

GCSE

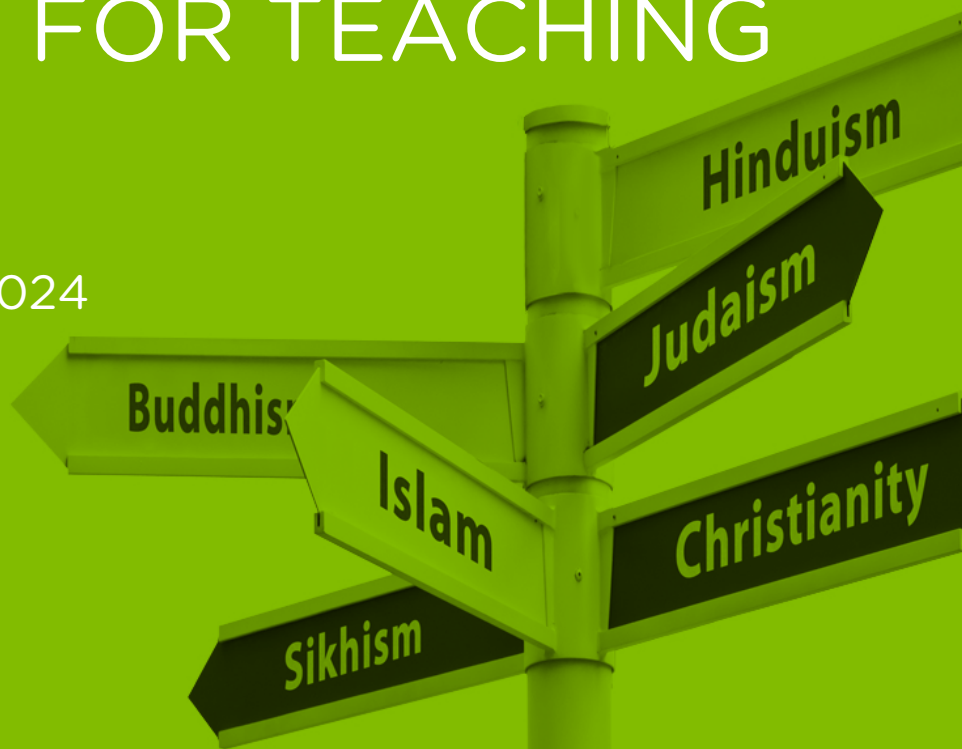
# WJEC Eduqas GCSE in RELIGIOUS STUDIES ROUTE A

ACCREDITED BY OFQUAL

## GUIDANCE FOR TEACHING

Teaching from 2016

Version 2 - October 2024



# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Updated the details of the Subject Officer	P3
	Minor amendments to the content in the Islam section	P9
	2021 census data added	P10
	Clarification on non-religious beliefs in 'd' questions	P11; P30
	Amendment of a formatting issue	P12
	Update to 'Humanists for a Better World'	P12
	Link to an Eduqas resource on non-religious beliefs added	P12
	Removed reference to when first teaching in 2016; removed reference to appendix 3	P14
	Amendment to the content of one of the links	P19
	Dead links removed and some links added	P20-27
	Clarification on which units require the teaching of diversity	P30
	Removed Appendix 3	P48

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## Introduction

The WJEC Eduqas GCSE in Religious Studies (9-1) specification is available for teaching from September 2016. The first full GCSE awards for this specification will be made in Summer 2018. The specification can be delivered and assessed in centres in England, as well as in independent schools in Wales, Northern Ireland and the Channel Islands.

The WJEC Eduqas GCSE in Religious Studies (9-1) specification fully meets the requirements of the DfE subject content for Religious Studies. Additionally, WJEC Eduqas has worked closely with faith communities, SACREs and other interested parties to ensure that the specification will fully meet the needs of learners, and fulfil the statutory requirements for Religious Education.

This Guidance for Teaching publication is one of a number of ways in which WJEC Eduqas provides assistance to teachers delivering this specification. This guide is to be used in conjunction with, and as a supplement to the Specification and Sample Assessment Materials (question papers and marking schemes). It is not intended as, and cannot be used as a replacement for either of these essential materials.

Other support which you may find useful is:

- easy access to the specification and other key documents on the WJEC Eduqas website
- CPD advice available via the WJEC Eduqas website
- Face-to-face CPD at a range of venues across England
- a free half-day 'new centre' visit to your school from a local representative, to help you to plan your delivery of the new specification
- additional, free-to-access digital resources on specific options available from Spring 2016 on the website, which can be used by both teachers and learners
- easy access, by telephone or email, to both the Subject Officer and Subject Support Officer for GCSE Religious Studies
- opportunities to become an examiner for the new specification

Contact points for WJEC Eduqas GCSE in Religious Studies (9-1) are as follows:

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Subject page: <http://eduqas.co.uk/qualifications/religious-studies>

## DFE Subject Content

This guidance has been written to give support and advice regarding the WJEC Eduqas GCSE specification in Religious Studies. Major changes have taken place to existing specifications following the publication of the DfE subject content for reformed GCSE qualifications in Religious Studies.

The DfE stipulates six requirements for GCSE Religious Studies. It states that GCSE specifications in Religious Studies must require students to:

- Demonstrate knowledge and understanding of two religions;
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith;
- Understand the influence of religion on individuals, communities and societies;
- Understanding significant common and divergent views between and/or within religions and beliefs;
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values;
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

More information on the DfE's Religious Studies subject content can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/403357/GCSE\\_RS\\_final\\_120215.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403357/GCSE_RS_final_120215.pdf)

## Continuing Professional Development

CPD has been delivered to assist in explaining the WJEC Eduqas GCSE in Religious Studies qualification. WJEC Eduqas will continue to deliver CPD in England for each year of the qualification.

Please use the following link to search for CPD events and make bookings:

<http://www.eduqas.co.uk/training>

## Prohibited Combinations

Centres may follow **EITHER** Route A **OR** Route B of this specification.

## Specification Overview

In line with DfE requirements, the GCSE in Religious Studies is a linear qualification and must therefore be studied across two years, with examinations taken at the end of this period, in May or June. Hence, in all cases, a student commencing the GCSE Religious Studies course in September 2016 will sit all three examinations in May/June 2018.

**Route A** encompasses a thematic, issues-based approach to Religious Studies, alongside systematic study of world religions.

Study of the world faiths offered in Components 2 and 3 can be used as a basis for the thematic, comparative study of Religious, Philosophical and Ethical Studies in the Modern World (Component 1). However, there is no compulsion for this to be the case. Teachers may choose any world faiths named in the specification to 'drive' the four themes of Component 1. It is also possible to teach Component 1 with reference to only one world faith named in the specification, but there must be sufficient focus on the diversity across the traditions **within** that world faith in order to ensure effective delivery of Component 1. Hence, a centre may choose, for example, to study Component 1 from just a Jewish perspective, but in which case, candidates would require understanding of the diversity of beliefs and perspectives that inform Orthodox as well as Reform traditions. Teachers are especially advised to exercise their professional judgement if choosing only one world faith through which to study Component 1, in order to ensure there is enough explicit diversity within that world faith to enable candidates to respond to the (c) questions that require diversity.

Throughout Route A, learners will be expected to make reference to relevant sources of authority and wisdom, and to be familiar with those sources stipulated in the specification, under '**specific content**'.

# Full Course Specification Overview

## ROUTE A

3 Components

Candidates will sit **three** written examinations, in total.

All examination questions will be compulsory and will focus on **knowledge, understanding** and **evaluation**.



### COMPONENT 1

Religious, Philosophical and Ethical Studies in the Modern World

#### 4 THEMES

1. Issues of Relationships
2. Issues of Life and Death
3. Issues of Good and Evil
4. Issues of Human Rights

2 hour written exam  
**50%**



### COMPONENT 2

Study of Christianity

Beliefs and Teachings

Practices

1 hour written exam  
**25%**



### COMPONENT 3

Study of a World Faith

Study of one of the following:

1. Buddhism
2. Hinduism
3. Islam
4. Judaism
5. Sikhism

1 hour written exam  
**25%**

Component 1:

Religious, Philosophical and Ethical Studies in the Modern World

	Theme 1: Issues of Relationships	Theme 2: Issues of Life and Death*	Theme 3: Issues of Good and Evil	Theme 4: Issues of Human Rights
Areas of Study (Three for each theme)	Relationships  Sexual Relationships  Issues of equality: gender prejudice and discrimination	The World  The Origin and Value of Human Life  Beliefs about Death and the Afterlife	Crime and punishment  Forgiveness  Good, Evil and Suffering	Human Rights and Social Justice  Prejudice and Discrimination  Issues of Wealth and Poverty
Concepts Learners should be able to explain and apply these concepts in relation to the theme. Specifically assessed in (a) questions	adultery divorce cohabitation commitment contraception gender equality responsibilities roles	afterlife environmental sustainability euthanasia evolution abortion quality of life sanctity of life soul	good/evil forgiveness free will justice morality punishment sin suffering	ensorship discrimination extremism human rights personal conviction prejudice relative and absolute poverty social justice
<p><b>Assessment</b></p> <p>Written examination: 2 hours 50% of qualification 120 marks (plus 6 for spelling, punctuation and grammar) Spelling, punctuation and grammar marks on question 1(d) <b>ONLY</b></p>				

\*Awareness of non-religious perspectives will be assessed in Theme 2: Question (d) Life and Death.



## Component 2:

### Study of Christianity

The compulsory nature of Component 2 ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian but also diverse and include the following religious and non-religious beliefs: Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content.

Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected.

	Beliefs and Teachings	Practices
Areas of Study	The nature of God Creation Jesus Christ Salvation The Afterlife	Forms of Worship Sacraments Pilgrimage and Celebration Christianity in Britain and the Church in the Local Community The Worldwide Church
Concepts Learners should be able to explain and apply these concepts	omnipotent omnibenevolent Trinity incarnation atonement resurrection sacraments evangelism	
<p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;">Written examination: 1 hour 25% of qualification 60 marks (plus 6 for spelling, punctuation and grammar) Spelling, punctuation and grammar marks on question 1(d) <b>ONLY</b></p>		

## Component 3: Study of a World Faith

The compulsory nature of Component 3 ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian but also diverse. Component 3 engages learners in a systematic study of **one** of the five major world faiths named below. Those undertaking the full GCSE will learn about the beliefs and teachings **AND** practices of the world faith chosen for study.

Option	Areas of Study		Concepts
	Beliefs and Teachings	Practices	
Option 1: Buddhism	The Buddha The Dhamma/Dharma The Four Noble Truths Human personality Human destiny and ethical teaching	Buddhist Places of worship in Britain and elsewhere Meditation Devotional practices Death and mourning Festivals and retreats: practices in Britain and elsewhere	anicca anatta dukkha (s)kandhas Samatha pratitya mettabhavana vipassana
Option 2: Hinduism	Nature and features of Brahman/Bhagavan Hindus Gods/deities The Eternal Self Human Life Cosmology	Places of worship in Britain and elsewhere Worship/meditation Festivals: practices in Britain and elsewhere Sacred sites Social concern	ahimsa Brahman dharma Diwali moksha murti puja Trimurti
Option 3: Islam	The nature of Allah Prophethood (Risalah) Angels (Malaikah) Aakhirah (afterlife) Foundations of faith	The Five Pillars of Sunni Islam: practices in Britain and elsewhere Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere Jihad Festivals and commemorations: practices in Britain and elsewhere	tawhid prophethood halal (permitted) haram (forbidden) greater/lesser jihad mosque shariah (straight path) ummah
Option 4: Judaism	The Nature of God Messiah (Mashiach) Covenant Life on Earth	Worship: practices in Britain and elsewhere The Synagogue Rituals	synagogue shekinah Shabbat kosher

	The Afterlife	Daily Life Festivals: practices in Britain and elsewhere	Torah mitzvot Messiah Covenant
Option 5: Sikhism	The Nature of God The Oneness of Humanity Gurmukh (God-centred) The sangat The Afterlife	The gurdwara: practices in Britain and elsewhere Worship Ceremonies Amristsar Festivals: practices in Britain and elsewhere	amritsanskar gurdwara gurpurbs Mool Mantra mukti sangat sewa Vaisakhi
<b>Assessment</b> Written examination: 1 hour 25% of qualification No additional marks available for spelling, grammar and punctuation			

## Non-Religious Content

This section of the Guidance for Teaching is intended to give a brief overview of the specific requirements to include non-religious beliefs and to direct teachers to places where they can find additional support and resources.

The British Social Attitudes Survey (2014) found that almost 51% of people claimed to have no religion, and the figure was almost 69% for people aged 18-24. In the 2021 census, 37% of people in England and Wales selected 'no religion' on the question about religious identity. Non-religious world views are increasingly a feature of British society and must be included within the content of the specification. As a Religious Studies qualification, there is no requirement for a systematic study of non-religious perspectives, but learners will be expected to know and understand the non-religious perspectives stipulated in the specification. In addition, they may refer, **where appropriate**, to non-religious world views throughout the course.

Within the specification '**belief**' should be understood to encompass both religious and non-religious world views. There is a specific question in which learners are required to demonstrate knowledge and understanding of non-religious perspectives. These are set out below:

## Specific Non-Religious Content

Candidates may make reference to non-religious belief in all relevant (d) questions, but must do so in the following question:

ROUTE A

Component 1

Religious, Philosophical and Ethical Studies in the Modern World

Area of Study: Issues of Life and Death

Question 2(d)

## Non-Religious Sources of Wisdom and Authority

There is a wide array of sources of wisdom for non-religious world views. Among these are eminent scientists, philosophers and ethicists past and present. As with the religious content, learners may make reference to sources of wisdom for non-religious world views not mentioned in the specification, but they should be able to demonstrate a clear understanding of the following sources of wisdom stipulated in the specification:

- Charles Darwin
- Richard Dawkins
- Stephen Hawking
- Peter Singer

Learners should also demonstrate awareness of the Humanist campaign: 'Humanist Climate Action', formerly Humanists for a Better World.

## Further Support and Resources

### WJEC Eduqas

A more detailed and comprehensive guide to teaching about non-religious perspectives, tailored to the WJEC Eduqas Religious Studies specification, is available on the Eduqas Digital Resources site, accompanied by a range of free-to-access digital resources for the non-religious content of this specification. [A Guide to Teaching Non-Religious Perspectives.pdf \(wjec.co.uk\)](#)

### The British Humanist Association (BHA)

The British Humanist Association (BHA) has an excellent and extensive range of educational resources on its website: <http://understandinghumanism.org.uk>. The BHA can arrange for their accredited speakers to visit your school to deliver talks and workshops to learners, tailored to your specific requirements.

## Examinations and Assessment

### Command Words

	Meaning	Which question(s)?
Define.... AO1	Definition of a key term (What is meant by...?)	A (2 marks)
Describe... AO1	Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.	B (5 marks)
Explain... AO1	<p>Demonstrate knowledge and understanding of a topic by giving a full explanation including supporting the statements made with reasoning and/or evidence e.g.</p> <p>Explain how...</p> <p>Explain why...</p> <p>Explain the main features of...</p> <p>Explain the importance/ significance of...</p> <p>Explain questions for question (c) in Component 1 ONLY ask for diversity within religious traditions or across religions (see SAMs and specific level descriptor)</p>	C (8 marks)
Command words – A02 Discuss....	<p><u>Discuss</u> this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). Evaluation of a view from more than one perspective.</p> <p>N.B: 'Belief' can also mean non-religious belief. In Component 1, Religious, Philosophical and Ethical Studies in the Modern World, question 2(d) in Route A, require specific reference to non-religious beliefs to be included. Subjective personal responses <i>per se</i> will not be credited – see level descriptors.</p>	D (15 marks)

Assessment Objective 2 is assessed in the (d) questions **ONLY**.

Candidates are required to analyse and evaluate. They must use their knowledge of religion, religious teachings and moral reasoning (and, if appropriate, non-religious beliefs) to offer alternative **OR** different perspectives and viewpoints and formulate judgements about those viewpoints. They may offer personal opinions but if they do not **also** offer views based on religious (and non-religious, if appropriate) beliefs, their response will not be credited. To gain the higher levels they must use religious language and sources of wisdom and authority.

During the life of this specification, assessed example responses will be available on the [Online Exam Review \(OER\)](#) area of the Eduqas website.

Resources to support responses to examination questions are to be found in Appendices 1 and 2.

## Assessment of Spelling, Punctuation and the Accurate Use of Grammar (SPaG)

### Band Performance Descriptions

#### High performance

##### 5 – 6 marks

- Learners spell and punctuate with consistent accuracy
- Learners use rules of grammar with effective control of meaning overall

#### Intermediate performance

##### 3 – 4 marks

- Learners spell and punctuate with considerable accuracy
- Learners use rules of grammar with general control of meaning overall

#### Threshold performance

##### 1 – 2 marks

- Learners spell and punctuate with reasonable accuracy
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall

##### 0 marks

- The learner writes nothing
- The learner's response does not relate to the question
- The learner's achievement in SPaG does not reach the threshold performance band e.g. errors in spelling, punctuation and grammar severely hinder meaning

Which questions carry SPaG marks?	
Component 1: Religious, Philosophical and Ethical Themes in the Modern World Question 1(d) Theme: Relationships Up to 6 marks	Component 2: Christianity Question 1(d) Beliefs and Teachings Up to 6 marks
TOTAL MARKS AVAILABLE FOR SPaG: 12	

There are no SPaG marks awarded for Component 3 (Study of a World Religion)



## Suggested Frameworks for Delivery

At WJEC Eduqas we acknowledge that the Religious Studies GCSE will be delivered in a variety of contexts. With this in mind, a 'one size fits all' approach is not possible. In addition, the GCSE is linear, to be delivered over a two-year period and there is no prescribed order for the delivery of components and/or areas of study. Decisions of this sort must be left to the professional judgement of teachers. It is up to the teacher/department how to present the course, but all aspects must be studied.

Below are example outline schemes of learning, which provide suggestions for how some aspects of the course may be delivered. It is hoped that teachers will find these frameworks helpful and adaptable to their own particular context.

### Suggested Outline Framework for Route A, Component 1:

#### Religious, Philosophical and Ethical Studies in the Modern World

(content from a Christian perspective)

Component 1 constitutes 50% of the GCSE qualification. Therefore the scheme of learning proposed below is intended **only as a guide** based on one hour of RS per week over 35 hours in an academic year. The recommendation is that the **whole** of the course is **always** taught.

THEME 1 RELATIONSHIPS – 8 hours	THEME 2 LIFE AND DEATH – 8 hours
THEME 3 GOOD AND EVIL – 8 hours	THEME 4 HUMAN RIGHTS – 8 hours
REVISION – 1 hour	MOCK EXAM AND REVIEW – 2 hours

Resources proposed here are suggestions only. **It is recommended that teachers preview the material and decide for themselves if it is appropriate for their students.**

It is also important to try to make connections *across* the specification, where appropriate. For example, there may be opportunities to remind students of how issues of discrimination and equality from Theme 1 may impact on decisions of morality and conscience in Theme 3.

Assessment should be formative **and** engaging. Where possible, use the same or similar format to the final examination. Sharing mark schemes with students is very helpful to them.

Philosophy for Children sessions are ideally suited to introductory lessons on the philosophical themes, enabling students to formulate their own questions and consider the key concepts in depth, through discussion and debate as part of a community or enquiry. You can learn more about the Philosophy for Children method at <http://sapere.org.uk>.

Further suggested outline frameworks are available from our Eduqas website by clicking [here](#).

Theme 1: Issues of Relationships (content from a Christian perspective)

Lesson	Area of Study	Specific Content	Concepts	Suggested Resources	Possible Learning Activities
1	Introduction/ Relationships	Christian beliefs and attitudes about the nature of marriage in the 21 <sup>st</sup> century	Cohabitation; commitment; roles; responsibilities; cohabitation	Individual whiteboards;  <a href="https://www.truetube.co.uk/film/what-does-family-mean-you">https://www.truetube.co.uk/film/what-does-family-mean-you</a>	Brainstorm on relationships
2	Relationships	The nature and purpose of marriage and varying Christian attitudes towards separation	Responsibilities; commitment; cohabitation; adultery; divorce	Gospel of Mark 10:6-10; a good, general introduction to the Church of England's views on a range of issues:  <a href="https://www.churchofengland.org/our-views.aspx">https://www.churchofengland.org/our-views.aspx</a> ;  Bible; <a href="http://www.bbc.co.uk/news/world-europe-34185559">http://www.bbc.co.uk/news/world-europe-34185559</a> ;	Read through passage from Mark and make commentary/criticism with relevance to modern Britain; what is the difference between cohabitation and marriage? Interpretations of Matthew 19:8-9, Mark 10:9
4	Sexual relationships	Christian interpretations about the nature and purpose of sex	Commitment; responsibilities; contraception	PowerPoint introducing Aquinas; PDF on Primary Precepts	Relating the Primary Precepts to the modern world and Natural Law; which ones are still applicable in the modern world? Explain your answer.

5	Sexual relationships	Diverse attitudes towards same sex relationships	Gender equality; roles; responsibilities	Interpretations of Leviticus 18:22, 20:3 and 1 Timothy 1:8-10; <a href="https://www.truetube.co.uk/film/no-sex-marriage">https://www.truetube.co.uk/film/no-sex-marriage</a> ;  <a href="http://www.bbc.co.uk/news/world-europe-23489702">http://www.bbc.co.uk/news/world-europe-23489702</a>	Name the different types of sexual relationships; Compare/contrast Old Testament and New Testaments; analyse passage in Genesis 5:1
6	Issues of equality	Diverse attitudes towards the roles of women and men	Roles; commitment; gender equality	Recent Catholic synods;  <a href="https://www.truetube.co.uk/film/real-man">https://www.truetube.co.uk/film/real-man</a>	Watch the video and decide what makes a real man; ask how this has changed over the years
7	Issues of equality	Teachings referring to these diverse attitudes and how they are interpreted differently	Roles; gender equality	The Vicar of Dibley first ever episode;  Libby Lane's consecration as the first female bishop in the UK: <a href="http://www.bbc.co.uk/news/uk-politics-30974547">http://www.bbc.co.uk/news/uk-politics-30974547</a>	How is gender prejudice shown here? Has society changed in its outlook to gender roles since this?
8	Review/ assessment				

Theme 2 – Issues of Life and Death (content from Christian and non-religious perspectives)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ The world	Diverse Christian beliefs about Genesis 1 and 2	Evolution; sanctity of life	Individual whiteboards; literalist and non-literalist viewpoints; <a href="https://www.youtube.com/watch?v=HA3E8wpBO_I">https://www.youtube.com/watch?v=HA3E8wpBO_I</a> The Creation Museum in Kentucky - <a href="http://creationmuseum.org">http://creationmuseum.org</a> (Ken Ham has links to the Creation Museum)	Brainstorm on the story of Creation; read through Genesis 1 and 2; can the story be allegorical?
2	The world	The relationship between science and Christian views	Evolution; soul	Georges Lemaître – the Belgian cosmologist, mathematician and Catholic priest who worked on big bang theory before it was called that: <a href="https://www.youtube.com/watch?v=RL6ndOAOEeE;">https://www.youtube.com/watch?v=RL6ndOAOEeE;</a>  Hawking's 'Did God Create the Universe?	Can we have a soul if we are just animals? An interesting idea could be to compare our attitudes to big-game hunting now and a century ago (very much time permitting)

3	The world	Christian and non-religious views on key topics	Environmental sustainability; quality of life	Genesis 1:28 and Psalm 8:6; <a href="https://humanism.org.uk/about/h4bw/">https://humanism.org.uk/about/h4bw/</a>	Interpretations and comparisons of biblical passages and Humanist views
4	The origin and value of human life	Christian beliefs about the origin and sanctity of human life	Sanctity of life	Genesis 1 and 2 - compare the different versions of Creation and how important humans appear to be; focus on Genesis 1:31 and Jeremiah 1:5	To what extent are human lives special?
5	The origin and value of human life	Non-religious views about evolution	Environmental sustainability; soul	Charles Darwin – his journey on the Beagle  Also look at the work of Alfred Russel Wallace	Why did Darwin take so long to publish his findings? Compare and contrast Christian and non-religious viewpoints.
6	The origin and value of human life/ introduction to beliefs about death and the afterlife	Christian attitudes to abortion and euthanasia	Abortion; euthanasia	<a href="http://www.dignityindying.org.uk/about-us/">http://www.dignityindying.org.uk/about-us/</a>  <a href="http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml">http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml</a>  <a href="http://www.bbc.co.uk/religion/religions/christianity/christianethics/abortion_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/christianethics/abortion_1.shtml</a>	For and against arguments on abortion; why might Christians object to abortion?

7	Beliefs about death and the afterlife	Varying Christian beliefs on the afterlife	Afterlife	John 11:24-27, 1 Corinthians 15: 42-44; <a href="https://humanism.org.uk/ceremonies/non-religious-funerals/">https://humanism.org.uk/ceremonies/non-religious-funerals/</a>	Interpret biblical passages; compare and contrast Humanist practices and beliefs
8	Review/assessment				

## Theme 3 – Issues of Good and Evil (content from a Christian perspective)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ Crime and Punishment	Defining what is 'wrong'; relative and absolute morality, conscience, virtues and sin	Good/evil; morality; punishment; sin	Individual whiteboards; definitions game with matching for key concepts and their meanings; dictionaries; Genesis 3	Brainstorm on crime and punishment; ask the question 'What is wrong?'
2	Crime and Punishment	The causes of crime and aims of punishment: justice, retribution, deterrence and reformation; how we treat criminals and the work of prison chaplains/reformers	Forgiveness; justice; punishment; suffering	Matthew 5 The Beatitudes and Jesus' counter to an 'eye for an eye' (5:38); <a href="http://elizabethfry.co.uk/who-was-elizabeth-fry/">elizabethfry.co.uk/who-was- elizabeth-fry/</a> (an introduction to Elizabeth Fry); <a href="https://www.youtube.com/watch?v=LfE70O97VbA">https://www.youtube.com/watch? v=LfE70O97VbA</a> - a video about Anders Breivik, the Norwegian neo-Nazi who sued over being in solitary confinement and won	Why do people commit crime? Can there ever be a reason for committing a crime? Should people like Anders Breivik have human rights?
3	Crime and Punishment	Varying Christian responses to the death penalty	Forgiveness; justice; punishment; sin	Bible: Exodus 20:13, Matthew 5:38-39, 43-47;	Interpretations of biblical passages
4	Crime and Punishment	Debate on the death penalty	Justice; morality; punishment; sin; suffering	<a href="#">Troy Davis Death Penalty Debate Question Time (youtube.com)</a>	Class debate on the death penalty



5	Forgiveness	Christian teachings about forgiveness and examples of forgiveness arising from personal beliefs	Forgiveness; free will	Interpretations of Matthew 6:14, 18:21-22, Matthew 6:14-15; <a href="https://www.youtube.com/watch?v=tgQyBLWFDBI">https://www.youtube.com/watch?v=tgQyBLWFDBI</a> – the mother of murder victim Anthony Walker	Watch the video and write down how you think you would feel if this happened to a member of your family
6	Good, Evil and Suffering	The origin of evil	Free will	Original Sin (Genesis 3); Genesis 5:1; <a href="https://www.youtube.com/watch?v=zWcgHmXV09g">https://www.youtube.com/watch?v=zWcgHmXV09g</a> - Irenaeus and John Hick	Read Genesis 3 and watch the video; draw up a table listing similarities and differences
7	Good, Evil and Suffering	The problem of believing in God, free will and suffering	Free will	<a href="https://www.truetube.co.uk/film/problem-evil">https://www.truetube.co.uk/film/problem-evil</a> <a href="https://www.truetube.co.uk/interactive/problem-evil-quiz">https://www.truetube.co.uk/interactive/problem-evil-quiz</a>	Do the quiz; watch the video making notes about the different explanations
8	Review/assessment				

Theme 4 – Issues of Human Rights (content from a Christian perspective)

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Introduction/ Human Rights and Social Justice	Christian teachings toward the dignity of human life	Human rights; social justice;	Individual whiteboards; the UN Declaration of Human Rights; Genesis 1:26-27; Genesis 5:1 (critical to modern understanding of all humans being equal from a Christian perspective)	Make a list of human rights; which do you think are the most important? Why?
2	Human Rights and Social Justice	Equality in modern Christianity; agape; conflict between personal conviction and the laws of a country	Censorship; human rights; personal conviction; relative and absolute poverty; social justice	Matthew 5 The Beatitudes; Genesis 5:1; <a href="https://www.youtube.com/watch?v=ejYL-7PxLGY">https://www.youtube.com/watch?v=ejYL-7PxLGY</a>  Case study of a Christian – Oscar Romero	Read and analyse the biblical passages and state <b>why</b> they are so important to many Christians.
3	Human Rights and Social Justice	Censorship, freedom of religious expression and religious extremism	Censorship; discrimination; extremism; prejudice	<a href="http://www.theguardian.com/commentisfree/2016/may/03/erdogan-turkish-president-lese-majesty-laws-german-dutch-comedians">http://www.theguardian.com/commentisfree/2016/may/03/erdogan-turkish-president-lese-majesty-laws-german-dutch-comedians</a> ;  Matthew 22:15-22 – Jesus is asked his opinion and gives it regardless of the consequences; Genesis 5:1 – if we	Read the articles and explain how each of the key concepts applies to either or both. Give reasons.

			<p>are all created in God's image does that mean all our opinions are equally valid?</p> <p><a href="https://www.youtube.com/watch?v=ebL1oCy6tgY">https://www.youtube.com/watch?v=ebL1oCy6tgY</a></p> <p>(hard hitting interview with the surviving cartoonist from Charlie Hebdo);</p> <p><a href="http://www.dailymail.co.uk/news/article-2424983/Christian-B-B-owners-refused-gay-couple-close-business.html">http://www.dailymail.co.uk/news/article-2424983/Christian-B-B-owners-refused-gay-couple-close-business.html</a>;</p> <p><a href="http://www.bbc.co.uk/news/uk-northern-ireland-32065233">http://www.bbc.co.uk/news/uk-northern-ireland-32065233</a>;</p> <p><a href="http://www.theguardian.com/world/2015/may/23/gay-marriage-ireland-yes-vote">http://www.theguardian.com/world/2015/may/23/gay-marriage-ireland-yes-vote</a>;</p> <p><a href="http://www.bbc.co.uk/news/world-europe-14261921">http://www.bbc.co.uk/news/world-europe-14261921</a>;</p> <p><a href="http://www.independent.co.uk/news/uk/politics/sadiq-khan-question-to-be-asked-about-why-muslim-women-wear-hijabs-a6985511.html">http://www.independent.co.uk/news/uk/politics/sadiq-khan-question-to-be-asked-about-why-muslim-women-wear-hijabs-a6985511.html</a>;</p> <p><a href="http://www.bbc.co.uk/news/uk-21025332">http://www.bbc.co.uk/news/uk-21025332</a>;</p> <p><a href="http://news.bbc.co.uk/1/hi/wales/7529694.stm">http://news.bbc.co.uk/1/hi/wales/7529694.stm</a></p>	
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4	Prejudice and discrimination	Christian attitudes to prejudice and discrimination	Discrimination; human rights; personal conviction; prejudice; social justice	Galatians 3:27-29; Genesis 5:1; the Montgomery Bus Boycott:  <a href="https://www.youtube.com/watch?v=FE6Yvy--5aw">https://www.youtube.com/watch?v=FE6Yvy--5aw</a>	Storyboard of the Bus Boycott; relate biblical teachings to the boycott
5	Prejudice and discrimination	Christian beliefs regarding racial prejudice and discrimination	Discrimination; extremism; human rights; personal conviction; social justice	Galatians 3:27-29; Genesis 5:1; Luke 10:25-37 (The Good Samaritan);  <a href="http://www.theguardian.com/world/2014/oct/15/britains-most-racist-election-smethwick-50-years-on">http://www.theguardian.com/world/2014/oct/15/britains-most-racist-election-smethwick-50-years-on</a> – a look at Britain at the time of Martin Luther King;  movie of Martin Luther King's predecessor at the Dexter Avenue Baptist Church in Montgomery, Alabama.	Do you think Britain has changed for the better? Answer with reference to the biblical passages.
6	Issues of wealth and poverty	Is it right to acquire wealth?	Relative and absolute poverty; social justice	Luke 16:19-30	What does this passage tell us about Jesus' attitude to wealth?

7	Issues of wealth and poverty	Case study: Christian Aid	Human rights; relative and absolute poverty; social justice	Christian Aid website	Make a spider diagram of what Christian Aid does and link it to Christian teachings.
8	Review/assessment				

## Frequently Asked Questions

**Q. What is the recommended number of hours in which to deliver the full course GCSE in Religious Studies?**

**A.** WJEC Eduqas acknowledges that the GCSE Religious Studies will be delivered in a wide variety of different contexts across centres, and therefore does not stipulate a recommended number of guided learning hours through which the GCSE qualification should be taught. Whilst the Department for Education has recommended 120 hours of guided learning over the two year linear course, we realise that for many centres the course will need to be delivered in fewer hours.

**Q. How many religions are needed to deliver Route A Component 1 (Religious, Philosophical and Ethical Studies in the Modern World) effectively?**

**A.**

### **Route A**

Component 1 can be delivered from the perspective of one or more religions. However, if only one religion is used, the diversity WITHIN that religion must be taught to candidates in order to answer the (c) questions in Component 1 which require a response from TWO traditions within a religion OR two different religions.

### **Route B**

A similar requirement exists for the (c) questions in Component 1 of Route B (Foundational Catholic Theology). Here, the diversity will be drawn from within Christianity and/or, where appropriate, Judaism.

**Q. Can different religions be used to teach the different themes?**

**A.**

### **Route A**

Yes, the Route A Component 1 paper is generic, so you could, for example, teach Themes 1 and 3 from a Christian and Islamic perspective, but teach Theme 4 from a Christian and Buddhist perspective. It just depends on how much variety you feel your candidates are capable of understanding and applying.

### **Route B**

Route B Components 1 and 2 are taught mainly from the perspective of Catholic Christianity, with appropriate reference made to diversity within Christianity and from Judaism (see question 1 above) for Component 1 ONLY. Judaism is taught as a world religion in Component 3.

**Q. What about non-religious beliefs?**

**A.**

**Route A**

In Route A, non-religious beliefs are targeted in Theme 2, Life and Death (d) questions ONLY, where non-religious, as well as religious views, are explicitly required. Candidates may use non-religious beliefs in other (d) questions too, where appropriate, but they will disadvantage themselves if they do not refer to them in the Life and Death (d) question. There is a separate set of marking band descriptors for this question.

**Route B**

In Route B, non-religious beliefs are explicitly targeted in the (d) question of Component 1 Origins and Meaning ONLY. As above, candidates may refer to them in all (d) questions, but will disadvantage themselves if they do not do so in this question. There is a separate marking band for this question.

**Q. Are all (a) questions taken from the eight Key Concepts?**

**A. Yes.**

**Q. What about spelling, punctuation and grammar (SPaG)?**

**A.**

**Route A**

In Route A, SPaG marks are available in Components 1 and 2 (d) questions ONLY. For **full course**, there are a total of 12 marks available for SPaG (2 x 6). For **short course**, there are a total of 6 marks available for SPaG (2 x 3). No marks for SPaG are available in Component 3.

**Route B**

SpaG is awarded only for Route B, Components 1 and 2 (d) questions ONLY.  $6 \times 2 = 12$  marks for SPaG. No marks for SPaG are available in Component 3.

**Q. Are candidates required to fill all of the lines given in the question papers?**

**A. No.** The answer booklet will allow three lines per mark, but there is no requirement to fill the lines. Extra space at the back of the answer booklet will be available for candidates who write more.

**Q. Will the questions always be worth the same number of marks?**

**A. Yes.**

**Q. Will the pattern of questions remain the same?**

**A.** Yes; (a) is a definition type question, (b) is a describe type question, (c) is an explain type question and (d) is a discuss/evaluate type question. This pattern will remain the case in live question papers.

**Q. Will candidates be required to know exact references for sources of wisdom and authority, or quote them word for word?**

**A.** No. Candidates will be expected to know, understand and be able to apply these teachings in their responses, but they do not need to give exact references or quote word for word, though they are free to do so. Separate 'Sources of Wisdom and Authority Text Reference' booklets are available in the [Resources](#) section of the Eduqas website.

**Q. What about the Short Course?**

**A.**

**Route A**

The Short Course is half the content of the Full Course (and therefore co-teachable up to the point at which the extra Full Course material begins). The examination time is half that of the Full Course except for 5 minutes orientation time for Components 2 and 3 (35 minutes per paper).

**Route B**

There is no short course option for Route B.

**Q. Which Components should be taught first?**

**A.** The order in which Components are delivered is entirely at the discretion of the Centre. It is essential that all the material on the specification is taught.

**Q. I've never taught about Humanism and atheism before. What support is there for teachers who may be unfamiliar with this content?**

**A.** WJEC Eduqas will have a range of digital, free to access resources on non-religious perspectives, tailored to our GCSE Religious Studies specification. In addition, the British Humanist Association (BHA) has an excellent and extensive range of educational resources on its website: <http://understandinghumanism.org.uk> . The BHA can arrange for their accredited speakers to visit your school to deliver talks and workshops to learners, tailored to your specific requirements.



**Q. Is there a system of tiered entry for learners of different abilities?**

**A.** No, all candidates sit the same papers. Results are differentiated by outcome.

**Q. Are there any options which allow controlled assessment or coursework?**

**A.** No. Candidates are assessed only by their performance in unseen, written examinations.

**Q. Is it possible for candidates to sit some component examinations in Year 10 and some in Year 11?**

**A.** No. The GCSE Religious Studies is a linear qualification, and therefore, it must be taught over two years, with all examinations taken at the end of this period.

**Q. How can I receive regular updates about this subject?**

**A.** You can sign up [here](#).

You can also follow us on Twitter: [https://twitter.com/WJEC\\_RS](https://twitter.com/WJEC_RS)

## Glossary of Concepts

Component 1:

Religious, Philosophical and Ethical Studies in the Modern World

Theme 1: Relationships

adultery	voluntary sexual intercourse between a married person and a person who is not their spouse
divorce	to legally end a marriage
cohabitation	to live together in a sexual relationship, without being married, or in a civil partnership
commitment	a sense of dedication and obligation to someone or something
contraception	methods used to prevent a woman from becoming pregnant during or following sexual intercourse
gender equality	people of all genders enjoying the same rights and opportunities in all aspects of their lives
responsibilities	actions/duties you are expected to carry out
roles	position, status or function of a person in society, as well as the characteristics and social behaviour expected of them

## Theme 2: Life and Death

*\*Awareness of non-religious perspectives will be assessed within this theme.*

afterlife	life after death; the belief that existence continues after physical death
environmental sustainability	ensuring that the demands placed on natural resources can be met without reducing capacity to allow all people and other species of animals, as well as plant life, to live well, now and in the future
euthanasia	from Greek, <i>eu</i> 'good' + <i>thanatos</i> 'death'. Sometimes referred to as 'mercy killing'. The act of killing or permitting the death of a person who is suffering from a serious illness.
evolution	the process by which different living creatures are believed to have developed from earlier, less complex forms during the history of the earth
abortion	when a pregnancy is ended so that it does not result in the birth of a child
quality of life	the extent to which life is meaningful and pleasurable
sanctity of life	the belief that life is precious, or sacred. For many religious believers, only human life holds this special status.
soul	the spiritual aspect of a being; that which connects someone to God. The soul is often regarded as non-physical and as living on after physical death, in an afterlife.

### Theme 3: Good and Evil

good/evil	<p><b>good</b> – that which is considered morally right, beneficial and to our advantage</p> <p><b>evil</b> – that which is considered extremely immoral, wicked and wrong</p>
forgiveness	to grant pardon for a wrongdoing; to give up resentment and the desire seek revenge against a wrongdoer
free will	the ability to make choices voluntarily and independently. The belief that nothing is pre-determined.
justice	fairness; where everyone has equal provisions and opportunity
morality	principles and standards determining which actions are right or wrong
punishment	a penalty given to someone for a crime or wrong they have done
sin	deliberate immoral action, breaking a religious or moral law
suffering	pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.

## Theme 4: Human Rights

<p> <b>                     censorship                 </b> </p>	<p>                     the practice of suppressing and limiting access to materials considered obscene, offensive or a threat to security. People may also be restricted in their speech by censorship laws.                 </p>
<p> <b>                     discrimination                 </b> </p>	<p>                     acts of treating groups of people, or individuals differently, based on prejudice                 </p>
<p> <b>                     extremism                 </b> </p>	<p>                     believing in and supporting ideas that are very far from what most people consider correct or reasonable.                 </p>
<p> <b>                     human rights                 </b> </p>	<p>                     the basic entitlements of all human beings, afforded to them simply because they are human.                 </p>
<p> <b>                     personal conviction                 </b> </p>	<p>                     something a person strongly feels or believes in                 </p>
<p> <b>                     prejudice                 </b> </p>	<p>                     pre-judging; judging people to be inferior or superior without cause                 </p>
<p> <b>                     relative and absolute poverty                 </b> </p>	<p> <i><b>absolute poverty</b></i> - an acute state of deprivation, whereby a person cannot access the most basic of their human needs                 </p> <p> <i><b>relative poverty</b></i> - a standard of poverty measured in relation to the standards of a society in which a person lives, e.g. living on less than X% of average UK income                 </p>
<p> <b>                     social justice                 </b> </p>	<p>                     promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities and rights.                 </p>

## Component 2: Christianity

omnibenevolent	the state of being all-loving and infinitely good - a characteristic often attributed to God
omnipotent	the all-powerful, almighty and unlimited nature of God
Trinity	the three persons of God; God the Father, Son and Holy Spirit
incarnation	God becoming human in the form of Jesus
atonement	the belief that Jesus' death on the cross healed the rift between humans and God
resurrection	the belief that Jesus rose from the dead on Easter Sunday, conquering death
Sacraments	An outward sign of an invisible and inward blessing by God. For example; Baptism, Eucharist.
Evangelism	preaching of the gospel to others with the intention of converting others to the Christian faith

## Component 3: Study of a World Faith

### Option 1: Buddhism

anicca	The impermanent nature of all things
anatta	No independent or permanent self
dukkha	Suffering/unsatisfactoriness
(s)kandhas	The five elements that make up a human being: form, sensation, perception, mental formations and consciousness
samatha	Calmness or breathing meditation
pratitya	Dependent origination; everything 'exists' only because of the 'existence' of other phenomena in an incredibly complex web of cause and effect covering time past, time present and time future
mettabhavana	The development of loving kindness, usually through meditation
vipassana	'Insight' meditation enabling the individual to see the true nature of things

## Option 2: Hinduism

ahimsa	non-injury to living things; the doctrine of non-violence
Brahman	the supreme power in the Universe; ultimate reality; God
Diwali	Hindu festival of Lights (sometimes Divali or Deepavali); this celebrates good conquering evil and invites the goddess Lakshmi into the home
dharma	the religious and moral duty in relation to a person's status in Hindu society, considered by many, but not all, to be linked to caste
moksha	release from the cycle of birth, death and rebirth; liberation; ultimate union with God
murti	'form'; an image or statue of a God/Goddess; one or more of these are often the focal point of puja
puja	Prayer/worship of the gods; offerings. Offerings are given to the murti
Trimurti	The three major aspects of the Brahman, the supreme power; Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer



### Option 3: Islam

tawhid	'oneness' in reference to God and is the basic Muslim belief in the oneness of Allah
prophethood	('risalah' in Arabic) is the term used of the messengers of Allah, beginning with Adam and ending with the Prophet Muhammad
halal (permitted)	actions or things which are permitted within Islam, such as eating permitted foods
haram (forbidden)	any actions or things which are forbidden within Islam, such as eating forbidden foods
greater/lesser jihad	The word jihad means 'to strive' and there are two forms of jihad: <ul style="list-style-type: none"> <li>• greater jihad is the daily struggle and inner spiritual striving to live as a Muslim</li> <li>• lesser jihad is a physical struggle or 'holy war' in defence of Islam.</li> </ul>
mosque	('masjid' in Arabic), a 'place of prostration' for Muslims; it is a communal place of worship for a Muslim community
sharia (straight path)	A way of life; Muslims believe Allah has set out a clear path for how Muslims should live. Shariah Law is the set of moral and religious rules that put the principles set out by the Qur'an and the Hadith into practice
ummah	means 'community' and refers to the world wide community of Muslims who share a common religious identity

## Option 4: Judaism

synagogue	house of assembly; building for Jewish public prayer, study and assembly
shekinhah	the place where God's presence rests and can be felt
Shabbat	day of spiritual renewal and rest. Beginning at sunset on Friday and closing at nightfall on Saturday
kosher	'fit' or 'proper' - foods that are permitted to be eaten according to Leviticus Chapter 11. It is also used to refer to the purity of ritual objects such as Torah scrolls.
Torah	the five books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy). Regarded as the holiest books of the Tenakh.
mitzvot	the term has a mix of meanings. It is often used to refer to duties (such as the 613 in the Torah) and good deeds.
Messiah	the anointed one who Jews believe will bring in a new era or age for humankind. This will include rebuilding the Temple and bringing in an age of universal peace.
Covenant	a promise or agreement between two parties. Covenants were made between God with Noah, Abraham and Moses.

## Option 5: Sikhism

amrit sanskar	the name given to the ceremony that initiates a person into the khalsa
gurdwara	this is the name given to a Sikh place of worship; it means 'gateway to the Guru'
gurpurbs	the celebrations of the anniversary of the birth or death of a Guru; gurpurbs is also a celebration of the installation of the Guru Granth Sahib in 1604
Mool Mantra	means 'basic teaching' and are the first statements of each section of the Guru Granth Sahib. These underpin the Sikh religion and are the basic beliefs about the nature of God.
mukti	spiritual liberation from the cycle of birth, life, death and rebirth
sangat	the holy congregation gathered in the presence of the Guru Granth Sahib
sewa	service to fellow human beings; acts of kindness or charity
Vaisakhi	the Sikh harvest festival that also marks the day in which Guru Gobind Singh formed the first Khalsa in 1699

## Appendix 1 – Martin Skinner

### GCSE Religious Studies Marking Bands in Student-Friendly Language

#### 2 Mark Questions

Mark	
2	I can either <b>also</b> give an example to support the definition <b>or</b> I can give more detail about the key term/concept
1	I can give a definition of the term/concept

#### 5 Mark Questions

Band	Description	Total Marks
3	<ul style="list-style-type: none"> <li>I must answer the question in detail and show excellent knowledge and understanding by describing the ideas in the question</li> <li>I must link belief to practice consistently in my answers</li> <li>I must accurately use a good range of key terms <b>and</b> teachings and explain why they are relevant</li> </ul>	4 - 5
2	<ul style="list-style-type: none"> <li>I must make a good attempt to answer the question by describing the ideas in the question</li> <li>I must show understanding of religious ideas, teachings/beliefs</li> <li>I must explain how belief affects behaviour</li> <li>I must accurately use some religious terms <b>and /or</b> teachings in my answer</li> </ul>	2 - 3
1	<ul style="list-style-type: none"> <li>I have written a limited answer which describes general points</li> <li>I have made a very basic link to how belief affects behaviour</li> <li>I have used one or two key terms <b>and/or</b> teachings</li> </ul>	1
0	<ul style="list-style-type: none"> <li>I have not answered the question</li> </ul>	0

## 8 Mark Questions

Band	Description	Total Marks
4	<ul style="list-style-type: none"> <li>I must answer the question in detail and explain fully the ideas in the question</li> <li>I must explain diversity from <b>within</b> a religion <b>or</b> across religions <b>(COMPONENT 1 ONLY)</b></li> <li>I must link belief to practice consistently and assess the impact it has on a believer</li> <li>I must accurately use a good range of key terms <b>and</b> teachings and explain why they are relevant</li> </ul>	7 – 8
3	<ul style="list-style-type: none"> <li>I must make a very good attempt to answer the question and explain the ideas in the question</li> <li>I must explain diversity from <b>within</b> a religion <b>or</b> across religions <b>(COMPONENT 1 ONLY)</b></li> <li>I must explain how belief affects individuals/communities</li> <li>I must accurately use some religious terms <b>and</b> teachings in my answer</li> </ul>	5 – 6
2	<ul style="list-style-type: none"> <li>I must write a reasonable answer which gives some explanation about the ideas in the question</li> <li>I must show some understanding of the diversity from <b>within</b> a religion <b>or</b> across religions <b>(COMPONENT 1 ONLY)</b></li> <li>I must make a link between belief and behaviour</li> <li>I must use one or two key terms <b>and/or</b> teachings in my answer</li> </ul>	3 – 4
1	<ul style="list-style-type: none"> <li>My answer is limited and offers a basic answer to the question.</li> <li>My paragraphs are not well structured and/or my ideas don't always make sense</li> <li>I have shown very limited understanding of the diversity from <b>within</b> a religion <b>or</b> across religions <b>(COMPONENT 1 ONLY)</b></li> <li>I have shown only limited understanding of how belief affects behaviour</li> <li>I have used a limited number of key terms <b>and/or</b> teachings or not used them in a relevant way</li> </ul>	1 – 2
0	<ul style="list-style-type: none"> <li>I have not answered the question</li> </ul>	0

## 15 Mark Questions

Band	Description	Mark
5	<ul style="list-style-type: none"> <li>I must write an answer which is highly detailed, contains analysis and evaluation of the question</li> <li>I must thoroughly explore different <b>and/or</b> opposing views using religion, teachings and morality</li> <li>I must give an excellent account of non-religious responses as well as religious (<b>COMPONENT 1 Q. 2d. ONLY - ROUTE A, COMPONENT 1 Q. 1d. ONLY -ROUTE B</b>)</li> <li>I must make explicit judgements about the views given in my answer</li> <li>I must show an excellent understanding of how belief affects behaviour</li> <li>I must use religious terms <b>and</b> teachings accurately and in a relevant way throughout my answer</li> </ul>	13 - 15
4	<ul style="list-style-type: none"> <li>I must write a very good, detailed answer and evaluate the topic very well</li> <li>I must explore different <b>and/or</b> opposing views using religious ideas, teachings and morality</li> <li>I must give a very good account of non-religious responses as well as religious (<b>COMPONENT 1 Q. 2d. ONLY - ROUTE A, COMPONENT 1 Q. 1d. ONLY -ROUTE B</b>)</li> <li>I must make sound judgements about the views given in my answer</li> <li>I must explain very well how belief affects behaviour</li> <li>I must use and interpret key terms <b>and</b> teachings throughout</li> </ul>	10 – 12
3	<ul style="list-style-type: none"> <li>I must write a good answer and evaluate the topic well</li> <li>I must explore some different <b>and/or</b> opposing views using religious ideas, teachings and morality</li> <li>I must give a good account of non-religious responses as well as religious (<b>COMPONENT 1 Q. 2d. ONLY - ROUTE A, COMPONENT 1 Q. 1d. ONLY - ROUTE B</b>)</li> <li>I must make reasonable judgements about the views given in my answer</li> <li>I must explain how belief affects behaviour</li> <li>I must use and interpret some key terms <b>and/or</b> teachings throughout</li> </ul>	7 – 9
2	<ul style="list-style-type: none"> <li>I must write an answer that attempts to evaluate the topic</li> <li>I must explore at least one different <b>and/or</b> opposing views using religious ideas, teachings and morality</li> <li>I must attempt to give non-religious responses as well as religious (<b>COMPONENT 1 Q. 2d. ONLY - ROUTE A, COMPONENT 1 Q. 1d. ONLY - ROUTE B</b>)</li> <li>I must attempt to make some judgements about the views given in my answer</li> <li>I must attempt to explain a basic link between belief and behaviour</li> <li>I must include one or two key terms <b>and/or</b> teachings</li> </ul>	4 – 6

1	<ul style="list-style-type: none"> <li>• I have given a basic point of view</li> <li>• I haven't really included any judgements or assessment of the points.</li> <li>• I haven't really offered different or opposing views (or non -religious views where required)</li> <li>• I haven't really linked belief and behaviour</li> <li>• I have used no relevant religious terms or teachings</li> </ul>	1 - 3
0	<ul style="list-style-type: none"> <li>• I have not answered the question</li> </ul>	0

## Appendix 2 - Rachel Dodge

### Developing Writing Skills -Transitional and Linking Words

#### Add information:

again	and	along with
besides	likewise	also
moreover	as well	for example
another	furthermore	equally important
for insurance	additionally	further
together with		

#### Conclude or summarise:

in short	consequently	accordingly
finally	due to	to sum up
in summary	all in all	thus
in conclusion	as a result	therefore

#### Contrast two things or show a difference:

but	yet	in the meantime
otherwise	however	on the contrary
even though	counter to	nevertheless
conversely	on the other hand	still
even so	as opposed to	

#### Emphasise a point:

again	truly	for this reason
indeed	in fact	with this in mind
to repeat	to emphasise	

#### Show similarities:

in the same manner	likewise	as
in the same way	like	similarly
also	both	

#### Clarify:

that is	put another way	to clarify
in other words	stated differently	