

GCSE (9-1)

Specification

**RELIGIOUS
STUDIES
(SHORT COURSE)**

J125

For first assessment in 2018

Disclaimer

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website (ocr.org.uk) and these may differ from printed versions.

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Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Religious Studies Subject Advisors for specialist advice, guidance and support:

01223 553998

Religious.Studies@ocr.org.uk
[@OCR_Religious_Studies](https://www.instagram.com/OCR_Religious_Studies)

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that

will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: <https://ocr.org.uk/qualifications/resource-finder/publishing-partners/>

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: cpdhub.ocr.org.uk

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: ocr.org.uk/i-want-to/email-updates

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that

focus on skills development, professional guidance for teachers and results data analysis.



Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.



Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research. Download the guides at ocr.org.uk/i-want-to/skills-guides



Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to ocr.org.uk/activeresults



1 Why choose an OCR GCSE (9–1) in Religious Studies (Short Course)?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) Short Course in Religious Studies has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals, Cambridge Technicals and Cambridge Progression.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your s to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim

to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
 - Delivery Guides
 - Transition Guides
 - Topic Exploration Packs
 - Lesson Elements
 - . . . and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specification.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Religious Studies (Short Course) is QN 601/8712/8.

1b. Why choose an OCR GCSE (9–1) in Religious Studies (Short Course)?

OCR's GCSE (9–1) Short Course in Religious Studies has been designed using feedback from teachers and other key stakeholders. The aim is to captivate learners with a coherent and engaging programme of study and to encourage them to progress to further study at A level and Higher Education.

OCR's GCSE (9–1) Short Course in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs.

This specification contains clear, detailed and stimulating content to allow teachers to enthuse their learners, whilst being confident that they are preparing them for assessment to the depth and detail required.

Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

Aims and learning outcomes

OCR's GCSE (9–1) in Religious Studies (Short Course) specification will encourage learners to:

- | | |
|--|--|
| <ul style="list-style-type: none"> • develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying • develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for | <p>adult life in a pluralistic society and global community</p> <ul style="list-style-type: none"> • 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 • understand significant common and divergent views 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. |
|--|--|

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Religious Studies (Short Course) for you and your learners are:

- an exciting, straight forward specification with a clear and balanced structure
- engaging and stimulating content which will allow learners to demonstrate an understanding of two religions and apply this in philosophical and ethical contexts
- a flexible specification offering combinations of study
- assessments which aid the promotion of critical analysis and evaluative skills essential to learners in the modern world
- improved support and resources for teachers.

1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Want to find out more?

Ask our Subject Advisors:

Email: Religious.studies@ocr.org.uk

Telephone: 01223553998

Visit our Online Support Centre at support.ocr.org.uk |

2 The specification overview

2a. OCR's GCSE (9–1) in Religious Studies (Short Course) (J125)

Learners must take **one** paper to be awarded the OCR GCSE (9–1) in Religious Studies (Short Course).

Content Overview

Section A

Beliefs and teachings

Learners are required to study the 'beliefs and teachings' of **two** religions from:

- Christianity
- Islam
- Judaism

Section B

Relationships and families

Learners are required to study the theme 'Relationships and families' from **one** of the following religions:

- Christianity
- Islam
- Judaism

This religion **must** be one of the religions studied in Section A.

Section C

Dialogue between religious and non-religious beliefs and attitudes

Learners are required to study the theme 'Dialogue between religious and non-religious beliefs and attitudes' from **one** of the following religions:

- Christianity
- Islam
- Judaism

This religion **must** be one of the religions studied in Section B. **The same religion must be studied in Section B and Section C**

Assessment Overview

Religion, philosophy and ethics in the modern world

(J125/01)

2 hour written paper split into three sections:

Section A

Beliefs and teachings

60 marks*

Section B

Relationships and families

30 marks

Section C

Dialogue between religious and non-religious beliefs and attitudes

30 marks

100%
of total
GCSE
(Short
Course)

* 6 additional marks will be available for spelling, punctuation and grammar and the use of specialist terminology (SPaG) in Section A. See Section 3f for more details.

2b. Content of GCSE (9–1) in Religious Studies (Short Course) (J125)

OCR's GCSE (9–1) in Religious Studies (Short Course) has one component split into **three** sections:

Section A – Beliefs and teachings

Learners are required to study the beliefs and teachings of **two** major world religions. The two religions to study must be chosen from the following:

- Christianity
- Islam
- Judaism

Section B – Relationships and families

Learners are required to study the theme 'Relationships and families' from **one** of the following religions:

- Christianity
- Islam
- Judaism

This religion **must** be one of the religions studied in Section A. The same religion **must** be studied in Section B and Section C.

Section B covers the study of:

Relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination.

Section C – Dialogue between religious and non-religious beliefs and attitudes

Learners are required to study the theme 'Dialogue between religious and non-religious beliefs and attitudes' from one of the following religions:

- Christianity
- Islam
- Judaism

The religion **must** be the religion studied in Section B. The same religion **must** be studied in Section B and Section C.

Section C covers the study of:

Dialogue within and between religions and non-religious beliefs; how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.

2c. Section A: Religion: Beliefs and teachings

Introduction to 'Beliefs and teachings'

2

In this section, learners have the opportunity to study key concepts within their two chosen religions in order to develop an understanding of the basis of the beliefs and teachings of each religion.

As part of the study, learners will consider the existence and importance of common and divergent views within the traditions of their chosen religions, from the point of view of how their beliefs and teachings are understood and expressed. They will also explore how the religions they study influence individuals, communities and societies.

Learners will acquire knowledge and understanding of the sources of wisdom and authority that underpin

and connect the beliefs and teachings of their chosen religions, which they will be able to refer to in their responses.

They will also have the opportunity to develop their ability to explain, analyse and evaluate topics, in order to offer reasoned arguments in discussions about key issues within their chosen religions.

The spelling of words which have been transliterated from non-Roman alphabets will be used consistently through the assessment materials. Learners will not be penalised for the use of other common spellings.

Learners should be able to:

- demonstrate knowledge and understanding of the area of study and its importance for their chosen religions' beliefs and teachings
- analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies in your chosen religions
- include any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate
- consider significant common and divergent views within your chosen religions.

Christianity

Beliefs and teachings

Learners will need to be familiar with the expectations laid out on page 8 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
Nature of God	<p>Learners should have studied the following:</p> <ul style="list-style-type: none">• The meaning of the terms:<ul style="list-style-type: none">◦ benevolent◦ omniscient◦ omnipotent◦ monotheistic◦ judge◦ eternal◦ transcendent◦ immanent◦ personal◦ forgiving• The significance for Christians of these characteristics:<ul style="list-style-type: none">◦ benevolent◦ omniscient◦ omnipotent◦ monotheistic◦ judge◦ eternal◦ transcendent◦ immanent◦ personal◦ forgiving• The common and divergent emphases placed on these characteristics (benevolent, omniscient, omnipotent, monotheistic, judge, eternal, transcendent, immanent, personal, forgiving) by different Christian denominations• Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none">• The Lord's Prayer Matthew 6:9–15• The Ten Commandments (with reference to the first four commandments)• Exodus 20• The Parable of the Lost (Prodigal) Son Luke 15:11–32• John 3:16–18• Matthew 25: 31–46

<p>Concept of God as a Trinity of persons</p>	<ul style="list-style-type: none"> • The concept of the Trinity as one God, three persons (Father, Son, Holy Spirit) • The relationship between Father, Son and Holy Spirit • Issues related to the Nature of God • Different attitudes to God as a Trinity • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<ul style="list-style-type: none"> • Matthew 5:48 • John 14:16–17 • Phillipians 2:5–8 • The Apostles’ Creed • The Nicene Creed • Unitarian Churches e.g. Christadelphians
<p>Biblical accounts of Creation</p>	<ul style="list-style-type: none"> • The concept of God as creator • The role of God the Father as creator in the Genesis narrative • The role of the Spirit in Genesis 1–2, as the agent of God • The role of the Word in John 1 • The identification of Jesus in John’s Gospel chapter 1 as the Word of God linking him to creation and his pre-existence • The role and purpose of human beings • The Fall in the Genesis narrative • Issues raised in Genesis for different Christian groups, literal interpretations and metaphorical understandings • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<p>Learners must study:</p> <ul style="list-style-type: none"> • Genesis 1–3 • John 1 <p>Other suggested sources of wisdom and authority:</p> <ul style="list-style-type: none"> • The Apostles’ Creed • Romans 1:20
<p>The problem of evil and suffering and a loving and righteous God</p>	<ul style="list-style-type: none"> • Concepts of evil • Different types of evil: natural evil and moral evil • Causes of evil • The Fall of mankind as the result of Free Will • The concept of original sin • The concept of Good • The problem of the existence of evil and suffering: how an all-powerful (omnipotent) God can allow evil and suffering if he is also loving (benevolent) and righteous • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<p>Learners must study:</p> <ul style="list-style-type: none"> • Genesis 3:1–19 <p>Other suggested sources of wisdom and authority:</p> <ul style="list-style-type: none"> • The Lord’s Prayer • The message contained in the Book of Job

Jesus Christ	<ul style="list-style-type: none"> • The meaning of the terms: Messiah, Son of God, Lord and Saviour • The significance for Christians of the titles Messiah, Son of God, Lord and Saviour as descriptions of Jesus • The relevance of Messiah, Son of God, Lord and Saviour as descriptions of Jesus for Christians today • The role and importance of Jesus' teachings and life as an example for Christians • Christian love (agape) • The Christian ideal as expressed in Jesus' teaching in the Sermon on the Mount • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<ul style="list-style-type: none"> • The Ten Commandments • The Two Great Commandments Matthew 22:36–39 • The Parable of the Good Samaritan Luke 10:25–37 • The Apostles' Creed • The Nicene Creed • Jesus' healing miracles as examples of agape: Matthew 8:1–3, Mark 5:21–42 • Matthew 5–7
Incarnation, Crucifixion, Resurrection and Ascension	<ul style="list-style-type: none"> • The meaning of the terms: the incarnation, the crucifixion, the resurrection and the ascension • Beliefs and teachings about Jesus arising from the incarnation, the crucifixion, the resurrection and the ascension • The importance to Christians of the incarnation, the crucifixion, the resurrection and the ascension for their life and worship • The common and divergent emphases placed on the significance of the incarnation, the crucifixion, the resurrection and the ascension for the beliefs of different Christian denominations • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<ul style="list-style-type: none"> • Luke 1:26–35 • Mark 15:21–41 • Matthew 28:1–10 • Acts 1:9–11 • The Apostles' Creed • The Nicene Creed
The concept of salvation	<ul style="list-style-type: none"> • The meaning of the following terms: <ul style="list-style-type: none"> ◦ Salvation – restoring the relationship between God and mankind ◦ Atonement – God in Christ reconciles the world to himself ◦ Law – its function to identify sin by laying down commandments ◦ Sin – Pauline views, all have sinned and fallen short of the mark ◦ Grace – God's redemptive love to save sinners ◦ Spirit – The Holy Spirit 	<ul style="list-style-type: none"> • Genesis 3:1–7 • Nicene Creed • Romans 3:23 • Romans 6:23 • 1 Corinthians • Ephesians 2:8–9 • Romans 3:24 • The Apostles' Creed

	<ul style="list-style-type: none"> • The role of Christ in salvation: the sacrifice of Christ – paying the ransom to God for the sins of the world • Issues related to salvation: the belief in forgiveness and repentance for all • The nature of atonement for Christians • Common and divergent Christian beliefs about the need for salvation • Common and divergent Christian beliefs about the role of Jesus Christ in salvation • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	
Eschatological beliefs and teachings	<ul style="list-style-type: none"> • The meaning of the terms resurrection, life after death, heaven and hell • Apocalyptic ideas in the Early Church • Common and divergent beliefs about the Second Coming of Christ (Parousia) • Common and divergent beliefs about, and interpretations of, death, judgement, purgatory, heaven and hell • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations 	<ul style="list-style-type: none"> • The Apostles' Creed • The Nicene Creed • Matthew 25:31–46 • Matthew 5:29–30 • 1 Corinthians 15:12–58 • John 14:1–3

Islam

Beliefs and teachings

Learners will need to be familiar with the expectations laid out on page 8 of the specification.

Area of study	Content Learners should have studied the following:	Suggested sources of wisdom and authority (Learners will be given credit for referring to any appropriate sources of wisdom and authority)
Core beliefs	<ul style="list-style-type: none"> • Articles of faith • The six articles of faith in Sunni Islam: <ul style="list-style-type: none"> ◦ Belief in Allah as the one and only God ◦ Belief in angels ◦ Belief in holy books ◦ Belief in the Prophets ◦ Belief in the Day of Judgement ◦ Belief in Predestination • The overall importance of the six articles of belief for Sunni Muslims • The meaning of 'Usul ad-Din' (The Principles of Faith) • The five roots of 'Usul ad-Din' in Shi'a Islam: <ul style="list-style-type: none"> ◦ Belief in Oneness and Unity of God (Al-Tawhid) ◦ Belief in Divine Justice (Al-Adl) ◦ Belief in Prophethood (Al-Nubuwwah) ◦ Belief in Imams (Al-Imamah) ◦ Belief in the Day of Resurrection (Al-Ma'ad) • The overall importance of the five roots 'Usul ad-Din' for Shi'ite Muslims • Issues related to core beliefs in Sunni Islam and Shi'a Islam • Belief about justice and imamate (leadership) which differentiates Shi'a Islam from Sunni Islam • Common and divergent attitudes of different groups of Muslims towards core beliefs • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Six articles of faith in Sunni Islam • Surah 4:136 • Hadith from Sahih Muslim Book 33 Hadith 6400 (Qadr) • Five roots of Islam in Shi'a Islam • Surah 6:103 • Surah 23:62 (Adalah) • Surah 41:46 (Adalah) • Surah 16:36 (Al-Nubuwwah) • Surah 62:2 (Al-Nubuwwah) • Surah 57:25 (Al-Nubuwwah) • Surah 2:213 (Al-Nubuwwah) • Surah 4:59 (Imamah) • Surah 21:73 (Imamah) • Hadith al-Thaqalayn • Surah 74:38–40 (al-Ma'ad) • Surah 21:104

Nature of Allah	<ul style="list-style-type: none"> • The importance for Muslims of the 99 names of Allah with specific knowledge and understanding of: <ul style="list-style-type: none"> ◦ Tawhid (oneness) ◦ Merciful ◦ Omnipotent ◦ Benevolent ◦ Fair and Just ◦ Transcendent ◦ Immanent • The meaning of Tawhid and its relationship to the concept of shirk • The implications of Tawhid and shirk for polytheism and Christianity • Issues related to the Nature of Allah and how these attributes are shown: <ul style="list-style-type: none"> ◦ Allah's role as creator and judge demonstrate His omnipotence ◦ His concern with humankind and intervention as evidence of immanence ◦ His guidance to humankind showing His merciful nature • The Shi'a concept of the Imamate and its relationship to Shi'a belief in Tawhid • Common and divergent attitudes of different groups of Muslims towards the nature of Allah • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Surah 1 (al-Fatihah) • Surah 2:117 (al-Baqarah) • Surah 50:16 (Qaf) • Surah 53:19–25 (an-Najm) • Surah 112 (al-Ikhlās)
Prophethood (Risalah)	<ul style="list-style-type: none"> • The role and importance of the prophets: <ul style="list-style-type: none"> ◦ Adam as Allah's first creation. Created from clay, made in Allah's image, given the ability to reason and make choices and as khalifa ◦ Ibrahim as the father of the Arab people and of the prophets. He was a hanif. How Allah tested his devotion ◦ Isma'il as the first son of Ibrahim and connected with the building of the Kaaba ◦ Musa who was given the 10 commandments ◦ Dawud as receiving the Zabur and the story of his victory over Goliath ◦ The prophet Isa as not divine but chosen to deliver a message like the other prophets. His significance in the Qur'an and his role on the Day of Judgement ◦ Muhammad (PBUH) as 'seal of the prophets' and the implications of this. His background and the personal qualities that made him a good prophet 	<ul style="list-style-type: none"> • Surah 3:31 • Surah 3:144 (al-Imran) • Surah 21:105 (al-Anbiya) • Surah 5:78 (al-Ma'idah) • Surah 46:9 (al-Ahqaf) • Surah 73:15

	<ul style="list-style-type: none"> • Common and divergent attitudes of different groups of Muslims towards the role and importance of the prophets • Risalah as Allah's way of communicating with humans • The belief in the twelve Imams and their infallible nature (imamate) in Shi'a Islam • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	
Books (Kutub)	<ul style="list-style-type: none"> • Islam as the original religion dating back to Adam • The Scrolls (Sahifah), Gospel (Injil), Torah (Tawrat) and Psalms (Zabur) as revealed to four previous messengers • The original belief system was the same for all but became distorted • The Qur'an as the final undistorted message • Common and divergent attitudes of different groups of Muslims towards books (Kutub) and ancient texts • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Surah 96 (al-Alaq) • Surah 5:46 (al-Ma'idah) • Surah 5:48 (Wahy) • Surah 4:163 (an-Nisa)
Angels (Malaikah)	<ul style="list-style-type: none"> • The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil: <ul style="list-style-type: none"> ◦ Jibril as chief angel communicating message between Allah and the rasuul ◦ Izra'il taking the final breath from people ◦ Mika'il the guardian of heaven and bringer of thunder who rewards the righteous ◦ Israfil blowing the trumpet on the Day of Judgement • Angels as Allah's first creation: immortal, free of sin and without free will • The role of angels as a primary source of communication between Allah and humankind • The way in which belief in recording angels may affect the behaviour of Muslims in daily life • Common and divergent attitudes of different groups of Muslims towards importance of angels • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Surah 16:102 (Malaikah) • Surah 35:1 (Fatir) • Surah 74:31 (al-Muddaththir)

<p>Eschatological beliefs and teachings</p>	<ul style="list-style-type: none"> • Predestination (al-Qad'r) as a divine masterplan • The idea of sifat (Allah's foreknowledge) and free will for humans • Human freedom and its relationship to the Day of Judgement • Knowledge of faith and action is recorded in each individual's book of life and read out on the Day of Judgement • Common and divergent attitudes of different groups of Muslims towards eschatological beliefs and teachings • Common and divergent attitudes towards the issue of human freedom in Sunni Islam and Shi'a Islam: Mu'tazilite and Al-Ashari • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Surah 12:42 (Yusuf) • Surah 33:38 (al-Ahzab)
<p>Life after death (Aakhirah)</p>	<ul style="list-style-type: none"> • The meaning of the term Akhirah • Life as preparation for the life to come, after the Day of Judgement • The role of human responsibility and accountability in deciding the nature of the life to come, after the Day of Judgement • The Islamic concept of stewardship • Barzakh as the period between death and the Day of Judgement • Descriptions of heaven (al-Jannah) and hell (Jahannam) • Common and divergent attitudes of different groups of Muslims towards Akhirah • Literal and metaphorical interpretations of heaven and hell • The issue of martyrdom • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups 	<ul style="list-style-type: none"> • Surah 2:155 (al-Baqarah) • Surah 17:49–51 (al-'Isra) • Surah 101 (Yawm al Qiyyamah)

Judaism

Beliefs and teachings

Learners will need to be familiar with the expectations laid out on page 8 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
Nature of G-d	<p>Learners should have studied the following:</p> <ul style="list-style-type: none">• The meaning of the terms G-d as One, Creator, Law-Giver, Judge and Eternal• The significance of the following characteristics for Jews:<ul style="list-style-type: none">◦ All-powerful◦ All-good◦ All-knowing◦ Everywhere◦ Beyond time and space◦ Concerned with humanity◦ Intervening in the world◦ Transcendent and immanent• Issues related to the nature of G-d, including the problem of evil and suffering• Common and divergent emphases placed on these characteristics by different Jewish groups, including beliefs about the Last Day of the world as Judgement day and the judgements made by G-d on Rosh Hashannah• Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none">• Genesis 1:1–2• Genesis 1:27• Deuteronomy 6:4–9• The message contained in the Book of Job• The message contained in the Book of Jonah
The divine presence	<ul style="list-style-type: none">• The meaning and origins of the term Shekinah, as referring to the manifest presence of G-d• The significance of Shekinah in Judaism• Association of Shekinah with the feminine aspects of G-d, including the association with the Sefirot (powers/emanations of G-d) and G-d's creative nature• Issues related to the divine presence, including the relationship between God and the prophets	<p>Shekinah is the term used for the presence of God, examples of which in the Torah are:</p> <ul style="list-style-type: none">• Exodus 13:20–22• Exodus 40:35• Exodus 24:16• Numbers 9:16

	<ul style="list-style-type: none"> • Common and divergent emphases placed on Shekinah by different Jewish groups, including understanding the term as synonymous with G-d or as a reference to G-d descending to or dwelling on Earth • Common and divergent emphases placed on feminine aspects of G-d by different Jewish groups, including Shekinah as a feminine noun first used in the Talmud • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	
The Covenant at Sinai	<ul style="list-style-type: none"> • The concept of Covenant • The significance of the Covenant at Sinai (the Ten Commandments) • The role of Moses within Judaism • Issues related to the Covenant at Sinai, including the nature of the promises made by G-d to the Israelites and their significance for modern Judaism • Common and divergent emphases placed on the Covenant at Sinai by different Jewish groups • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Exodus 20:2–14
The Messiah	<ul style="list-style-type: none"> • The meaning of the term Messiah • The concept of the Messiah • The origins of the term Messiah and the role of Elijah • The importance of the Messiah in Jewish history • The characteristics of the Messiah • The importance of the Messianic Age • Issues related to the Messiah, including the different views held amongst religious Jews regarding the nature of the Messiah and the Messianic Age • Common and divergent views, beliefs and attitudes in Judaism about the nature and coming of the Messiah • Common and divergent emphases placed on the concept of Messiah and the Messianic Age by different Jewish groups, including the Messianic Age as an era of global peace and harmony • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Micah 4:1–3 • Genesis 12:1–3 • Isaiah 11:11–12 • Ezekiel 37:24–28

Promised Land	<ul style="list-style-type: none"> • The concept of the Promised Land: to whom was it promised and in return for what? • The origins of a belief in the Promised Land in the Covenant with Abraham • The significance of the Covenant with Abraham • The role of Abraham and his importance in Judaism • Issues related to the Promised Land, including whether this concept is equally important for all religious Jews • Common and divergent emphases placed on the concept of the Promised Land by different Jewish groups, including attitudes towards the State of Israel • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Micah 4:1–3 • Genesis 12:1–3 • Isaiah 51:3
Key moral principles	<ul style="list-style-type: none"> • The meaning of the term Mitzvot • The significance of the Mitzvot • Different groupings of Mitzvot including: <ul style="list-style-type: none"> ◦ Positive commandments (aseh) that say what must be done/followed ◦ Negative commandments (ta'ashe) that say what must be avoided • The meaning of Divine Providence for Jews • The relationship between free will and the Mitzvot • Issues related to key moral principals, including the preservation of human life as a principle that takes precedence over all other commandments (Pikuach Nefesh) • Common and divergent emphases placed on the concept of the Mitzvot by different Jewish groups, including the importance of interpersonal relationships as the principle underlying some Mitzvot • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Exodus 20:2–14 • Deuteronomy 30:19 • Job 42:2 • The message of the Book of Jonah: Divine Providence
Ethical and ritual Mitzvot	<ul style="list-style-type: none"> • The concepts of ethical and ritual Mitzvot and how they create relationship between Man and G-d and/or man and man • The difference between ethical and ritual Mitzvot • The significance of ethical Mitzvot • Issues related to the Mitzvot, including the existence of different lists of Mitzvot compiled by scholars 	<ul style="list-style-type: none"> • Exodus 20:2–14 • Deuteronomy 11:18–21 • Numbers 15:37–41

	<ul style="list-style-type: none"> • Common and divergent emphases placed on the concept of ethical and ritual Mitzvot by different Jewish groups • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	
Sanctity of life	<ul style="list-style-type: none"> • The meaning and concept of sanctity of life • The significance that Judaism places on the sanctity of human life • The concept and meaning of Pikuach Nefesh (the obligation to save life) • The significance of Pikuach Nefesh in Jewish personal, social and community life • Issues related to the sanctity of life, including what kinds of life are sacred • Common and divergent emphases placed on the concept of the sanctity of life by different Jewish groups, including the difference between human and non-human lives • Common and divergent emphases placed on the concept of Pikuach Nefesh by different Jewish groups, including whether the principle extends to relieving suffering/illness • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Genesis 1:27 • Exodus 20:13 • Leviticus 19:16
Eschatological beliefs and teachings	<ul style="list-style-type: none"> • The concepts and meaning for Jews of: <ul style="list-style-type: none"> ◦ The distinction between soul and the body ◦ Resurrection ◦ Judgement ◦ Sheol ◦ Gan Eden ◦ Gehenna • The relationship between the soul and the body • The significance of ideas about the soul and the body for Jewish attitudes towards life after death • The importance of beliefs about life after death • Issues related to eschatological beliefs and teachings, including different ideas about the resurrection of the body • Common and divergent emphases placed on the concept of Judgement by different Jewish groups, including different ideas about the role of judgement in determining the nature of life after death • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups 	<ul style="list-style-type: none"> • Genesis 2:7 • Daniel 12:2–3

2c. Section B: Religion, philosophy and ethics in the modern world: Relationships and families

In this section, learners will approach the study of religion, philosophy and ethics in the modern world through a study of the theme 'Relationships and families'.

Learners will study philosophical and ethical arguments and their impact and influence in the modern world.

Learners will be able to demonstrate the depth of their understanding of religion through the application of teachings from religions, beliefs and through references to any sources of wisdom and authority. These may include scripture and/or sacred texts.

Learners are required to follow this thematic approach through **one** of the religions they have studied from Section A.

Learners are required to consider the theme from different perspectives within the religion.

The spelling of words which have been transliterated from non-Roman alphabets will be used consistently through the assessment materials. Learners will not be penalised for the use of other common spellings.

Learners should be able to:

- demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
- analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies
- demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate consider significant common and divergent views within their chosen religion
- refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments
- consider the issues raised for your chosen religion in Great Britain. The religious traditions of Great Britain are, in the main Christian but they are also diverse, including other religious and non-religious beliefs.

Christianity

Relationships and families

Learners will need to be familiar with the expectations laid out on page 20 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Relationships and families</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Fidelity • Understandings of sexuality • Ethical modes of relationship 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • Christian attitudes towards the role and purpose of the Christian family • Christian attitudes towards the importance and purposes of marriage • Significance of beliefs and teachings reflected in a Christian marriage ceremony • Reasons for differences in practice • Same-sex marriage • Consideration of beliefs, teachings and attitudes relating to: <ul style="list-style-type: none"> ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • Genesis 2:22–25 • Matthew 19:4–6 • Matthew 5:31–32 • Mark 10:11–12 • Exodus 20:14 • 1 Corinthians 7:10–11
<p>Men and women</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Equality of men and women • Freedom of choice and restrictions on it • Duty to family and community 	<ul style="list-style-type: none"> • Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: <ul style="list-style-type: none"> ◦ Christian family relationships ◦ Christian communities ◦ Religious upbringing of children <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	<ul style="list-style-type: none"> • Colossians 3:18–19 • Ephesians 5:25 & 28 • 1 Timothy 2:11–14 • Genesis 2 • 1 Peter 2:1–7 • 1 Corinthians 14:34–35

<p>Christian understandings of equality</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities 	<ul style="list-style-type: none"> • Christian teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Christian views and attitudes on the importance of equality for individuals, communities and society • Christian attitudes and beliefs about prejudice and discrimination on the basis of gender • Christian teachings about equality and discrimination in relation to gender <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	<ul style="list-style-type: none"> • Genesis 1:27 • Acts 10:34–35, 17:26 • John 13:34 • Matthew 7:12 • Galatians 3:28 • Luke 10:30–37 • James 2:8–9 • Archbishop Tutu’s Truth and reconciliation Commission in South Africa
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Islam

Relationships and families

Learners will need to be familiar with the expectations laid out on page 20 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Relationships and families</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Fidelity • Understandings of sexuality • Ethical modes of relationship 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • Muslim attitudes towards the role and purpose of the Muslim family • Muslim attitudes towards the importance and purposes of marriage • Significance of beliefs and teachings and attitudes reflected in a Muslim marriage • Reasons for differences in practice • Same-sex marriage • Consideration of beliefs, teachings and attitudes relating to: <ul style="list-style-type: none"> ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • The Prophet Muhammad had several wives and children. This emphasises the importance of family and marriage for Muslims. • Surah 17:23–24 • Surah Ar-Rum 30:21 • Surah Al-A'raf 7:189 • Surah An-Nisa 4:3 • Surah Al-An'am 6:151 • Surah Al-Baqarah 2:228–232
<p>Men and women</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Equality of men and women • Freedom of choice and restrictions on it • Duty to family and community 	<ul style="list-style-type: none"> • Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: <ul style="list-style-type: none"> ◦ Muslim family relationships ◦ Muslim communities ◦ Religious upbringing of children <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	<ul style="list-style-type: none"> • Teaching of the Prophet Muhammad in the Surah An-Nahl 16:97

<p>Muslim understandings of equality</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities 	<ul style="list-style-type: none"> • Muslim teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Muslim views and attitudes on the importance of equality for individuals, communities and society • Muslim attitudes and beliefs about prejudice and discrimination on the basis of gender • Muslim teachings about equality and discrimination in relation to gender <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	<ul style="list-style-type: none"> • Surah Al-Mumtahanah 60:8 • The hajj and the concept of ihram • Surah Al-Hujurat 49:13 • Surah Ghafir 40:40 • Surah Al-Ahzab 33:35 • Surah 30:22 • Surah 49:14
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Judaism

Relationships and families

Learners will need to be familiar with the expectations laid out on page 20 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Relationships and families</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Fidelity • Understandings of sexuality • Ethical modes of relationship 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • Jewish attitudes towards the role and purpose of the Jewish family • Jewish attitudes towards the importance and purposes of marriage • Significance of beliefs and teachings reflected in a Jewish marriage ceremony • Reasons for differences in practice • Same-sex marriage • Consideration of beliefs, teachings and attitudes relating to: <ul style="list-style-type: none"> ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • Genesis 2:24 • Exodus 20:14 • Deuteronomy 24:1 • Proverbs 6:20
<p>Men and women</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Equality • Freedom of choice and restrictions on it • Duty to family and community 	<ul style="list-style-type: none"> • Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: <ul style="list-style-type: none"> ◦ Jewish family relationships ◦ Jewish communities ◦ Religious upbringing of children <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	<ul style="list-style-type: none"> • Genesis 15:5 • Genesis 2:18 • Genesis 2:24 • Leviticus 15:19 • Leviticus 18:19 • Proverbs 31:10–31

<p>Jewish understandings of equality</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities 	<ul style="list-style-type: none"> • Jewish teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Jewish views and attitudes on the importance of equality for individuals, communities and society • Jewish attitudes and beliefs about prejudice and discrimination on the basis of gender • Jewish teachings about equality and discrimination in relation to gender <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	<ul style="list-style-type: none"> • Genesis 1:27 • Genesis 3:16 • Genesis 3:20 • Leviticus 19:33–34 • Micah 6:8
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2c. Section C: Religion, philosophy and ethics in the modern world: Dialogue within and between religious and non-religious beliefs

In this section, learners will approach the study of religion, philosophy and ethics in the modern world through a study of the theme 'Dialogue within and between religious and non-religious beliefs'.

Learners will study philosophical and ethical arguments and their impact and influence in the modern world.

Learners will be able to demonstrate the depth of their understanding of religion through the application of teachings from religions, beliefs and through references to any sources of wisdom and authority. These may include scripture and/or sacred texts.

Learners are required to follow this thematic approach through **one** of the religions they have studied from Section A.

Learners are required to consider the theme from different perspectives within the religion.

The spelling of words which have been transliterated from non-Roman alphabets will be used consistently through the assessment materials. Learners will not be penalised for the use of other common spellings.

Learners should be able to:

- demonstrate knowledge and understanding of different philosophical and ethical arguments relating to the areas of study
- analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies
- demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate consider significant common and divergent views within their chosen religion
- refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments
- consider the issues raised for your chosen religion in Great Britain. The religious traditions of Great Britain are, in the main Christian but they are also diverse, including other religious and non-religious beliefs.

Christianity

Dialogue between religious and non-religious beliefs and attitudes

Learners will need to be familiar with the expectations laid out on page 27 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Challenges for religion</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Secularism as a mode of thought and being • Tolerance • Freedom of belief • Freedom of expression • Freedom of practice • Equality in society • The value of human life • Self-determination 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • The importance of the Christian religious traditions in British society • Christianity as the established religion in a country of diverse religious traditions • The Monarch as the Head of the Church of England • The role of religion in public life, including: <ul style="list-style-type: none"> ◦ Bishops in the House of Lords ◦ Christian services to mark key events ◦ Public holidays based on Christian celebrations ◦ Church schools • The concept of secularisation, including: <ul style="list-style-type: none"> ◦ The place of religion in a secular society ◦ The effects of secularisation on religion ◦ The rise of humanism • Potential clashes between religious and secular values in education, including: <ul style="list-style-type: none"> ◦ Secular ethics and values in school ◦ Faith schools • Potential clashes between religion, tradition and secular law, including: <ul style="list-style-type: none"> ◦ Religious teachings and attitudes about marriage ◦ Responses to forced, arranged and child marriages ◦ Religious attitudes to equality ◦ Potential clashes with equality laws 	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • The Church of England ‘Facts and Stats’ • The British Humanist Association • The National Secular Society • The Sunday Assembly • Education Act of 1988: RE and Assemblies • Statements from the Roman Catholic and Anglican churches on potential clashes between religious teachings and scientific development in medical ethics • Abortion Education • SPUC • Exodus 20:13 • Psalm 139:13

	<ul style="list-style-type: none"> • Potential clashes between religious teachings and scientific development in medical ethics, including: <ul style="list-style-type: none"> ◦ Euthanasia and the right to die ◦ Abortion ◦ Issues of genetic manipulation ◦ The creation of life <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	
<p>Dialogue within and between religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Consensus • Diversity • Uniformity • Freedom of choice • Freedom of expression 	<ul style="list-style-type: none"> • Different teachings, beliefs and attitudes of Christians towards each other and towards other religious groups, including: <ul style="list-style-type: none"> ◦ Exclusivism ◦ Inclusivism ◦ Pluralism ◦ Ecumenism ◦ Intra-faith communication ◦ Inter-faith dialogue • The importance of inter-faith dialogue in 21st century Britain • The relationship between religion and wider society, including: <ul style="list-style-type: none"> ◦ Religion and national identity ◦ Proselytisation <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	<ul style="list-style-type: none"> • Matthew 22:37–40 • Matthew 28:18–20 • John 3:16 • John 14:6 • John 14:2
<p>Dialogue between religious and non-religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Beliefs • Religious values • Secular values 	<ul style="list-style-type: none"> • Different Christian views and attitudes towards non-religious worldviews • Christian values and ideals shared with: <ul style="list-style-type: none"> ◦ Atheism ◦ Agnosticism ◦ Humanism ◦ Secularism • The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society • Whether secular values should take precedence over Christian religious values 	<ul style="list-style-type: none"> • Matthew 22:37–40 • John 14:2 • The British Humanist Association • The National Secular Society • The Tony Blair Foundation

	<ul style="list-style-type: none">• Potential areas of disagreement and difference between Christianity and the following:<ul style="list-style-type: none">◦ Atheism◦ Agnosticism◦ Humanism◦ Secularism• The significance of these potential areas of disagreement and difference for individuals, communities and society. <p>Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.</p>	
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Islam

Dialogue between religious and non-religious beliefs and attitudes

Learners will need to be familiar with the expectations laid out on page 27 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Challenges for religion</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Secularism as a mode of thought and being • Tolerance • Freedom of belief • Freedom of expression • Freedom of practice • Equality in society • The value of human life • Self-determination 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • The importance of the Christian religious traditions in British society • Christianity as the established religion in a country of diverse religious traditions • The Monarch as the Head of the Church of England • The role of religion in public life, including: <ul style="list-style-type: none"> ◦ Bishops in the House of Lords ◦ Christian services to mark key events ◦ Public holidays based on Christian celebrations ◦ Church schools • The concept of secularisation, including: <ul style="list-style-type: none"> ◦ The place of religion in a secular society ◦ The effects of secularisation on religion ◦ The rise of humanism • Potential clashes between religious and secular values in education, including: <ul style="list-style-type: none"> ◦ Secular ethics and values in school ◦ Faith schools • Potential clashes between religion, tradition and secular law, including: <ul style="list-style-type: none"> ◦ Religious teachings and attitudes about marriage ◦ Responses to forced, arranged and child marriage ◦ Religious attitudes to equality ◦ Potential clashes with equality laws 	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • The Church of England ‘Facts and Stats’ • The British Humanist Association • The National Secular Society • The Sunday Assembly • Education Act of 1988: RE and Assemblies • Surah 3:145 • Surah 5:32 • Surah 16:61 • Surah 17:32 • Surah 17:33 • Surah 4:29 • Abortion Education • SPUC

	<ul style="list-style-type: none"> • Potential clashes between religious teachings and scientific development in medical ethics, including: <ul style="list-style-type: none"> ◦ Euthanasia and the right to die ◦ Abortion ◦ Issues of genetic manipulation ◦ The creation of life <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	
<p>Dialogue within and between religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Consensus • Diversity • Uniformity • Freedom of choice • Freedom of expression 	<ul style="list-style-type: none"> • Different teachings, beliefs and attitudes of Muslims towards each other and towards other religious groups, including: <ul style="list-style-type: none"> ◦ Exclusivism ◦ Inclusivism ◦ Pluralism ◦ Intra-faith communication ◦ Inter-faith dialogue • The importance of inter-faith dialogue in 21st century Britain • The relationship between religion and wider society, including: <ul style="list-style-type: none"> ◦ Religion and national identity ◦ Proselytisation <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	<ul style="list-style-type: none"> • The Five Pillars highlight the concept of brotherhood within the ummah - Ihram as an aspect of hajj and the unifying aspects of zakat and sawm • The Constitution of Madinah contains guidelines on the treatment of other religions. The first article states that Jews, Christians and pagans are all one nation • Surah Al-Ma'idah 5:69 • Surah Al-Baqarah 2:221 • Surah 30:22 • Surah 49:14
<p>Dialogue between religious and non-religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Beliefs • Religious values • Secular values 	<ul style="list-style-type: none"> • Different Muslim views and attitudes towards non-religious worldviews • Muslim values and ideals shared with: <ul style="list-style-type: none"> ◦ Atheism ◦ Agnosticism ◦ Humanism ◦ Secularism • The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society • Whether secular values should take precedence over Muslim religious values 	<ul style="list-style-type: none"> • Surah Al-Baqarah 2:256 states that religion should not be forced on people • The British Humanist Association • The National Secular Society

	<ul style="list-style-type: none">• Potential areas of disagreement and difference between Islam and the following:<ul style="list-style-type: none">◦ Atheism◦ Agnosticism◦ Humanism◦ Secularism• The significance of these potential areas of disagreement and difference for individuals, communities and society. <p>Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.</p>	
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Judaism

Dialogue between religious and non-religious beliefs and attitudes

Learners will need to be familiar with the expectations laid out on page 27 of the specification.

Area of study	Content	Suggested sources of wisdom and authority
<p>Challenges for religion</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Secularism as a mode of thought and being • Tolerance • Freedom of expression • Freedom of practice • Equality • The value of human life • Self-determination 	<p>Learners should have studied the following:</p> <ul style="list-style-type: none"> • The importance of the Christian religious traditions in British society • Christianity as the established religion in a country of diverse religious traditions • The Monarch as the Head of the Church of England • The role of religion in public life, including: <ul style="list-style-type: none"> ◦ Bishops in the House of Lords ◦ Christian services to mark key events ◦ Public holidays based on Christian celebrations ◦ Church schools • The concept of secularisation, including: <ul style="list-style-type: none"> ◦ The place of religion in a secular society ◦ The effects of secularisation on religion ◦ The rise of humanism • Potential clashes between religious and secular values in education, including: <ul style="list-style-type: none"> ◦ Secular ethics and values in school ◦ Faith schools • Potential clashes between religion, tradition and secular law, including: <ul style="list-style-type: none"> ◦ Religious teachings and attitudes about marriage ◦ Responses to forced, arranged and child marriage ◦ Religious attitudes to equality ◦ Potential clashes with equality laws 	<p>(Learners will be given credit for referring to any appropriate sources of wisdom and authority)</p> <ul style="list-style-type: none"> • The Church of England ‘Facts and Stats’ • The British Humanist Association • The National Secular Society • The Sunday Assembly • Education Act of 1988: RE and Assemblies • Reconstructionist Judaism • Torah im Derech Eretz • Board of Deputies of British Jews • Genesis 1:26–28 • Exodus 21:22–25 • Exodus 20:13 • Psalm 139:13 • Abortion Education • SPUC

	<ul style="list-style-type: none"> • Potential clashes between religious teachings and scientific development in medical ethics, including: <ul style="list-style-type: none"> ◦ Euthanasia and the right to die ◦ Abortion ◦ Issues of genetic manipulation ◦ The creation of life <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	
<p>Dialogue within and between religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Consensus • Diversity • Uniformity • Freedom of choice • Freedom of expression 	<ul style="list-style-type: none"> • Different teachings, beliefs and attitudes of Jews towards each other and towards other religious groups, including: <ul style="list-style-type: none"> ◦ Exclusivism ◦ Inclusivism ◦ Pluralism ◦ Intra-faith communication ◦ Inter-faith dialogue • The importance of inter-faith dialogue in 21st century Britain • The relationship between religion and wider society, including: <ul style="list-style-type: none"> ◦ Religion and national identity ◦ Proselytisation <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	<ul style="list-style-type: none"> • The Noachide Laws • Chabad Lubavitch • Council of Christians and Jews • Children of Abraham • Three Faiths Forum
<p>Dialogue between religious and non-religious groups</p> <p>Key philosophical and ethical concepts:</p> <ul style="list-style-type: none"> • Beliefs • Religious values • Secular values 	<ul style="list-style-type: none"> • Different Jewish views and attitudes towards non-religious worldviews • Jewish values and ideals shared with: <ul style="list-style-type: none"> ◦ Atheism ◦ Agnosticism ◦ Humanism ◦ Secularism • The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society • Whether secular values should take precedence over Jewish religious values 	<ul style="list-style-type: none"> • The British Humanist Association • The National Secular Society • Torah im Derech Eretz • Board of Deputies of British Jews • The Tony Blair Foundation

	<ul style="list-style-type: none">• Potential areas of disagreement and difference between Judaism and the following:<ul style="list-style-type: none">◦ Atheism◦ Agnosticism◦ Humanism◦ Secularism• The significance of these potential areas of disagreement and difference for individuals, communities and society. <p>Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.</p>	
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2d. Prior knowledge, learning and progression

Although learners in England who are beginning a GCSE (9–1) Short Course in Religious Studies are likely to have followed a course of study based on their local area requirements, no prior qualification or knowledge of the subject is required.

2 OCR's GCSE (9–1) Short Course in Religious Studies provides a suitable foundation for the study of Religious Studies or related courses in further education. Skills gained from the qualification would help to equip learners for further studies in the range of Humanities, Arts or Social Sciences subjects, such as A Level History, English, or Psychology for example.

OCR's GCSE (9–1) Short Course in Religious Studies provides a suitable foundation for the study of Religious Studies at AS level and A level.

Equally, it is suitable for preparing learners for the world around them. The specification is designed to develop critical and reflective thinking with respect to religious diversity and encourage an awareness of the importance of religious beliefs and teachings. OCR's GCSE (9–1) Short Course Religious Studies is an excellent qualification to prepare learners for employment and give learners personal growth and engagement in learning.

3 Assessment of GCSE (9–1) in Religious Studies (Short Course)

3a. Forms of assessment

OCR's GCSE (9–1) in Religious Studies (Short Course) consists of one externally-assessed component that comprises three sections. These will be: Section A: Beliefs and teachings; Section B: Relationships and families and Section C: Dialogue within and between religious and non-religious beliefs. Candidates will have two hours to answer four questions from the religions they have studied.

In Section A, each question is divided into five parts. The first three are short answer questions with low mark tariffs. The fourth part is a medium length response question targeting AO1. The fifth part is an extended response question targeting both AO1 and AO2, weighted towards AO2.

In Sections B and C, each question is divided into four parts. The first part is a short answer question with a

low tariff mark. The second part is a medium length response targeting AO1. The third part is a medium length response question targeting AO2. The fourth part is an extended response question, targeting both AO1 and AO2, weighted towards AO2.

Learners will be expected to draw on knowledge and understanding from across their course of study and make reference to sources of wisdom and authority in their responses.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in Section A on both part (e) extended response questions.

Command words

Within the question paper, the following command words will be used:

Category:	Category 1 (AO1 Knowledge Recall only)	Category 2 (AO1 Knowledge and Understanding)	Category 3 (AO2 Analysis and Evaluation)	Category 4 (AO1 Knowledge and Understanding and AO2 Analysis and Evaluation)
Command Word:	Name State Give	Describe Outline	Explain Compare	"<Stimulus statement inserted here.>" Discuss.
Definition:	Demonstrate knowledge of religion and belief by recalling factual information.	Demonstrate knowledge AND understanding of religious belief through the development of a response.	Demonstrate the ability to analyse and evaluate aspects of religion and belief. Deconstructing information and/or issues to find connections and provide logical chains of reasoning. Making judgements with respect to information and/or issues.	Demonstrate knowledge and understanding and the ability to analyse and evaluate aspects of religion and belief. Deconstructing information and/or issues to find connections and provide logical chains of reasoning. Making judgements with respect to information and/or issues. Emphasis on constructing coherent, reasons responses which are supported by evidence.
Used in:	[3] mark AO1 questions	[3] + [6] mark AO1 questions	[6] mark AO2 questions	[15] mark AO1/AO2 questions

3

3b. Assessment objectives (AO)

There are two Assessment Objectives in OCR GCSE (9–1) in Religious Studies (Short Course).

These are detailed in the table below.

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of religion and belief including <ul style="list-style-type: none">• beliefs, practices and sources of authority• influence on individuals, communities and societies• similarities and differences within and/or between religions and their beliefs.
AO2	Analyse and evaluate aspects of religion, including their significance and influence.

AO weightings in OCR GCSE (9–1) in Religious Studies (Short Course)

The relationship between the Assessment Objectives and the components are shown in the following table:

Sections	% of overall GCSE (9–1) in Religious Studies (J125)	
	AO1	AO2
Section A: Beliefs and teachings	30	20
Section B: Relationships and families	10	15
Section C: Dialogue between religious and non-religious beliefs and attitudes	10	15
Total	50	50

3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish.

They retake all components of the qualification.

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Spelling, punctuation and grammar and the use of specialist terminology (SPaG)

In the specification as a whole, 5 percent of the marks will be used to credit the accuracy of the learners' spelling, punctuation and grammar and their use of specialist terminology (SPaG).

The marking expectations for spelling, punctuation and grammar and the use of specialist terminology (SPaG) can be found at the back of the mark scheme for this assessment material.

There will be 6 marks available for SPaG within Section A of the question paper. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated on assessment materials.

3g. Calculating qualification results

A learner's overall qualification grade for OCR GCSE (9–1) in Religious Studies (Short Course) will be calculated from their mark from the component taken.

This mark will then be compared to the qualification level grade boundaries for the qualification taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at <http://www.ocr.org.uk/administration>.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries

should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Religious Studies (Short Course) must be entered for J125.

Entry option		Component		
Entry code	Title	Code	Title	Assessment type
J125	Religious Studies (Short Course)	01	Religion, philosophy and ethics in the modern world	External Assessment

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U).

Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

The following supporting information will be available:

Centres will have access to the following results information for each learner:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/Level 2 GCSE (9–1) in Religious Studies (Short Course)'.

4e. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of their marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported

to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

1. Grade 8

1.1 To achieve Grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority
- demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs
- construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using accurate specialist terminology.

2. Grade 5

2.1 To achieve Grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority
- demonstrate some understanding of common and divergent views and practices within and between religions or beliefs
- construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology.

3. Grade 2

3.1 To achieve Grade 2 candidates will be able to:

- demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority
- demonstrate some understanding of different views and practices between religions or beliefs
- express an opinion on matters of religion or belief using everyday language, recognising others might have different views.

5b. Overlap with other qualifications

There is significant overlap between the content of the OCR GCSE (9–1) Religious Studies (Full Course) and the OCR GCSE (9–1)

Religious Studies (Short Course) enabling co-teaching of the short and full course.

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the *JCQ Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	i) Front Cover ii) 4d iii) Multiple	i) Disclaimer ii) Results and Certificates: Results	i) Addition of Disclaimer ii) Amend to Certification Titling iii) Changes to typographical errors throughout the specification. No changes have been made to any assessment requirements.
July 2019	1.2	i) 3a ii) 3b	i) Forms of assessment ii) Assessment objectives	i) Amendments to the AO weightings and to the command words table ii) Amendments to the AO weightings
January 2020	1.3	i) 1d ii) 4e	i) How do I find out more information? ii) Post-results services	i) Insertion of link to the new Online Support Centre. ii) Enquiry about results changed to Review of results.
February 2021	1.4			Update to specification covers to meet digital accessibility standards



YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark [OCR website](#) for all the latest resources, information and news on GCSE (9-1) Religious Studies
 - Be among the first to hear about support materials and resources as they become available – register for [GCSE \(9-1\) Religious Studies](#)
 - Find out about our [professional development](#)
 - View our range of [skills guides](#) for use across subjects and qualifications
 - Discover our new online [past paper service](#)
 - Learn more about [Active Results](#)
 - Visit our [Online Support Centre](#)
-

Download high-quality, exciting and innovative GCSE (9-1) Religious Studies (Short Course) resources from ocr.org.uk/religious-studies

Resources and support for our GCSE (9-1) Religious Studies (Short Course) qualification, developed through collaboration between our Religious Studies Subject Advisors, teachers and other subject experts, are available from our website. You can also contact our Religious Studies Advisors who can give you specialist advice, guidance and support.

Contact the team at:

01223 553998

religiousstudies@ocr.org.uk

@OCR_exams

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

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