which is then supplemented by a deeper study of each area. It would be particularly supportive for answering explanation and evaluation questions for Component 1 and 3 requiring a consideration of a wrong act and the nature of sin.

Reference is made to differing ways of interpreting biblical writings, sin as preventing salvation, grace and the Spirit Acts 2:16. However, further content would be needed for each. No reference is made to the role of Holy Spirit in Evangelical worship, which is a requirement of the Eduqas specification.

Key Eduqas Concepts Introduced -

Component 1 - Sin, Adultery

Component 2 - Trinity

Assessment

Retrieval questions on nature of Original Sin.

Quick fire questions on law and religion and law.

Multiple choice questions on biblical teachings.

Questions on Holy Spirit.

Exit.

Further Eduqas Assessment Opportunities

Describe what religions believe makes an act 'wrong'. (5)

What is meant by 'sin'? (2)

Comparable Content Covered in the Lesson

Consideration of the interpretation of texts for environmental responsibility.

Relationship between Jewish holidays and harvests/agriculture.

Explanation of 'Sabbatical Year' in order to allow the land to rest.

Explanation of reasons for the Jewish practice of blessing food.

Explanation of Tikkun Olam and how it is practiced.

Interpretation of Genesis 2:15 and Kohelet Rabba 7.13.1 to explain Adam's divine role in environmental responsibility.

Importance of not wasting (bal tashchit) with reference to Deuteronomy 20:19 and Sefer HaChinuch.

In the Eduqas specification, the specified texts for this area of study are: Honi's story from the Talmud and Maimonides 13 Principles (no. 10). However, any relevant and accurate sources of wisdom will be credited.

Key Eduqas Concept Introduced - mitzvot (Component 3 Judaism)

Assessment

Quick fire quiz on Rosh Hashanah and Pesach.

Task to give views (with evidence) regarding the importance of recognising where food has come from.

Although not meeting the demands of the Eduqas GCSE criteria for a 'd' type question, the task could be developed into such.

Modelled Tasks to explain the relationship between sacred texts and environmental responsibility.

Quick fire closing quiz on lesson content.

To Further Support the Eduqas Specification Requirements

This is a very useful lesson for introducing the importance of care for the environment in Jewish belief and practice.

Specific references required regarding gemilut Hasidim, stewardship, environmental responsibility, sustainability and global citizenship, Honi and teachings of Maimonides.

Explicit links could be made with content from Component 3 (Judaism) as identified below.

Relevant References to Other Specification Content:

Component 3 - Midrash

Component 1 Theme 2 Life & Death and Component 3 Judaism (nature of God)

Component 3 - Jewish festivals

Component 3 - Daily life

Further Eduqas Specification Opportunities

1. Describe reasons why religious believers consider it important to care for the planet.
2. What is meant by mitzvot?

Oak GCSE Aims of Punishment and Eduqas Component 1 Theme 3 - Crime and Punishment - Aims of Punishment

Comparable Content Covered in the Lesson

Definition and explanation of Retribution, Deterrence and Reformation.

Purpose/aims of punishment.

Consideration of each aim of punishment through Islam and Christianity.

Quotes explored from the Bible and Qur'an are not a specification requirement but would, where relevant, be credited in the Eduqas paper.

To Further Support the Eduqas Specification Requirements

Further consideration of justice as an aim of punishment.

Non-religious views regarding the aims of punishment are NOT credited for 'c' type Eduqas questions. They could, however, be credited, where relevant, in 'd' (evaluation) type questions.

Key Eduqas Concepts Introduced - Punishment, Forgiveness, Justice.

Relevant References to Other Specification Content

Component 1 - Theme 3 - Capital punishment/death penalty, Shariah law, Forgiveness

Component 3 - Islam - Importance of submission to the will of Allah

Assessment

Quick fire questions including interpretation of sources of authority for Christianity and Islam.

An explain (c) type question is modelled. **This would be relevant to Eduqas 'c' questions which ask candidates to 'Explain from two different religions or religious traditions...'**

Assessment requiring an evaluation of each of the aims could build to a 'd' type question. Students, however, should be aware that their own views are not necessary in a d. answer. It is the discussion, reasons, evidence, analysis and evaluation of different views which are important – AO2 skills. Just giving a personal opinion without justification is not credit-worthy.

Further Eduqas Specification Opportunities

*Describe what religions believe makes an act wrong.

*'Reform is the main aim of punishment.' Discuss the statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer).

In order to evaluate statements, ask yourself: IS reform the main aim of punishment? If so, why – explain (with examples). Who might say so? What reasons might they give for their views e.g. teaching from a sacred text/conscience/Law...) Or, is something else a more important aim (such as retribution/deterrence/reformation)? **Why? Explain (with examples). Who might say so and why? Which side has the stronger arguments? Why?**

Oak GCSE Crime and Punishment (Forgiveness) and Eduqas Component 1 Theme 3 – Issues of Good and Evil (Forgiveness)

Comparable Content Covered in the Lesson

Christian Attitudes – Central to Christianity is that there are no limits to God’s forgiveness; Jesus’s life and teachings.

Criminals should be punished for the sake of justice.

Exploration of Luke 23:34 and Matthew 18:21-22 to reflect Christian beliefs and practices.

Case study: Maureen Greeves - a Christian who forgave her husband’s murderers.

Muslim Attitudes – the importance of justice, forgiveness has no role in punishment, Allah as merciful and his role in forgiveness, shirk cannot be forgiven by humans, Shariah Law allows forgiveness by the victim’s family.

Case study Samera Alinejad- a Muslim who forgave her son’s murderer.

N.b. Luke 23:34 is not a required text in the Eduqas specification, but would be credited where used appropriately.

To Further Support the Eduqas Specification Requirements:

Further consideration could be given to the importance of other sources of authority –

Matthew 6:14-15

Qur’an 42:30,

Qur’an 64:14

Key Eduqas Concepts Introduced - Forgiveness, Justice, Punishment

Assessment

Quick fire quiz on the treatment of criminals.

Personal reflection on forgiveness.

Explanation of two quotes from the Bible.

Modelled True/False with explanation on teachings of Christianity and forgiveness.

Quick fire questions from case studies.

Comparison of Christian and Muslim views on forgiveness (this format is similar to ‘c’ type questions where candidates would be expected to explain the two views).

Although not meeting the demands of the Eduqas GCSE criteria for a ‘d’ type question, the task could be developed into such.

Relevant References to Other Specification Content:

Components 2 and 3 - Nature of God and Nature of Allah

Component 1 - Theme 3 - Capital Punishment

Component 1 -Theme 3 - Aims of punishment-justice, reform

Further Eduqas Specification Opportunities:

1. ‘It’s impossible to forgive’. Discuss the statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer.
2. Explain from either two religions or two religious traditions, teachings about forgiveness.

Oak GCSE Social Justice and Eduqas Component 1 Theme 4 – Human Rights & Social Justice (Christianity and Islam)

Comparable Content Covered in the Lesson

An introductory lesson to the Human Rights Unit beginning with definitions of social justice and human rights.

Causes of injustice e.g. poverty, climate, ignorance, unjust governments, greed

Christian attitudes to social justice and practices to promote human rights. References made to the creation of humans as part of God's creation. All are sacred and special. References to the Golden Rule, situation ethics and agape. Galatians 3.28

Muslim attitudes to social justice and practices to promote human rights. References to the creation of Adam and creation of humans as part of God's creation. The practice of Zakah and the importance of the Ummah in action. Case study of Malala Yousafzai.

The Eduqas specification does not require a knowledge of the Universal Declaration of Human Rights.

Key Eduqas Concepts Introduced - Social justice, human rights, personal conviction, discrimination.

Reference to key concept of poverty but no distinction made between absolute and relative poverty: the Eduqas specification makes that clear distinction.

Assessment

Quick fire questions focusing on human rights.

Quick fire questions on Christian and Muslim attitudes to social justice

Extended sentences on conviction and actions of Malala Yousafzai

Modelled c question with direct reference to Eduqas assessment criteria.

NB: For Eduqas, the general explanation of social justice in the modelled answer would not gain credit. Credit would only be given for explaining the attitudes from the 2 religions or religious traditions

To Further Support the Eduqas Specification Requirements

A general introduction to human rights and social justice from which further specific Eduqas requirements could ensue, such as discrimination, and poverty. In particular, more specific examples of agape and the ummah in action would be relevant.

NB: The 'Golden Rule' is referred to without direct contextualisation as a source of authority. The Eduqas marking criteria credits accurate and relevant sources of authority

Relevant References to Other Specification Content

Component 1 - Theme 1 - Role of women.

Component 1 - Theme 2 - Right to life

Component 1 - Theme 3 - Freedom of religion, freedom of expression, freedom from discrimination.

Component 1 - Theme 4 - An example of conflict between personal conviction and the laws of a country.

Further Eduqas Specification Opportunities:

1. Explain how personal conviction may conflict with the laws of a country.
2. 'Everyone should obey the laws of the country'. Discuss the statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer).

Oak GCSE Christianity (Responses to Persecution) and Eduqas Component 2 - The Worldwide Church - Persecution of Christians past and present

Comparable Content Covered in the Lesson

Definition of persecution.

Examples of past and present persecution of Christians, including references to the persecution of the early Christian Church and a case-study of Brother Andrew.

Christian responses to persecution - growth of underground churches; denying faith; strength from the teachings of Jesus; prayer; the work of charities such as 'Open Doors'.

Explanation of sources of authority.

References to Open Doors, Brother Andrew, Matt 5: 10,44, Romans 8:35 and 2Timothy 3:12 are not Eduqas specification requirements but would be credited if relevant in a student response.

Key Eduqas Concepts Introduced- Evangelism.

Assessment

Introductory quiz based on the growth of the church

Full sentence answers regarding persecution of early Christian church; contemporary persecution of Christians; the role of sources of authority; how Christians respond to persecution; case study of Brother Andrew.

None of the assessment opportunities reflect the types of questions asked in an Eduqas examination. If Learners understand the four Eduqas 'trigger' words: define/describe/explain/discuss, they could turn the questions into Eduqas questions.

To Further Support Eduqas Specification Requirements

As identified below, the content of this lesson overlaps with the content and sources of authority required in some themes in Component 1. Explicit links could be made to the key concepts of censorship, discrimination, human rights, personal conviction and forgiveness.

Relevant References to Other Specification Content

Component 1 - Theme 4 - Censorship and freedom of expression.

Component 1 - Theme 4 - examples of prejudice and discrimination.

Component 1 - Theme 3 - Importance of forgiveness -Matt 5:38-39

Component 1 - Theme 3 - Christian teachings about forgiveness.

Component 1 - Theme 4 - Christian Practices to promote human rights (e.g. 'Open Doors')

Component 1 - Theme 4 - An example of conflict between personal conviction and the laws of a country (e.g. the case-study of Brother Andrew)

Component 2 - Importance of prayer

Further Eduqas Specification Opportunities

Opportunities could be given for students to make explicit links between their learning in Component 1 and 2. For example, questions could be asked such as:

'Describe one example of when personal religious conviction has conflicted with the laws of a country.'

Oak GCSE Christianity (Nature of God) and Eduqas Component 2 - The Nature of God

Comparable Content Covered in the Lesson

Key Beliefs about God expressed in Christian art.

The Trinity basic beliefs and teachings explained through a stained- glass window.

The Trinity - beliefs about the oneness of God.

God as creator, omnibenevolent, omnipotent, all-knowing, transcendent, eternal, immanent.

Key Eduqas Concepts Introduced - Trinity, Omnibenevolent, Omnipotent, Incarnation

Assessment

Quick fire questions on the Trinity.

Full sentence questions regarding the Trinity.

Mind-map of Christian beliefs about the qualities of God.

Memory tests of key words(look/cover/write/check/repeat).

Focus on explanation questions - with reference to a point and an explanation.

To Further Support Eduqas Specification Requirements

References to sacred texts - Exodus 7:11, Exodus 14.21; Psalm 86:15; John 3:16; Romans 8:37-39.

References to Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1:8-12, 42:1-6.

Relevant References to Other Specification Content

Component 2 - Crucifixion

Component 2 - Creation

Component 2 - Jesus Christ (as God Incarnate)

Further Eduqas Specification Opportunities

Specific reference to the Eduqas marking band criteria for explanation questions (question c). Particular attention should be paid to the importance of **'using a range of religious /specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately'** for the top band marks.

Oak GCSE Christianity and Eduqas Component 2 – Jesus Christ (Beliefs & Teachings about Jesus' Incarnation)

Comparable Content Covered in the Lesson

Definition of incarnation.

Recall of the main features of the Nativity.

How the nativity shows Jesus as God incarnate - references to Mary as a virgin, links to the prophecies in Isaiah.

Examples of the humanity of Jesus e.g. emotions and human experiences such as eating and spending time with friends.

Explanation of John 1:14.

Key Eduqas Concepts Introduced – Component 2 - Incarnation

Assessment

Introductory quiz on the Creation

Pupil consideration of what 'God in human form' means.

Pupil's mind-map showing knowledge of the Nativity.

Quick fire question on the events of the Nativity story

One sentence questions.

Identification of the relationship between John 1.14 and Jesus' incarnation

NB no Eduqas GCSE trigger words are used, but Eduqas Learners should practise the trigger words – 'describe', 'explain' etc.

To Further Support the Eduqas Specification Requirements:

Consider the meaning and importance of Luke 1:28-33.

Consider the importance of Jesus within the concept of Trinity.

Consider the importance of the role of the Word in Creation (John 1: 1-5).

Relevant References to Other Specification Content:

Component 1 – Theme 2 Life and Death – The World (Christian beliefs about the creation of the universe)

Component 1 – Theme 2 Life and Death – Christian beliefs about death & the after-life

Component 2 – Pilgrimage & Celebrations (Christmas as a celebration of the Incarnation)

Further Eduqas Assessment Opportunities

1. What do Christians mean by incarnation?
2. 'Jesus was just an ordinary man.' Discuss the statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer.

Ensure an evaluative response: Was he just a man? Who might say so and why? Was he more than an ordinary man? Who would argue that and why? If he was more than ordinary, what kind of man was he? Whose arguments are stronger and why?

Oak GCSE Christianity (Worship) and Eduqas Component 2 Christianity (Forms of Worship)

Comparable Content Covered in the Lesson

General Introduction to Christian worship.

Why do Christians worship God? A recap on the nature of God.

Nature and the importance of prayer in building a relationship with God.

Explanation of The Lord's Prayer

Examples of different types of worship e.g. singing hymns, serving the community, Eucharist, reading the Bible

Liturgical and non-liturgical worship - definitions and examples - references to Church of England; Anglican; Baptist; Roman Catholic, and 'Quaker'.

Explanations of private and public worship

NB: the lesson uses some different terms to those in the Eduqas specification. See 'further support' for details

Key Eduqas Concepts Introduced - Omnipotent, Omnibenevolent

Assessment

Short recap questions

State two reasons why Christians pray

Quick fire and longer questions on the content of the Lord's Prayer

Recall task of types of worship

Modelled practice explain question - Why do Christians worship God

Complete the definitions of liturgical and non-liturgical

Explanation questions regarding why Baptism and Eucharist are public worship

To Further Support the Eduqas Specification Requirements

Clarification of terms used in the specification- liturgical (as used in the lesson); informal and individual; Society of Friends.

Further consideration of set prayers and informal prayers.

Details of worship for Society of Friends and Evangelical worship

Relevant References to Other Eduqas Specification Content

Baptism, Eucharist, role of the Church

Further Eduqas Assessment Opportunities

Describe evangelical worship. (5)

Explain why prayer is important for Christians. [8]

Oak Key Stage 3 The Life of Siddhartha Gautama and Eduqas Component 3 – Buddhism – The Buddha

Comparable Content Covered in the Lesson

Explanation of what is meant by 'Buddha'.

Introduction to the context of Siddhartha Gautama's birth.

Video clip and subsequent explanation which outlines pre-birth, prophecy, palace, Four Sights, Enlightenment following renunciation and meditation.

Introduction to the Four Noble Truths (there is a follow-up lesson).

Key Eduqas Concepts Introduced - Explicit references to dukkha (though not actually referred to as 'dukkha').

Relevant References to Other Specification Content:

Component 3 - Introduction to the importance of different Buddhas and Bodhisattvas

Assessment

Introductory quiz sets the context of a brief history of India

Consideration regarding the extent the events of Siddhartha's life lead him to his final destiny.

To Further Support the Eduqas Specification Requirements:

This is a basic introduction to the life of Siddhartha Gautama which raises some key questions regarding the nature of suffering.

Further details to meet specification requirements would be necessary regarding the Four Sights and Enlightenment.

The Oak lesson gives explicit references to dukkha as a key concept but it is not referred to as dukkha. Eduqas Learners will need to understand the concept AND the key terminology i.e. 'Dukkha'.

Further Eduqas Specification Opportunities:

As a lesson deemed appropriate for Key Stage 3, there is no reference to GCSE types of questions. The content of the lesson, however, lends itself to 'b', 'c' and 'd' types of questions if students conduct some further research.

Learners could use the content to invent their own Eduqas 'b', 'c' and 'd' questions.

Eduqas Past Questions:

1. Describe the Buddha's early life.
2. Describe how the Buddha became enlightened after he had seen the Four Sights.

Oak Key Stage 3 Buddhism (Mahayana) and Eduqas Component 3 Buddhism

Comparable Content Covered in the Lesson

Consideration of the most important part of the Buddha's life.

Key differences between Mahayana and Theravada Buddhism.

Mahayana (great vehicle) has additional teachings and emphasise sermons by the Buddha and the actions of the Buddha as a role model. There is a focus on compassion. Accept texts outside of the Pali Canon and writings of Nagarjuna.

Mahayana Buddhism stresses that all can escape from suffering/enlightenment is attainable for all/importance of karuna as modelled by the Buddha/role of previous Bodhi's to aid enlightenment/Bodhisattva ideals/interpretations of nirvana and samsara/role of Dalai Lama, Laughing Buddha, Guanyin, Tara.

Mahayana practice- sunyata, Bodhisattvas (Amitabha) and focussing on many Bodhis for enlightenment, chanting, incense, altar worship.

Festivals-Celebration birth/enlightenment and death as separate/Parinirvana Day.

Constant reference to the diversity within Mahayana depending on location.

N.B: Nagarjuna and koans are not Eduqas specification requirements, but will be credited if they are relevant to the question.

Relevant References to Other Specification Content:

Component 3 Buddhism - The Buddha, Human Destiny & Ethical Teaching, Devotional Practices, Death & Mourning & Festivals.

Assessment

Introductory quiz on Theravada Buddhism.

Consideration of which part of the Buddha's life is most important.

Modelled true and false questions on main beliefs of Mahayana and Theravada.

Creation of a booklet to explain Mahayana Buddhism.

To Further Support Eduqas Specification Requirements:

This lesson gives a useful introduction to key differences of Mahayana beliefs and practices. The Eduqas specification requires a knowledge of a range of specific practices and beliefs of Mahayana Buddhism, including Interpretations of nirvana, samsara and enlightenment, sunyata, Bodhisattva ideals, Buddhahood, the potential to be enlightened, development of the six perfections to realise Buddha nature, Mahayana temples, practices in Japan -cremated ashes are buried, importance of name, Tibet, chanting and sky burials, offerings to monks, The Tibetan Book of the Dead and Parinirvana Day. As the 'comparable content' shows, many of these aspects are referred to in the lesson. Areas not considered are -the six perfections, Mahayana Temples, practices in Japan and Tibet.

There is no introduction to any Eduqas specification key concepts in the Oak lesson. However, any relevant key concepts should be familiar to Eduqas Learners and used wherever appropriate.

Key Eduqas Concepts Introduced - none.

Further Eduqas Assessment Opportunities:

'All Buddhists have the same understanding of Enlightenment' Discuss the statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer.

Remember to evaluate (judge/weigh up) the truth of the statement and don't just explain different Buddhist views on Enlightenment. Is the statement true? Who would say so and why? Who might argue it's not true? Why? Whose arguments are stronger and why?

Oak Lesson Key Stage 3 Buddhism – Loving Kindness and Eduqas Component 3 Buddhism and relevant content in Component 1

Comparable Content Covered in the Lesson

Explanation of Peter Singer’s beliefs about compassion for all living beings
(This is included in Eduqas Component 1).

Introduction to intentions and actions that produce good karma.

Explanation of the importance of creating compassion to escape the cycle of samsara.

Consideration of the importance of compassion. Explanation of Karuna with examples of the Buddha as a role model and the role of Buddhist monks today.

Explanation of links between loving kindness and Eightfold Path

Explanation of Metta Bhavana with contemporary examples.

Consideration of four examples of Loving Kindness in action - march to become nuns/Thich Nhat Hanh and Sister Chan Khong /White Rose Campaign/Environmental monks.

References to philosophers such as Bentham and Utilitarianism are not required in the Eduqas specification, but, if relevant in an evaluation type question, could be credited.

Key Eduqas Concepts Introduced - mettabhavana

Assessment

Matching definitions to karma, mindfulness and utilitarianism.

Quick Question - Why did the Buddha choose to teach the Dhamma?

Quick questions on terms.

Analysing contemporary situations for examples of loving kindness.

Newspaper article on compassion in action.

To Further Support the Eduqas Specification Requirements

This lesson is a good example of synthesis between the requirements of Component 1 and 3. The focus of the lesson relates to Component 3 but, as itemised below, the teachings and examples are also relevant to many areas of Component 1.

Relevant References to Other Specification Content

Component 1 - Theme 2 - Peter Singer.

Component 1 - Theme 2 - Value of Human Life - Importance of compassion.

Component 1 - Theme 3 - Crime and Punishment. Relationship between loving kindness and Eightfold Path.

Component 1 - Theme 1 - Issues of Equality - Women’s Rights march to join the Sangha and become nuns.

Component 1 - Theme 4 Human Rights - Thich Nhat Hanh and Sister Chan Khong- Buddhist Peace Delegation/Creating monasteries in France/White Rose Campaign to support Rohingya Muslims.

Component 1 - Theme 2 - The World - Environmental Monks - Buddhist eco-protection.

Component 3 - Meditation- Relationship of meditation to developing loving kindness.

Further Eduqas Specification Opportunities

What is meant by mettabhavana? (2)

‘The only way for Buddhists to reach enlightenment is to show loving kindness.’

Discuss this statement showing that you have considered more than one point of view.

(You must refer to religion and belief in your answer.) [15]

Oak Lesson Key Stage 3 Buddhism – Eightfold Path and Eduqas Component 3 Buddhism

Comparable Content Covered in the Lesson

Significance of Buddhism as an oral tradition

Dharma - important to reach enlightenment and overcome suffering

Nature of the Eightfold Path as a practical guide which can be worked on in any order.

Explanation of each area with reference to shared human understandings

These examples are relevant to areas of Component 1 e.g.

Theme 2 - The World, Value of Human Life,

Theme 3 – Relative and Absolute Morality,

Theme 4 - Human Rights - Practices to promote Human Rights, Prejudice and discrimination, Issues of Wealth and Poverty.

To Further Support the Eduqas Specification Requirements

An introductory support for a study of Dharma and the Eightfold Path.

The Eduqas specification demands further understanding of The Story of Nagasena and the Chariot and the Threefold Way.

The Eduqas specification demands an understanding of a range of key terms e.g. Magga, Nirvana, Threefold Way.

Relevant References to Other Specification Content

Component 1 - Themes 2, 3 and 4

Component 3 Buddhism - Dharma

Key Eduqas Concepts Introduced - None

Assessment

True or false questions on dharma - modelled.

Multiple choice questions of Right Understanding

Practical application of the Eightfold Path to contemporary situations - modelled.

Further Eduqas Specification Opportunities

Describe what religions believe makes an act wrong. (5)

Describe the Threefold Way. (5)

Oak Lesson GCSE Islam – Afterlife and Eduqas Component 3 Islam – Akhirah and Component 1 Theme 2 – Issues of Life and Death

Comparable Content Covered in the Lesson

Definition of Akhirah, Jannah (Paradise) and Johannam (Hell).

Different stages of the afterlife -Life, At death, Barzakh, Day of Judgement and after the Day of Judgement.

Importance of following the Qur'an, Five Pillars and the Straight Path. Actions of Raqib and Atid recording deeds and intentions.

Questions in the Grave.

Nature of Barzakh.

Day of Judgement and the role of Allah and Israfil.

Nature and purpose of Jannah and Johannam (*n.b. the Eduqas Spec refers to Heaven and Hell not Johannam and Jannah*).

Exam Question (NB *the term Paradise is not used in an Eduqas question. The quotes in the Eduqas specification are 46:33 and 3:16*).

Key Eduqas Concepts Introduced - Afterlife, Straight Path (Shariah)

Assessment

Definitions of Akhirah, Johannam and Jannah (modelled).

Questions on the role of the angels.

Consideration of the importance of this life for the afterlife and questions in the grave.

Consideration of different views of Jannah.

True and False Questions regarding Akhirah (modelled).

Exam style question.

To Further Support the Eduqas Specification Requirements

The content for this lesson is relevant to Component 1 (Beliefs about the afterlife) and Component 3 (Akhirah). Further consideration could be given to:

Al Qadr – Predestination. Human Freedom and its relationship to Day of Judgement

Understanding of texts from the Quran 46:33 and 3:16

Relevant References to Other Specification Content

Component 1 - Beliefs about the afterlife soul, judgement, akhirah, heaven and hell. Attitudes to cremation

Component 3 – Angels - Diversity in belief between Shia and Sunni Muslims regarding angels and free will. Role of Israfil

Component 3 – The Five Pillars

Further Eduqas Specification Opportunities

What is meant by 'shariah'? (2)

From two different religions or two religious traditions, explain beliefs about life after death. (8)

Oak GCSE Islam (Angels) and Eduqas Component 3 – Islam – Angels

Comparable Content Covered in the Lesson

The significance of angels in Islam

Diversity in belief between Shi'a and Sunni Muslims regarding angels and free will

The significance of Jibril's revelation of the Qur'an to Muhammad

The significance of Mika'il placed in charge of plants and rain

The significance of Israfil to announce the Day of Resurrection/Judgement

To Support the Eduqas Specification Requirements:

Although the lesson contains reference to the importance of the Qur'an, greater reference to Qur'an 2:97-98 and Qur'an 2:285 could be made for Eduqas Learners.

Further consideration could be given to the nature and roles of Mika'il, Jibril and Israfil.

Key Eduqas Concepts Introduced – Prophethood (Risalah)

Relevant References to Other Specification Content:

Component 3: Prophethood

Akhirah (Afterlife) – Role of Israfil

Festivals and Commemorations (The Night of Power)

Further Eduqas Specification Opportunities:

1. Describe the significance of Mika'il to Muslims.
2. Explain why the revelation of the Qur'an to Muhammad is important in Islam.
3. 'Belief in angels is no longer important for Muslims.'

Discuss the statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer.

ASSESSMENT

The lesson begins with pupil self assessment task on Tawhid.

Throughout the lesson there are examples of quick-fire recap questions.

At the end of the lesson there is a teacher support for a d. type evaluation questions. All are relevant to the Eduqas specification content.

Oak GCSE Islam – Jihad and Eduqas Component 3 – Islam – Jihad

Comparable Content Covered in the Lesson

Definition of Jihad

Consideration of temptations in daily life and following the straight path

Explanation of Greater Jihad in relation to maintaining a Muslim lifestyle

Explanation of Lesser Jihad with reference to examples.

Consideration of relevancy of quotes from the Qur'an 2.190 (specification requirement). Reference to Quran 1.6 (the straight path) is not an Eduqas specification requirement but would be credited where used appropriately.

Key Eduqas Concepts Introduced

Component 3 - Greater Jihad, Lesser Jihad, Shariah (although 'shariah' is referred to throughout the Oak lesson as 'straight path').

Component 1 - Theme 3 - Forgiveness, Justice.

ASSESSMENT

The lesson begins with pupil self assessment task on the Ten Obligatory Acts.

Consideration of temptations in daily life.

Quick-fire recap questions on differences between greater and lesser Jihad and pupil completion of a table of definitions and examples which is teacher modelled.

Written interpretation of texts from the Quran.

No Eduqas exam trigger words are used in any tasks although the tasks could be adapted to fit the demands of a, b, c and d type questions.

To Support the Eduqas Specification Requirements

Although the lesson contains reference to the importance of the sacred texts, specific reference could be made to Qur'an 22. 39

Explicit use of the key concept 'shariah' should be used to indicate the 'straight path'

Opportunities could be given for students to apply their understanding to content in Component 1 Theme 3 (forgiveness, justice, what makes an act 'wrong', doing the will of Allah)

Relevant References to Other Specification Content

Component 3 - Ten Obligatory Acts, Five Pillars, Salah

Component 1 - Theme 3 - Importance of forgiveness

Component 1 - Theme 4 - Importance of promoting justice, justice, what makes an act 'wrong', doing the will of Allah

Further Eduqas Specification Opportunities:

Describe what Islam believes makes an act 'wrong'

Oak GCSE Islam – Tawhid and Eduqas Component 3 – Islam Beliefs and Teachings – the Nature of Allah

Comparable Content Covered in the Lesson

Revelation of Tawhid- through the prophets from Adam to Muhammad.

Explanation of 99 names/characteristics of Allah and the unity of Allah.

Importance of the use of the word ‘the’ before each attribute.

Connection with the Shahadah and Bismillah prayer.

Differences between Tawhid and Christian Trinity.

Explanation of Shirk and impact on Islamic art.

Explanation of how can Muslims know Allah.

Interrogation of what is meant by Allah as ‘transcendent’ and ‘immanent’.

Consideration of how the qualities of Allah might influence behaviours.

References are made to surah 50:16/6:103/2:186/ 112. These are not Eduqas specification requirements but would be credited where relevant

Key Eduqas Concepts Introduced - Tawhid

Further Eduqas Assessment Opportunities

Explain Muslim teaching about the Tawhid (Oneness) of Allah (8)

Explain Muslim teachings about the nature of Allah. (8)

To Further Support the Eduqas Specification Requirements

Quran 46:33 Quran 3:18

Importance of Adalat (Justice of God) in Shi’a Islam

Further reference to the attributes of mercy, fairness and justice

Consideration of the meaning of Quran 46:33, Quran 3:18

Relevant References to Other Specification Content in Component 3 - Islam

Shahadah, Six Articles of Faith, destroying of idols by Muhammad, Hajj.

Assessment

Downloadable worksheets and resource sheets.

Interrogate a verse from the Quran and fill in the task Surah 112. (Modelled answers).

Resource sheet - Interrogate image by Ahmed Mater to consider representation of Tawhid. (Modelled answers).

Resource sheet – Consideration of Allah as transcendent and immanent

Reflection -Do you think you can ever know God? How would the qualities of Allah influence Muslims’ behaviour? (Modelled).

Although reasoning is expected and illustrated in the modelled answers there are no direct references to Eduqas criteria. Reference is made to key terms but these are not the Eduqas specification Key Concepts

Oak Key Stage 3 Judaism – Food Laws and Eduqas Component 3 – Judaism – Daily Life (Dietary Laws)

Comparable Content Covered in the Lesson

Explanation of what is meant by kosher and treyfah

(n.b. spelling used in video (tref) is different to the Eduqas spelling: treyfah)

Animals identified as kosher (Deuteronomy 14:3-10) – n.b. *This passage is not specified in the Eduqas specification, but will be credited where used appropriately*

Description of shechita

Explanation of not mixing meat and milk in meals and in kitchens

Explanation of parev

Key Eduqas Concepts Introduced - Kosher, Torah

Relevant References to Other Specification Content:

Component 3 - Diversity of practice amongst Jews regarding the keeping of the duties of Judaism

Component 3 - Role of the Torah and Tenakh in making decisions.

Assessment

Recap quiz on bar and bat mitzvah.

Fill in the chart about which animals are kosher and which are tref (treyfah).

Describe how a Jew might separate meat and dairy.

Identification of meat, dairy or parve foods.

Bullet point summary on keeping kosher.

To Further Support the Eduqas Specification Requirements:

Explore the requirements for Kosher as found in Leviticus 11:1-23

Although there are some references to the challenges of keeping kosher e.g. kitchen requirements and menus, these could be developed further. The Eduqas specification requirements regarding the benefits of keeping kosher e.g. upholding a tradition and identity; keeping the duties of the Torah, are not considered in the Oak lesson and should be explored by Eduqas learners.

The Eduqas specification requires a consideration of Leviticus 11:1-23

Further Eduqas Assessment Specification Opportunities:

The assessment opportunities presented in the Oak video do not focus on the types of assessment criteria required by the Eduqas GCSE specification.

Eduqas Question:

'You have to keep kosher to be Jewish.' Discuss the statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer).

Oak Key Stage 3 – Judaism (afterlife) and Eduqas Component 1 (Life and Death) & Component 3 – Judaism (the afterlife)

Comparable Content Covered in the Lesson

The lesson contains a coverage of three areas of the specification. References are made to:

Gan Eden (good place 'heaven') Gehenna (bad place 'hell')

Explanation of judgement after death

Explanation of the World to Come (Olam HaBa) and the importance to prepare on earth for the world to come.

References to different beliefs about judgement and resurrection and the role of the Mashiach (Messiah).

Importance of Funerals and associated rituals - Vidui praye , Shma (*note different spelling*), role of Chevra Kadisha, tallit, burial shrouds, kriah, events at a funeral, kaddish.

Different views on cremation

Explanation of the practices of sitting shiva and yahrzeit

Key Eduqas Concepts Introduced - Afterlife, Messiah, mitzvot, synagogue

Assessment

Definitions of Olam ha Ba/Gan Eden/Gehenna (modelled)

Completion of questions about the afterlife and mourning rituals in full sentences (modelled)

Multiple choice questions

To Further Support the Eduqas Specification Requirements

The lesson refers generally to many beliefs and practices regarding afterlife. The specification requires a greater understanding of the differences (and similarities) between Orthodox and Reform beliefs and teachings. Although some differences are indicated in the Oak lesson, they are not identified as Reform or Orthodox (apart from views on cremation).

No reference is made to Sheol or onan in the lesson, but is required in the Eduqas specification

Relevant References to Other Specification Content

Maimonides and the 13 Principles, tallit, mitzvot, role of the Messiah

Further Eduqas assessment Opportunities

Explain different Jewish beliefs about resurrection. (8)

'Belief in the afterlife is not important in Judaism.'

Discuss this statement showing that you have considered more than one point of view. You must refer to religion and belief in your answer. (15)

Explain different Jewish beliefs about life after death. (8)

Comparable Content Covered in the Lesson

Importance of sources of authority (halakha, Torah, rabbinic text, pikuach nefesh and rabbis) for making moral choices.

Sanctity of life- belief that all life belongs to God (Genesis 1.27) and how this impacts on respect for self and others (Mishna Sanhedrin 4.5).

Pikuach Nefesh- saving life is more important than the majority of mitzvot, impact on decision making as a source of authority (Leviticus 18:5, examples of pikuach nefesh on situations in daily life.

Abortion- Explanation of Abortion Act (1967) and reasons for abortion requests.

Jewish teachings on abortion- Interpretation of Exodus 21:22-24 and Mishnah Ohalot 7:6, resulting in a diversity of views.

Euthanasia - Legal status of euthanasia and reasons for euthanasia requests.

Jewish teachings on euthanasia- Interpretation of Genesis 9:6 and Talmud Bavli Shabbat 151b resulting in different debates regarding when medical treatment should be stopped. Importance of respect and dignity

(Some sacred text references are not an Eduqas requirement but would be credited if used appropriately in a response)

Key Eduqas Concepts Introduced-

Abortion, euthanasia, sanctity of life, mitzvot, soul

Further Eduqas Specification Assessment Opportunities

Explain from either two religions or two religious traditions beliefs about euthanasia. (8)

Explain from either two religions or two religious traditions attitudes about abortion. (8)

To Further Support the Eduqas Specification Requirements

Although a diversity of practice is referred to, further detail regarding specific Orthodox and Reform interpretation of texts and the impact of the interpretation would be beneficial.

Assessment opportunities related to GCSE criteria.

Reference could be made to quality of life.

Interrogation of Ethics of the Fathers 4.22

Relevant References to Other Specification Content

Component 1 Theme 2 -Issues of Life and Death (Origin and value of human life, abortion, euthanasia)

Component 1 Theme 3- Issues of Good and Evil (What makes an act 'wrong'?)

Component 3 Nature of God (God as Creator)

Component 3 (Judaism) Life on Earth (Importance of Pikuach Nefesh, Genesis 1:27) interpretation of Exodus 21:22-24,

Assessment

Complete sentences regarding sanctity of life. Modelled.

Describe with an example pikuach nefesh

Complete a description of different Jewish responses to abortion and euthanasia. Modelled.

Oak Key Stage 3 Judaism – Shabbat and Eduqas Component 3 Judaism – Worship

Comparable Content Covered in the Lesson

What is Shabbat? - Day of rest for 25 hours.

Origins of Shabbat - Genesis 2:1-3; Exodus 20:8-11.

Definitions of 'work' and 'rest' and activities prohibited by different Jewish communities.

Shabbat in the home - preparation (cleaning, preparation of food)

- celebration with explanation of symbolism (lighting of candles, Shabbat dinner, blessing of children, singing of Shalom Aleichem, meals, kiddush, challah, zemirot (songs; spend time with friends, study)

Shabbat in the synagogue - Friday night (Kabbalat Shabbat, Ma'ariv prayer)

- Saturday (Prayers and Torah Reading)

End of Shabbat- Havdalah ceremony with explanation of symbolism (wine, blessing, spices).

Key Eduqas Concepts Introduced -

Shabbat, Synagogue, Torah

Further Eduqas Assessment Opportunities

Explain why Shabbat is important in Judaism. (8)

'Shabbat is the most important celebration for Jews.' Discuss this statement showing that you have considered more than one point of view (15).

To Further Support the Eduqas Specification Requirements

Diversity of practice is referred to, but further detail regarding specific Orthodox and Reform interpretation of texts and the impact of those interpretations would be beneficial.

Assessment opportunities related to Eduqas GCSE criteria.

Relevant References to Other Specification Content

Celebration of shabbat in the synagogue, God as Creator, Ten Commandments, Tenakh, Torah Reading

Assessment

Multiple choice questions on the meaning and origins of Shabbat
Bullet point list of activities prohibited and allowed during Shabbat,

Order Friday night activities.

Complete sentences with word-bank.

Match key words and definitions

Fill in the blanks with provided word box

Oak GCSE Standalone lessons (Examination Technique) - Interpreting thematic 'discuss/evaluate' questions and Eduqas – all Components – Tackling the Evaluation (d) Questions

This lesson is not as helpful in supporting an understanding of the demands of the Eduqas 'd' type discuss/evaluation questions.

The lesson considers the following relevant issues:

- Importance of understanding the command words of the question.
- Importance of using evidence from religions in support of views
- Importance of answering the question e.g. if the word 'always' is included in the question.
- Importance of using relevant references to sacred texts to support views.

However, confusion could occur as:

- The two examples explored in the lesson (animal testing and war) are **not** part of the Eduqas specification content.
- No recognition is given to the fact that in Component 1, Theme 2 (Issues of Life and Death) 'd' type questions require 'non-religious beliefs'.
- Eduqas 'd' type responses do not require 'sides' (e.g. agree /disagree) but **different views**. Consequently, all might be for, or against the statement in the question; it's the evaluation of those views that is crucial.
- No reference is made to the assessment criteria for the Eduqas 'd' type question which illustrates the importance of specialist language, analysis and sources of authority in responses.
- No reference is made to the inclusion of SPAG marks for Component 1 Theme 1 discuss/evaluate d. question.

Example of testing on animals is not relevant to Eduqas specification.

Nb the unit titles for Eduqas are not referred to

The following would support candidates in meeting the Eduqas assessment criteria for discuss/evaluate questions.

https://resource.download.wjec.co.uk/vtc/2017-18/17-18_2-10/pdf/opinions-on-trial.pdf

Analysis and evaluation - https://resource.download.wjec.co.uk/vtc/2017-18/17-18_2-10/pdf/skills-builder.pdf

Analysis and evaluation - <https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=790>

To Further Support the Eduqas Specification Requirements

A focus on the requirements for a discussion/evaluation response as indicated by the assessment criteria. In particular, the following should be explored:

- strategies to develop analytical skills throughout responses.
- use of religious and moral reasoning to formulate judgements.
- inclusion of non-religious views in responses to Component 1 Theme 2 'd' discuss/evaluate question.
- use of relevant religious and specialist language
- references to sources of authority, including, **but not exclusively**, sources of wisdom from sacred texts
- framing responses from arguments rather than 'Religion 1 says xxxxx'/'Religion 2 says xxxxxx'. This limited structure can lead to a response that simply explains the topic from different perspectives rather than engages in an evaluative discussion of the validity of the statement.

The following resources would support candidates in meeting the Eduqas assessment criteria for discuss/evaluate questions.

Use of relevant language - https://resource.download.wjec.co.uk/vtc/2019-20/wjec19-20_1-24/_single-lang/unit01/skills-builder-2.html

Arguments and counter arguments - https://resource.download.wjec.co.uk/vtc/2017-18/17-18_2-10/_eng/build-it-up-knock-it-down.html

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1499> (ROUTE A)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=1500> (ROUTE B)