

GCE

Edexcel Advanced Subsidiary GCE in Religious Studies (8560)

First examination 2007

Edexcel Advanced GCE in Religious Studies (9560)

First examination 2008

December 2005

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Specification

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Acknowledgements

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Introduction

Key features

- ◆ Flexible paths to AS and A2 allow you to choose the most suitable content and assessment for your students
- ◆ Coursework in the Advanced Subsidiary (AS)
- ◆ A wide choice of coursework titles, to be chosen from a list provided by Edexcel
- ◆ A2 units build on and develop themes introduced in the corresponding AS unit
- ◆ A range of support materials and INSET available
- ◆ Allows centres to comply with the National Framework for Religious Education (October 2004)
- ◆ Encourages breadth of study while enabling specialist study
- ◆ Reduced assessment burden through use of more challenging material.

The subject content of this specification is set out by unit (Units 1 to 4). This will form the basis of a centre's teaching and learning programme. There is an assessment for each unit, consisting either of an examination (Units 1, 3 and 4) or internally marked and externally moderated coursework (Unit 2).

Structure

Edexcel's GCE in Religious Studies comprises four equally-weighted units and contains an Advanced Subsidiary subset of two AS units. The AS is the first half of the GCE course and contributes 50 per cent of the total Advanced GCE marks. The A2, the second half of the Advanced GCE, comprises the other 50 per cent of the total Advanced GCE marks.

Overview of units

Unit	Title	Unit code	Level	Assessment mode	Assessment paper duration	Availability	First assessment
1	Foundations	6581	AS	External examination	1 hour 45 minutes	June	2007
2	Investigations	6582	AS	Internally marked and externally moderated		June January	June 2007
3	Developments	6583	A2	External examination	1 hour 45 minutes	June	2008
4	Implications	6584	A2	External examination	1 hour 15 minutes	June	2008

Rationale

The General Certificates of Education are part of the Level 3 provision of the National Qualifications Framework (NQF).

This Advanced GCE in Religious Studies draws its unit content from a range of different religions and beliefs and from a philosophical and ethical approach to religion. It is designed to develop an interest in and enthusiasm for a rigorous study of religion. The study of religion through this Advanced GCE requires students to demonstrate a breadth and depth of knowledge about those areas studied, as well as to make connections, integrate ideas and develop concepts. This Advanced GCE in Religious Studies is designed to develop understanding of the principal methods by which religions and spirituality are studied and will draw upon the varied forms of creative expression in religious life.

In supporting the development of these areas, the specification also makes a significant contribution to enhancing the spiritual, moral, social and cultural education of students. Additionally, it supports the development of a range of key skills that will be of value to students during the programme and as they progress to either work or further studies.

In particular, the aims of the GCE qualifications in Religious Studies are to encourage students to:

- develop an interest in and enthusiasm for a rigorous study of religion
- treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion
- use an enquiring, critical and empathetic approach to the study of religion.

Qualification codes

Each qualification title is allocated a QCA National Qualifications Framework (NQF) code.

QCA NQF codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the candidate's final certification documentation.

The QANs for qualifications in this publication are:

- 100/0580/8 Edexcel Advanced Subsidiary GCE in Religious Studies
- 100/0200/5 Edexcel Advanced GCE in Religious Studies

National classification codes

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

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

The classification code for this specification is 4610.

Summary of scheme of assessment

The Advanced Subsidiary (AS) consists of two units:

- one unit assessed by written examination (Unit 1) with a total examination time of 1 hour 45 minutes

and

- one unit assessed by coursework (Unit 2), which is internally marked and externally moderated.

The A2 consists of a further two units:

- two units (Unit 3 and Unit 4) assessed by written examinations with a total examination time of 3 hours.

The AS and A2 each constitute 50 per cent of the total assessment of the Advanced GCE in Religious Studies. It is expected that the AS units will normally be assessed at the end of the first year of a two year course. Separate certification for AS will be available for those who do not go on to take the full Advanced GCE.

Examinations will be available in the June series only, with the exception of Unit 2, which will also be available in January.

Qualification overview

The Subject Criteria

This specification is based on the Subject Criteria for Religious Studies published by QCA, which are mandatory for all awarding bodies, and the National Framework for Religious Education published by QCA (October 2004).

Knowledge, understanding and skills

The specification complements and corresponds to the learning and teaching requirements for the National Framework for Religious Education.

Students should acquire knowledge, understanding and skills to:

- investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing from well-substantiated conclusions
- reflect on, express and justify their own opinions in light of learning about religion
- relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life
- develop an understanding of the principal methods by which religions and spirituality are studied
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- reflect on the legal and human rights and responsibilities underpinning society and how they relate to citizens.

Students are required to acquire knowledge and understanding of:

- the key concepts within the chosen area(s) of study (eg religious beliefs, teachings, doctrines, principles, ideas, and theories) and how these are expressed in texts, writings and/or practices
- the contribution of significant people, traditions or movements to the area(s) studied
- religious language and terminology
- major issues and questions arising from the chosen area(s) of study
- the relationship between the chosen area(s) of study and other specified aspects of human experience.

Students are required to develop the following skills:

- recall, select and deploy specified knowledge
- identify, investigate and analyse questions and issues arising from the course of study
- use appropriate language and terminology in context

- interpret and evaluate religious concepts, issues, ideas, the relevance of arguments and the views of scholars
- communicate, using reasoned arguments substantiated by evidence
- make connections between the area(s) of study chosen and other specified aspects of human experience.

In addition, this Advanced GCE specification requires students to demonstrate a wider range and greater depth of knowledge and understanding, a greater maturity of thought and expression and more fully developed analytical skills than at GCSE.

Assessment objectives and weightings

Assessment objectives		Weighting %		
	Students should be able to:	AS	A2	Advanced GCE
AO1	Select and clearly demonstrate relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study. In addition, Advanced GCE students should demonstrate knowledge and understanding of the connections between different elements of their course of study.	70	60	65
AO2	Sustain a critical line of argument and justify a point of view. In addition, Advanced GCE students should relate elements of their course of study to their broader context and to specified aspects of human experience.	30	40	35

In each AS/A2 unit, the assessment objectives will have the weightings given above.

Unit content

Unit 1: Foundations

This unit explores the foundations of Philosophy of Religion; Ethics; the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism; and New Testament.

Students must answer **THREE** questions from a choice of **EIGHTEEN**. Students must study at least two of the nine areas within this unit.

Guidance notes for teachers are provided in *Appendix D*.

Philosophy of Religion

Candidates may answer with reference to any religious or non-religious stance, provided the material is relevant to the question.

1 A study of philosophical arguments about the existence of God:

- Design – key ideas, strengths and weaknesses
- Cosmological – key ideas, strengths and weaknesses.

2 A study of selected problems in the philosophy of religion:

- Problems of evil and suffering, different types of problems and solutions
- A study of philosophical debates about miracles: concepts of miracle; reasons to believe in miracles; philosophical problems with reference to Hume.

Ethics

1 A study of ethical concepts:

- The relationship between religion and morality
- Utilitarianism
- Situation ethics.

2 A study of ethical dilemmas:

- Issues of war and peace
- Sexual ethics.

Religion

Buddhism

1 Key issues in the study of Buddhism:

- The life and work of the Buddha in its historical, religious and social context; his significance for Buddhists.

2 Key emphases in teaching and practice:

- The three refuges, meaning and significance
- Types and purposes of meditation, their context and application.

Christianity

1 Key issues in the study of Christianity:

- The life and work of Jesus in its historical, religious and social context; his significance for Christians.

2 Key emphases in teaching and practice:

- Christian beliefs about God
- Christian worship, meaning and significance for belief and practice.

Hinduism

1 Key issues in the study of Hinduism:

- Distinctive features and the significance for Hindus of Indus Valley culture and Aryan influence and of Vedic beliefs and practices.

2 Key emphases in teaching and practice:

- Beliefs and practices of Yoga, types, key teachings and their application
- Beliefs and practices associated with Krishna, Rama, Sakti and Siva, distinctive emphases and significance for devotees.

Islam

1 Key issues in the study of Islam:

- The life and work of Muhammad in its historical, religious and social context; his significance for Muslims.

2 Key emphases in teaching and practice:

- Six beliefs – meaning and significance for belief and practice
- Five pillars – meaning and significance for belief and practice.

Judaism

1 Key issues in the study of Judaism:

- The historical and religious context and key teachings of: Rashi and his school; Judah Halevi; Moses Maimonides.

2 Key emphases in teaching and practice:

- Orthodox, Reform, Conservative, Liberal, distinctive teachings and practices.

Sikhism

1 Key issues in the study of Sikhism:

- The Guru in Sikhism, with particular reference to the lives and teachings of Guru Nanak and Guru Gobind Singh, in their religious, historical and social contexts, and to the Guru Granth Sahib.

2 Key emphases in teaching and practice:

- Belief in God and the practice of devotion
- Belonging to the Khalsa.

New Testament

Candidates should study either Luke's Gospel or The Fourth Gospel

1 Key issues in the study of the teachings of Jesus Christ:

- Jesus' moral teachings (Luke)
- The 'I am' sayings (Fourth Gospel)
- The meaning and significance of the miracles (Luke/Fourth Gospel).

2 Key emphases:

- Prayer, Praise and the Sabbath (Luke)
- Women (Fourth Gospel)
- The nature and demands of discipleship (Luke/Fourth Gospel).

Unit 2: Investigations

This unit will be assessed by one piece of coursework with a recommended length of 1,500-2,000 words. This will be internally marked and externally moderated.

Coursework topics

This section illustrates the topic areas from which the coursework titles are drawn. Please refer to *Appendix F* (page 85) for the actual coursework titles.

Section A: Topics in the study of religion

- 1 Principal methods by which religions are studied.
- 2 A study of a topic related to one of the following disciplines in the study of religion: anthropology of religion; psychology of religion; sociology of religion.
- 3 A study of creative expressions in religious life.

Section B: Topics in the study of Philosophy of Religion

- 1 Religious belief; faith and reason; revelation.
- 2 Religious experience; meditation.
- 3 Relationship between mind and body from contrasting standpoints in Western and/or Eastern philosophy of religion.
- 4 Religion and science.
- 5 A study of one or more philosophers of religion.

Section C: Topics in the study of Ethics

- 1 Medical ethics, related to one or more of: eugenics, abortion, embryo research.
- 2 Euthanasia, suicide.
- 3 Animal rights.
- 4 Conservation of the environment.
- 5 Equality (racial or sexual).
- 6 Business ethics.

Section D: Topics in the study of Religions

- 1 Religion and ethics: an examination of one or more religions concerning main ethical precepts, their purposes and contributions to applied ethics.
- 2 Religious pluralism in theory and practice.
- 3 Religious practice in a multi-cultural society, including the UK.
- 4 Inter-faith dialogue.
- 5 A study of the contrasting beliefs about God and/or existence in two different religions or within one religion.
- 6 An examination of the religious, social and cultural aspects of practices, festivals and rites of passage in one or more religion(s) and their significance for the development of the individual and the community.
- 7 Sources of authority in one or more religion(s).

Section E: Topics in the study of the Old Testament/Jewish Bible

- 1 Science and Religion.
- 2 The Law and the Covenant.
- 3 Prophecy.
- 4 The nature of God.
- 5 Job and the problem of evil and suffering.
- 6 The Old Testament/Jewish Bible and morality.

Section F: Topics in the study of the New Testament

- 1 Science and religion.
- 2 New Testament ethics and morality.
- 3 The development of the early Church.
- 4 Christology.
- 5 Authority.
- 6 Revelation.

Section G: Topics in the study of Christianity and the Christian Church

- 1 The Early Church.
- 2 The Medieval Church.
- 3 The Reformation.
- 4 The Modern Period.
- 5 Christian belief and practice.

Unit 3: Developments

This unit has been designed to build on the knowledge, understanding and skills developed in *Unit 1: Foundations*.

Students must answer **THREE** questions from a choice of **EIGHTEEN**. Students must study at least two of the nine areas within this unit.

Guidance notes for teachers are provided in *Appendix D*.

Philosophy of Religion

Candidates may answer with reference to any religious or non-religious stance, provided the material is relevant to the question.

1 A study of philosophical arguments about the existence of God:

- Religious experience – key concepts, strengths and weaknesses
- Ontological – key concepts, strengths and weaknesses
- Non-existence of God and critiques of religious belief.

2 A study of selected problems in the philosophy of religion:

- Beliefs about life after death: reincarnation; rebirth; resurrection; immortality of the soul
- A study of religious language: analogy; language games; myth and symbol; verification and falsification debates.

Ethics

1 A study of ethical concepts:

- Critiques of the relationship between religion and morality
- Deontology, natural moral law, virtue ethics – key concepts, strengths and weaknesses.

2 A study of selected problems in ethics:

- Meaning and definition of ethical terms with reference to ‘is/ought’ and debates about ‘good’, emotivism
- Objectivity, relativism, subjectivism
- Justice, law and punishment.

Religion

There are a number of set texts for Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and the New Testament. The recommended translations for these texts can be found in the GCE Religious Studies area of the Edexcel website – www.edexcel.org.uk.

Buddhism

1 Developments and expansion:

- The life and work of Ashoka, context and significance
- Developments in China and Japan including beliefs and practices of Pure Land and Zen, types of tradition, key people and distinctive emphases.

2 Selected concepts and texts:

- Meaning and significance of: dukkha; anatta; anicca; nirvana
- Bodhisattva – types, significance, key teachings
- The Questions of King Milinda (pages 146-162); the Deer Park Sermon (pages 186-187); part of the Lotus Sutra (pages 197-211) in *Buddhist Scriptures*, editor Conze, E (Penguin, 1959).

Christianity

1 Developments and expansion:

- The practice of Christianity in the modern world.

2 Selected concepts and texts:

- Beliefs about the Trinity
- Beliefs about atonement and salvation
- Beliefs about death and eternal life
- The nature of the Church

New Testament: Matthew 16:13-20, 1 Corinthians 12:27-31

- Cyprian of Carthage (*de catholicae ecclesiae unitate*) on the unity of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath, page 261 (Blackwell, 1995) and in *Documents of the Christian Church*, editor Henry Bettenson, page 71 (Oxford University Press, 1967)
- Thomas Aquinas (in *Symbolum Apostolorum* 9) on the catholicity of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath, page 264 (Blackwell, 1995)
- Martin Luther (*On the Councils and the Church 1539*) on the marks of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath (Blackwell, 1995)
- Barmen Confession, quoted in *Resistance and Conformity in the Third Reich*, Martyn Housden (Routledge, 1997)
- Gustavo Gutiérrez, *A Theology of Liberation*, pages 150-152 (SCM, 1988)

Hinduism

1 Developments and expansion:

A study of the contributions to the modern development and expression of Hinduism of:

- The historical and religious context, key teachings and significance of: Ramakrishna; M K Gandhi; Dayananda Sarasvati; Sri Radhakrishnan.

2 Selected concepts and texts:

- Meaning and significance of: atman; Brahman; samsara; moksha; dharma
- The Katha Upanishad; The Bhagavad Gita (chapters 1-4, 11, 18).

Islam

1 Developments and expansion:

- The Rightly Guided Caliphs, historical and religious context, key people and events; the origins and features of Sunni and Shi'ah Islam, historical and religious context, key people, events and beliefs
- The expression of Islam in one or more modern Islamic state(s), historical and religious context, key beliefs and practices.

2 Selected concepts and texts:

- Beliefs about Allah, range of beliefs and significance; revelation and the Qur'an, beliefs and significance
- Sufism, types, key people and distinctive emphases
- Suras 1, 2, 96 and 112.

Judaism

1 Developments and expansion:

- The historical and religious context, key teachings and significance of: Moses Mendelssohn; David Friedlander; Abraham Geiger; Samson Raphael Hirsch
- Zionism and the state of Israel, historical and religious context, key emphases and events
- The Holocaust, historical context, significance for Jewish beliefs.

2 Selected concepts and texts:

- Law and authority, meaning and significance; the covenant people of God, meaning and significance
- Chasidism, types, key people and distinctive emphases
- Exodus 21, 22 and Leviticus 19; the Ethics of the Fathers (I-VI); the 13 Principles of Faith (Maimonides).

Sikhism

1 Developments and expansion:

- Movements and orthodoxy in the development of the Sikh Panth
- The influence of the Sant tradition
- The influence of dispersion and the issue of identity.

2 Selected concepts and texts:

- Key ideas in Sikh spirituality
- Miri and piri and their application to contemporary Sikh belief and practice
- The Japji; Akal Ustat and Bachitar Natak from the Dasam Granth; the Rahit Maryada.

New Testament

Candidates should study either Luke's Gospel or the Fourth Gospel

1 Theology and Christology:

- The Kingdom of God (Luke)
- The Prologue (Fourth Gospel)
- The purpose of the Gospel (Luke/Fourth Gospel).

2 Selected concepts and texts:

In addition to the use of textual material from elsewhere in the Gospels, particular reference should be made to either Luke 22-24 or John 18-21.

- Conflict with the religious and political authorities (Luke/Fourth Gospel)
- The crucifixion and resurrection (Luke/Fourth Gospel).

Unit 4: Implications

Students will consider, examine or discuss:

- consequences of holding certain opinions, views or beliefs, including their own
- how a particular belief or value could affect other people, either for good or ill
- how other people's lives might be affected if a certain belief were widely held or if a certain value were widely applied.

Within the context of the specification, students will consider implications in terms of how far particular beliefs and values might affect people's understanding or awareness, including their own, of:

- **Religion**
- **Human experience.**

Religion in this context may include specific religious individuals, groups or communities, or may refer more generally to the pursuit of religious or spiritual goals that are not unique to a particular religion.

Human experience in this context relates to the wider experience of life that is shared by all people on the basis of their common humanity, and irrespective of any religious beliefs or values that they may hold.

Students must answer **ONE** question from a choice of **NINE**. Questions are based on an anthology published by Edexcel. Details of the sources of the anthology are in *Appendix D: Guidance for teachers*.

1 Philosophy of Religion

- Religious language
- Religious experience
- Emergence of modern philosophy of religion.

2 Ethics

- Method and moral theory
- Personal relationships
- Modern moral philosophy.

3, 4, 5, 6, 7, 8. Religion

There will be passages on EACH of the six religions (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism) on these topics:

- Dimensions of religion
- Philosophical issues in religion
- Ethics and religions.

9 New Testament

Philosophical and theological studies of the Person of Christ and the significance of his teachings:

- Who is Jesus Christ?
- Teachings of Jesus Christ
- Death and Resurrection.

Assessment information

Entering for this qualification

Details of how to enter candidates for this qualification can be found in Edexcel's *Information Manual*, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.org.uk.

Resitting of units and the validity of unit results

There is no restriction on the number of times a unit may be attempted prior to claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the AS or Advanced level qualification has been certificated, all unit results are deemed to be used up. These results cannot be used again towards a further award of the same qualification at the same level.

Awarding and reporting

The grading, awarding and certification of this specification will comply with the requirements of the current GCSE, GCSE in vocational subjects, GCE, VCE, GNVQ and AEA Code of Practice for courses starting in September 2006, which is published by the Qualifications and Curriculum Authority. Qualifications will be graded and certificated on a five-grade scale from A to E. Individual unit results will be reported.

A pass in an Advanced Subsidiary or Advanced GCE subject is indicated by one of the five grades A(a), B(b), C(c), D(d), E(e) of which Grade A(a) is the highest and Grade E(e) the lowest. Candidates whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an UNCLASSIFIED U(u) result.

Grading information

Following each examination and moderation series, Edexcel will set the grade boundaries for both internally assessed units and the externally assessed units at an awarding meeting.

The raw mark boundaries will be converted to uniform marks on a scale of 0-150. The final grade for the qualification will be determined by aggregating the uniform marks for the units. The following table gives details of the uniform mark scale (UMS) used for the units and for the qualifications.

Unit results

The minimum uniform marks required for each grade:

Unit grade	A	B	C	D	E
Maximum uniform mark = 150	120	105	90	75	60

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-59.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary

Qualification grade	A	B	C	D	E
Maximum uniform mark = 300	240	210	180	150	120

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-119.

Advanced GCE

Qualification grade	A	B	C	D	E
Maximum uniform mark = 600	480	420	360	300	240

Candidates who do not achieve the standard required for a grade E will receive a uniform mark in the range 0-239.

Language of assessment

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

Quality of written communication

Candidates will be assessed on their ability to:

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

Relationship of assessment objectives to units

Unit	AO1	AO2
Unit 1	70%	30%
Unit 2	70%	30%
Unit 3	60%	40%
Unit 4	60%	40%

Synoptic assessment

Synoptic assessment assesses the students' knowledge and understanding of the connections between elements of the area(s) of study selected. It involves the explicit drawing together of knowledge, understanding and skills learned in different elements of the Advanced GCE course. It also contributes to the assessment of the skill of relating such connections to specified aspects of human experience.

The synoptic assessment of this specification is based within *Unit 4: Implications*. The synoptic assessment has a weighting of 25 per cent.

Recruitment

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

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

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for GCE, VCE, GCSE, GNVQ, Entry Level and Key Skills aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for details on:

- the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations, 1 September 2004 to 31 August 2005
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

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

Special Requirements
Edexcel
One90 High Holborn
London
WC1V 7BH

AS and A2 assessment

The 'trigger' words set out in the grid below differentiate between AS and A2, and between the assessment objectives AO1 and AO2. Each 'trigger' word or phrase normally applies to only one assessment objective at AS or A2. All examination questions require the testing of AO1 and AO2. In some questions at A2, however, the 'trigger' words in AO2 will incorporate the demands of AO1 because the wording of the question requires attention to relevant knowledge and understanding.

	AS	A2
AO1	Describe Examine Identify Outline Select What How Illustrate For what reasons Give an account of In what ways	Analyse Clarify Compare and contrast Differentiate Distinguish between Define Examine Explain Comment critically
AO2	Comment on Consider How far To what extent Why	Assess Why Consider critically Criticise Discuss Evaluate Interpret Justify To what extent

Coursework

Coursework moderation procedures

For information on coursework moderation procedures, refer to the *Edexcel Information Manual* which is sent to centres each year, and to the Edexcel Online website (www.edexcelonline.org.uk).

Unit 2: Investigations

This unit will be assessed by one piece of coursework with a recommended length of 1,500 to 2,000 words. Candidates will be assessed according to the published Assessment Objectives, not on the length of the coursework. The coursework will be internally marked and externally moderated.

Coursework topics must be drawn from the list of approved coursework titles found in this specification. Coursework should be originally written by the candidate and certified by the centre as the candidate's own work. It should include a bibliography of materials. The bibliography should include a detailed list of all books, articles, newspapers or other sources consulted, with **author, date, title and publisher and/or place of publication**. The bibliography must be arranged alphabetically in the order of the writer's last name (surname).

Although teachers will be responsible for the authentication of a candidate's coursework as the candidate's own work, teachers will be able to provide some guidance. For example this may include:

- examining skills applicable to coursework
- defining topics
- suggesting possible approaches
- discussing ideas.

Teacher guidance should, however, be limited to the extent that teachers are still able to authenticate the work as the candidate's own original work.

The completed coursework should be sent to the Edexcel moderator allocated to your centre by the date advised in the *Edexcel Information Manual* in the year of the examination. A signed *Statement of Authentication and mark scheme (Appendix G)* must be attached to each piece of coursework.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others. Both the AS and the Advanced GCE will be graded on a five grade scale A, B, C, D and E. Students who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a qualification certificate.

Grade A

Students demonstrate a comprehensive and almost totally accurate knowledge of the topics studied. They use technical language and terminology accurately in a variety of contexts throughout their work. They demonstrate a full understanding and analysis of the issues studied. They can compare, contrast and evaluate the views of scholars and schools of thought, as well as offering personal insights and independent thought. They make full and effective use of evidence to sustain an argument, anticipating and counteracting views to the contrary. They demonstrate a clear understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is a maturity of approach, with sophisticated and elegant expression, construction, and quality of language, which enables them to communicate with clarity.

Grade C

Students recall, demonstrate and deploy a good and mainly accurate knowledge of the topics studied. They use technical language and terminology accurately in a variety of contexts in much of their work. They demonstrate some understanding with some analysis of the issues studied. They show some ability to compare, contrast and evaluate the views of scholars and schools of thought, as well as offering some personal insights and independent thought, but not consistently. They make good use of evidence to sustain an argument, sometimes anticipating and counteracting views to the contrary. They demonstrate some understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is evidence of some maturity of approach, with fair expression, construction and quality of language, which enables them to communicate with some clarity.

Grade E

Students recall, demonstrate and deploy a limited and partially accurate knowledge of the topics studied. They use some technical language and terminology correctly in a variety of contexts in some of their work. They demonstrate a limited understanding with minimal analysis of the issues studied. They attempt to compare, contrast and evaluate the views of scholars and schools of thought, as well as offering personal insights, but often do not do so convincingly. They make some use of evidence to sustain an argument, rarely anticipating or counteracting views to the contrary, if at all. They demonstrate a very limited understanding of the connections between the areas they have studied and their contribution to the nature of religion and aspects of human experience. There is little maturity of approach, with unsophisticated expression, weak construction and poor quality of language. They communicate with little clarity most of the time.

Books and other resources

There is a wide range of textbooks appropriate for the teaching of this specification. Students are expected to read widely. It is recommended that students are aware of current religious events and issues reported in newspapers and on television. There is an increasingly wide range of information available on video, the internet and CD ROM, and in a variety of other forms from religious and voluntary organisations.

The reading list given below is not to be regarded as prescribed reading, nor is it exhaustive. It indicates the range and diversity of sources relevant to teachers, and is intended as a recommended list from which a selection can be made to enable staff to read around their subject. Edexcel does not guarantee that the books are currently in print. The status of any book can be checked at any time using book sales websites such as www.amazon.co.uk. Websites such as www.abebooks.com can be used to obtain books that are out of print.

Philosophy of Religion

- Ahluwalia L – *Foundation for the Study of Religion* (Hodder & Stoughton, 2001)
- Ayer A – *Language, Truth and Logic* (Penguin, 1936)
- Banner M – *The Justification of Science and the Rationality of Religious Belief* (Oxford University Press, 1990)
- Barbour I – *Religion and Science* (SCM, 1998)
- Brown S – *Philosophy of Religion* (Routledge, 2000)
- Brown S – *Philosophy of Religion: an Introduction with Readings* (Blackwell, 2000)
- Clack B and B – *The Philosophy of Religion: A Critical Introduction* (Polity, 1998)
- Cole P – *Philosophy of Religion* (Hodder & Stoughton, 1999)
- Cole P and Lee J – *Philosophy of Religion series: Religious Language* (Abacus Educational Services, 1994)
- Craig W – *Philosophy of Religion: a Contemporary Reader and Guide* (Edinburgh University Press, 2001)
- Craig W and Smith Q – *Theism, Atheism and the Big Bang* (Oxford University Press, 1995)
- Davies B – *An Introduction to Philosophy of Religion* (Oxford University Press, 1995)
- Davies B – *Philosophy of Religion: a Guide and Anthology* (Oxford University Press, 2000)
- Dawkins R – *The Blind Watchmaker* (Longman Scientific & Technical, 1986)
- Durkheim E – *The Elementary Forms of Religious Life* (Oxford Paperbacks, 2001)
- Flew A – *God, Freedom and Immortality: A Critical Analysis* (Prometheus Books, 1984)
- Flew A – *Theology and Falsification* (SCM, 1955)
- Gale R – *The Existence of God* (Ashgate, 2002)
- Gaskin J – *Varieties of Unbelief* (Macmillan, 1989)
- Griffin D – *God, Power and Evil: A Process Theodicy* (The Westminster Press, 1976)
- Hawking S – *A Brief History of Time* (Bantam, 1987)
- Hay D – *Religious Experience Today* (Mowbray, 1990)
- Helm P – *Faith and Reason* (Oxford University Press, 1999)

Hick J – *Arguments for the Existence of God* (Macmillan, 1971)

Hick J – *Death and Eternal Life* (Macmillan, 1985)

Hick J – *Evil and the God of Love* (Macmillan, 1985)

Hick J – *Faith and Knowledge* (Fount, 1966)

Hick J – *God and the Universe of Faith* (Oneworld Publications, 1993)

Hick J – *Philosophy of Religion* (Prentice Hall, 1989)

Hick J – *The Existence of God* (Macmillan, 1977)

Holloway R – *Godless Morality* (Canongate, 1999)

Horner C and Westacott F – *Thinking Through Philosophy* (Cambridge University Press, 2000)

Hunt D – *In Defence of the Faith* (Harvest House, 1996)

Jordan A, Lockyer N and Tate E – *Philosophy of Religion for A level* (Stanley Thornes, 1999)

Josh S – *Atheism* (Prometheus, 2000)

Kuhn T S – *The Structure of Scientific Revolutions* (University of Chicago Press, 1970)

Larrimore M – *The Problem of Evil* (Blackwell, 2000)

Luhman R – *Philosophy of Religion series: the Problem of Evil* (Abacus Educational Services, 1995)

Mackie J L – *Evil and Omnipotence* (Mind, 1955)

Mackie J L – *The Miracle of Theism* (Oxford University Press, 1982)

Magee B – *Confessions of a Philosopher* (Phoenix, 1997)

Magee B – *The Story of Philosophy* (Dorling Kindersley, 2001)

Mathewes C – *Evil and the Augustinian Tradition* (Cambridge University Press, 2001)

McDowell J – *New Evidence that Demands a Verdict* (Thomas Nelson, 1999)

McGrath A – *Science and Religion: an Introduction* (Blackwell, 1999)

Mitchell B – *The Philosophy of Religion* (Oxford University Press, 1971)

Moody R – *The Light Beyond* (Bantam Doubleday, 1988)

Nagel T – *What Does it all Mean?* (Oxford University Press, 1987)

Palmer M – *The Question of God* (Routledge, 2001)

Peterson M et al – *Philosophy of Religion: Selected Readings* (Oxford University Press, 2001)

Peterson M et al – *Reason and Religious Belief – 2nd Edition* (Oxford University Press, 1998)

Phillips D Z – *The Concept of Prayer* (Routledge, 1976)

Polkinghorne J – *Science and Theology* (SPCK, 1998)

Quinn P and Taliaferro C – *A Companion to Philosophy of Religion* (Blackwell, 2002)

Richards J – *The Philosophy of Religion* (Heinemann, 1998)

Richardson A and Bowden J – *A New Dictionary of Christian Theology* (SCM, 1989)

Rowe W – *God and the Problem of Evil* (Blackwell, 2001)

Rowe W and Wainwright W – *Philosophy of Religion: Selected Readings* (Harcourt Brace, 1998)

Russell B – *Why I am not a Christian* (Routledge, 1999)

Sire J – *Why Should Anyone Believe Anything at All?* (IVP, 1994)

Stump E and Murray M – *Philosophy of Religion: the Big Question* (Blackwell, 1999)

Swinburne R – *Is there a God?* (Oxford University Press, 1996)

Swinburne R – *Miracles* (Macmillan, 1989)

Swinburne R – *The Concept of Miracle* (Macmillan, 1971)

Swinburne R – *The Existence of God* (Oxford University Press, 1979)

Thompson M – *Religion and Science* (Hodder & Stoughton, 1991)

Thompson M – *Teach Yourself Philosophy of Religion* (Teach Yourself Books, 1997)

Tyler S – *AS/A Religious Studies: Philosophy of Religion and Ethics* (Philip Allan Updates, 2001)

Tyler S – *Exam Revision Notes: A/AS Level Religious Studies* (Philip Allan Updates, 2000)

Tyler S and Reid G – *Advanced Religious Studies* (Philip Allan Updates, 2002)

Vardy P – *And if it's True?* (Marshall Pickering, 1998)

Vardy P – *The Puzzle of Evil* (Fount, 1992)

Vardy P – *The Puzzle of God* (Fount, 1995)

Vardy P – *What is Truth?* (UNSW Press, 1999)

Watts F – *Science meets Religion* (SPCK, 1998)

Wiles M – *God's Action in the World* (SCM, 1986)

Yandell K – *Philosophy of Religion* (Routledge, 1998)

Video

Religion and philosophy on video www.insight-media.com
2162 Broadway New York NY USA 10024-0621

Philosophy Videos
Resources in Training and Education Ltd
Cross Tree, Walton St
Walton-in-Gordano, Clevedon
Somerset BS21 7AW

Websites

www.dialogue.org.uk

Ethics

Ahluwalia L – *Foundation for the Study of Religion* (Hodder & Stoughton, 2001)

Almond B – *Introducing Applied Ethics* (Blackwell, 1995)

Atkinson D and Field D – *New Dictionary of Christian Ethics and Pastoral Theology* (IVP, 1995)

Ayer A – *Language, Truth and Logic* (Penguin, 1936)

Bailey D S – *Homosexuality and the Western Tradition* (Shoe String Press, 1986)

Baird R and Rosebaum S – *The Ethics of Abortion* (Prometheus, 2001)

Billington R – *An Introduction to Moral Thought, Second Edition* (Routledge, 1998)

Blackburn S – *Being Good* (Oxford University Press, 2001)

Bonnington M and Fyall B – *Homosexuality and the Bible* (Grove Books, 1996)

Boss J – *Ethics for Life* (Mayfield, 1998)

Cahn S and Markie P – *Ethics, Second Edition* (Oxford University Press, 2002)

Cook D – *The Moral Maze* (SPCK, 1993)

Dworkin R – *Life's Dominion: Argument about Abortion and Euthanasia* (HarperCollins, 1994)

Eareckson Tada J – *When is it Right to Die?* (Marshall Pickering, 1992)

Fletcher J – *Situation Ethics* (SCM, 1966)

Frankena W – *Ethics* (Prentice Hall, 1993)

Gensler H – *Ethics* (Routledge, 1998)

Gill R – *The Cambridge Companion to Christian Ethics* (Cambridge University Press, 2000)

Harris J – *The Value of Life* (Routledge, 1984)

Hart H L – *Law, Liberty and Morality* (Oxford University Press, 1986)

Holm J and Bowker J – *Making Moral Decisions* (Continuum, 2000)

Howatch S – *Scandalous Risks* (HarperCollins, 1990)

Hudson W – *Modern Moral Philosophy* (Palgrave, 1983)

Jones D G – *Valuing People* (Paternoster Press, 1999)

Jordan M – *The Ethics of Sex* (Blackwell, 2001)

La Follette H – *Ethics in Practice: an Anthology* (Blackwell, 1997)

La Follette H – *The Blackwell Guide to Ethical Theory* (Blackwell, 1999)

MacIntyre A – *A Short History of Ethics, Second Edition* (Routledge, 1998)

Macquarrie I and Childress J – *A New Dictionary of Christian Ethics* (SCM, 1990)

Moberley E – *Homosexuality: A New Christian Ethic* (James Clarke, 1983)

Moore G E – *Principia Ethica* (Cambridge University Press, 1993)

Nagel T – *What Does it all Mean?* (Oxford University Press, 1987)

Norman R – *The Moral Philosophers* (Oxford University Press, 1992)

Palmer M – *Moral Problems* (Lutterworth, 1991)

Philips D – *Religion and Morality* (Macmillan, 1995)

Pojman L – *Moral Philosophy: a Reader* (Hackett, 1998)

Porter J – *Moral Action and Christian Ethics* (Cambridge University Press, 1995)

Rachels J – *The Elements of Moral Philosophy, Third Edition* (McGraw-Hill, 1999)

Raphael D – *Moral Philosophy, Second Edition* (Oxford University Press, 1994)

Richardson A and Bowden J – *A New Dictionary of Christian Theology* (SCM, 1989)

Rosenstand N – *The Moral of the Story* (Mayfield, 2000)

Singer P – *Applied Ethics* (Oxford University Press, 1986)

Singer P – *A Companion to Ethics* (Blackwell, 1997)

Smith D – *Life and Morality* (Gill and Macmillan, 1996)

Spinoza B – *Ethics* (Wordsworth, 2001)

Sterba J – *Ethics: the Big Questions* (Blackwell, 1998)

Stott J – *Issues Facing Christians Today* (Marshall Pickering, 1999)

Thompson M – *Teach Yourself Ethics* (Teach Yourself Books, 2000)
Tyler S – *AS/A Religious Studies: Philosophy of Religion and Ethics* (Philip Allan Updates, 2001)
Tyler S and Reid G – *Advanced Religious Studies* (Philip Allan Updates, 2002)
Vardy P and Grosch P – *The Puzzle of Ethics* (Fount, 1999)
Warnock M – *An Intelligent Person's Guide to Ethics* (Duckbacks, 2001)
Weston A – *A Twenty-First Century Ethical Toolbox* (Oxford University Press, 2001)
Wilcockson M – *Issues of Life and Death* (Houghton and Stoughton, 1999)
Wilson-Thomas C and Williams N – *Laid Bare: A Path Through the Pornography Maze* (Hodder & Stoughton, 1996)
Wyatt J – *Matters of Life and Death* (IVP, 1998)

Journals

Medical Ethics Monthly (BMJ Publishing Company)

Religions

Beckerlegge G – *The World Religions Reader, Second Edition* (Routledge, 2001)
Billington R – *Understanding Eastern Philosophy* (Routledge, 1997)
Bunt G – *The Good Web Guide: World Religions* (The Good Web Guide, 2001)
Carmody D and J – *How to Live Well* (Wandsworth, 1989)
Carr B – *Companion Encyclopaedia of Asian Philosophy* (Routledge, 2000)
Hardy F – *The Religions of Asia* (Routledge, 1990)
Holm J and Bowker J – *Human Nature and Destiny* (Pinter, 1994)
Holm J and Bowker J – *Making Moral Decisions* (Pinter, 1999)
Markham I – *A World Religion Reader* (Blackwell, 1999)
Markham I and Ruparell T – *Encountering Religion* (Blackwell, 2000)
Morgan and Lawton C – *Ethical Issues in Six Religious Traditions* (Edinburgh University Press, 1996)
Smart N – *The World's Religions* (Cambridge University Press, 2001)
Sutherland S and Clark P – *The Study of Religion* (Routledge, 2001)
Woodhead L – *Religions in the Modern World* (Routledge, 2001)

Buddhism

Bechert H and Gombrich R – *The World of Buddhism* (Thames and Hudson, 1991)
Conze E – *Buddhist Scriptures* (Penguin, 1969)
Conze E – *Buddhism: a Short History* (Oneworld Publishing, 2000)
Cush D – *Buddhism* (Hodder, 1994)
De Bary – *Sources of Buddhist Tradition* (Vintage, 1969)
Erricker C – *Teach Yourself Buddhism* (Teach Yourself Books, 2001)

Gombrich R – *Theravada Buddhism* (Routledge, 1988)
 Harvey P – *An Introduction to Buddhism* (Cambridge University Press, 2000)
 Hawkins K – *Buddhism* (Routledge, 1999)
 Keown D – *The Nature of Buddhist Ethics* (Palgrave, 2001)
 Ling T – *The Buddha* (Temple Smith, 1985)
 Lopez D Jr – *Buddhism in Practice* (Princeton University Press, 1995)
 Powell A – *Living Buddhism* (British Museum Publications, 1994)
 Rahula W – *What the Buddha Taught* (Oneworld, 2001)
 Snelling J – *The Buddhist Handbook* (Rider, 2000)
 Snelling J – *Way of Buddhism* (Thorsons, 2001)
 Thomas E – *The Life of the Buddha: as Legend and History* (Dover, 2000)
 Williams P – *Mahayana Buddhism* (Routledge, 1989)
 Williams P and Tribe A – *Buddhist Thought* (Routledge, 2000)

For further information:

The Buddhist Society
 58 Eccleston Square
 London
 SW1V 1PH

Hinduism

Brockington J – *The Sacred Thread* (Edinburgh University Press, 1996)
 Cole O and Kandkar H – *Teach Yourself Hinduism* (Hodder & Stoughton, 1995)
 De Bary – *Sources of Indian Tradition* (Columbia University Press, 1969)
 Flood G – *An Introduction to Hinduism* (Cambridge University Press, 2001)
 Hardy F – *The Religious Culture of India* (Cambridge University Press, 1994)
 Harlan L and Courtright P – *From the Margins of Hindu Marriage: Essays on Gender, Religion and Culture* (Oxford University Press, 1996)
 Kinsley D – *Hinduism: a Cultural Perspective* (Prentice Hall, 1993)
 Lipner J – *Hindus* (Routledge, 2001)
 O’Flaherty W – *Textual Sources for the Study of Hinduism* (Manchester University Press, 1988)
 Parrinder G – *Avatar and Incarnation* (Oxford University Press, 1997)
 Radhakrishnan S – *The Hindu View of Life* (Unwin, 1988)
 Radhakrishnan S – *Eastern Religions and Western Thought* (Oxford University Press, 1990)
 Sen K – *Hinduism* (Penguin, 1991)
 Sharma A – *Hinduism for our Times* (Oxford University Press, 1990)
 Shattuck C – *Hinduism* (Routledge, 2001)
 Voiels V – *Hinduism* (Hodder & Stoughton, 2001)
 Zaehner R – *Hinduism* (Oxford University Press, 1992)
 Zaehner R – *Hindu Scriptures* (Dent, 1996)

Islam

- Ahmed A – *Living Islam* (BBC Books, 1993)
- Arberry A – *An Introduction to the History of Sufism* (Sangam, 1998)
- Armstrong K – *Islam: A Short History* (Phoenix, 2002)
- Azzam A – *The Ethical Message of Muhammad* (Islam Text Society, 1993)
- Clarke P – *Islam* (Routledge, 1990)
- Cook M – *The Koran* (Oxford University Press, 2000)
- Cragg K – *The Event of the Qur'an* (One World, 1994)
- Daniel N – *Islam and the West* (One World, 1997)
- Denny F – *An Introduction to Islam* (Macmillan, 1994)
- Elias J – *Islam* (Routledge, 1999)
- Esposito – *Islam: The Straight Path* (Oxford University Press, 1998)
- Forward M – *Muhammad: A Short Biography* (One World, 1997)
- Guillaume A – *Tradition of Islam* (Curzon, 1993)
- Lings M – *Muhammad: His Life based on the Earliest Sources* (Islamic Texts Society, 1992)
- Maqsood R – *Teach Yourself Islam* (Teach Yourself Books, 2001)
- Montgomery Watt W – *Early Islam* (Edinburgh University Press, 1991)
- Montgomery Watt W – *Introduction to the Qur'an* (Edinburgh University Press, 1995)
- Nasr S – *Ideals and Realities of Islam* (Hudson, 1985)
- Neusner J and Brockopp J – *Judaism and Islam in Practice* (Routledge, 1999)
- Rahman F – *Islam, Second Edition* (Seerah Foundation, 1991)
- Rahman F – *Major Themes of the Qur'an* (Bibliotheca Islamiac, 1994)
- Rippon A – *Muslims: Their Religious Beliefs and Practices* (Blackwell, 2000)
- Rodinson M – *Muhammad* (Penguin, 1996)
- Ruthven M – *Islam in the World, Second Edition* (Penguin, 2000)
- Waines D – *An Introduction to Islam* (Cambridge University Press, 1995)
- Watt M – *Early Islam* (Edinburgh University Press, 1991)

Judaism

- Abramson G – *The Blackwell Companion to Jewish Culture* (Blackwell, 1989)
- Alexander P – *Textual Sources for the Study of Judaism* (Manchester University Press, 1984)
- Cohen N – *The Way into Torah* (Jewish Lights Publishing, 2000)
- Cohn-Sherbok D – *Judaism* (Routledge, 1999)
- Davies W – *The Cambridge History of Judaism* (Cambridge University Press, 1999)
- De Lange N – *An Introduction to Judaism* (Cambridge University Press, 2000)
- Epstein I – *Judaism* (Penguin, 1990)
- Goldberg H – *The Life of Judaism* (University of California Press, 2001)
- Grayzel S – *History of the Jews: from the Babylonian Exile to the Present* (Plume, 1968)

Jacobs L – *Principles of the Jewish Faith* (Kuperard, 1995)
Magonet J – *The Explorer's Guide to Judaism* (Hodder, 1998)
Neusner J and Avery-Peck A – *The Blackwell Companion to Judaism* (Blackwell, 2000)
Neusner J and Avery-Peck A – *The Blackwell Reader in Judaism* (Blackwell, 2001)
Neusner J and Brockopp J – *Judaism and Islam in Practice* (Routledge, 1999)
Pilkington C – *Teach Yourself Judaism* (Teach Yourself Books, 1995)
Singer (tr) – *The Authorised Daily Prayer Book* (Cambridge University Press, 1992)
Steinberg M – *The Making of the Modern Jew* (University Press of America, 1987)
Untermann A – *Jews: Their Religious Beliefs and Practices* (Sussex Academic Press, 1996)

For further information:

The Jewish Memorial Council Bookshop
25 Enford Street
London W1

Sikhism

Cole WO – *Teach yourself Sikhism* (Teach Yourself, 1994)
Cole WO and Sambhi PS – *The Sikhs: their religious beliefs and practices* (Sussex Academic Press, 1995)
Cole WO and Sambhi PS – *A popular dictionary of Sikhism* (Routledge Curzon, 1997)
McLeod WH – *Textual sources for the study of Sikhism* (Manchester University Press, 1984)
McLeod WH – *Exploring Sikhism: aspects of Sikh identity, culture and thought* (Oxford University Press India, 2002)
McLeod WH – *Sikhs and Sikhism, comprising Guru Nanak and the Sikh religion, Early Sikh tradition, The evolution of the Sikh community, Who is a Sikh?* (Oxford University Press, India, 2004)

Old Testament/Jewish Bible

NIV Bible

Anderson B – *The Living World of the Old Testament* (Longman, 1988)
Barton J – *Ethics and the Old Testament* (SCM, 1998)
Blenkinsopp J – *Wisdom and Law in the Old Testament* (Oxford University Press, 1995)
Bright J – *A History of Israel* (Westminster John Knox, 2001)
Bruce F F – *Israel and the Nations* (IVP, 1998)
Coogan M – *The Oxford History of the Biblical World* (Oxford University Press, 2001)
Drane J – *Introducing the Old Testament* (Lion, 2000)
Metzger B M – *The Oxford Companion to the Bible* (Oxford University Press, 1993)
Prevost J P – *How to Read the Prophets* (SCM, 1996)
Reid G – *AS/A Religious Studies: Biblical Studies* (Philip Allan Updates, 2001)
Tyler S and Reid G – *Advanced Religious Studies* (Philip Allan Updates, 2002)
Westermann C – *Genesis* (T & T Clark, 1987)
Yancey P – *What's So Amazing About Grace?* (HarperCollins, 1997)

New Testament

General texts and background reading

- Court J and Court K – *The New Testament World* (Prentice Hall, 1990)
Drane J – *Introducing the New Testament* (Lion, 1999)
Hooker M – *Beginnings* (SCM, 1997)
O'Donnell K – *Introduction to the New Testament* (Hodder & Stoughton, 1999)
Rea J – *The Holy Spirit in the Bible* (Marshall Pickering, 1990)
Robinson J A T – *Re-dating the New Testament* (XPRESS Reprints, 1993)
Tilby A – *Son of God* (Hodder & Stoughton, 2001)
Tyler S and Reid G – *Advanced Religious Studies* (Philip Allan Updates, 2002)
Vardy P and Mills M – *The Puzzle of the Gospels* (Fount, 1995)

The Gospels

- Ashton J – *Understanding the Fourth Gospel* (Clarendon Press Oxford, 1993)
Barrett C K – *The Gospel According to St John* (SPCK, 1955)
Barrett C K – *The Gospel of John and Judaism* (Fortress Press, 1975)
Beasley-Murray, G – *John* (W Publishing Group, 1999)
Brown R – *The Community of the Beloved Disciple* (Chapman, 1979)
Bultmann R – *The Gospel of St John* (Basil Blackwell, 1971)
Caird G B – *Luke* (Penguin, 1990)
Coggins R J and Houlden J L – *A Dictionary of Biblical Interpretation* (SCM, 1990)
Culpepper A – *Anatomy of the Fourth Gospel* (Fortress, 1983)
Dodd C – *The Interpretations of the Fourth Gospel* (Cambridge University Press, 1968)
Earle Ellis E – *The Gospel of Luke* (Marshall, Morgan & Scott)
Grassi J – *The Secret Identity of the Beloved Disciple* (Paulist Press, 1992)
Grayston K – *The Gospel of John* (Epworth Press, 1990)
Green J, McKnight D and Marshall I M – *A Dictionary of Jesus and the Gospels* (IVP, 1992)
Green J R B – *The Theology of the Gospel of Luke* (Cambridge University Press, 1995)
Hoskyns E and Davey F – *The Fourth Gospel* (Faber, 1947)
Kysar R – *John, the Maverick Gospel* (The Westminster Press, 1993)
Lieu J – *The Gospel of Luke* (Epworth Press, 1997)
Marsh J – *St John* (Pergamon, 1968)
Marshall I H – *TNTC: Acts* (IVP, 1980)
Marshall I H – *Luke: Historian & Theologian* (Paternoster Press, 1997)
Matera F – *Passion Narratives and Gospel Theologies* (Paulist Press, 1986)
Morris L – *TNTC: Luke* (IVP, 1988)
Painter J – *John: Witness and Theologian* (SPCK, 1979)
Ricci C – *Mary Magdalene and Many Others* (Burns & Oates, 1994)
Rivkin E – *What Crucified Jesus?* (SCM, 1984)

Russell J – *Signs* (Abacus, 1993)
Russell J – *The Fourth Gospel* (Series of Abacus Booklets, 1996)
Sanders J N and Mastin B A – *The Gospel According to John* (A & C Black, 1968)
Schnackenburg R – *The Gospel According to St John* (Seabury Press, 1980)
Smalley S – *John: Evangelist & Interpreter* (IVP, 1998)
Stanton G N – *The Gospels and Jesus* (Oxford University Press, 2002)
Tasker R – *TNTC: John* (IVP, 1960)
Temple W – *Readings in St John's Gospel* (Paternoster Press, 1998)
Westcott B P – *The Gospel According to St John* (Wipf & Stock, 2001)

The Early Church

Blaiklock E M – *Acts* (Tyndale, 1959)
Caird G B – *The Apostolic Age* (Duckworth, 1975)
Coggins R J and Houlden J L – *A Dictionary of Biblical Interpretation* (SCM, 1990)
Conzelmann H – *Acts of the Apostles* (Fortress, 1996)
Morris L – *TNTC: 1 Corinthians* (IVP, 1985)
O'Neill J – *The Theology of Acts* (SPCK, 1961)
Sanders E P – *Paul: A Very Short Introduction* (Oxford University Press, 2001)
Schweitzer E – *Church Order in the New Testament* (SCM, 1961)
Segal A – *Paul the Convert* (Yale, 1992)
Wilson A N – *Paul: The Mind of the Apostle* (Pimlico, 1998)

Christianity and the Christian church

Crossan J – *The Historical Jesus* (T & T Clark, 1991)
Ford D F – *The Modern Theologians* (Blackwell, 1996)
McGrath A – *Christian Theology: An Introduction* (Blackwell, 2001)
Migliore D L – *Faith Seeking Understanding: an introduction to Christian Theology* (Eerdmann, 1991)

Christianity

The Early Church

Chadwick H – *The Early Church* (Pelican History of the Church, Penguin, 1967)
Frend W H C – *The Rise of Christianity* (DLT, 1984)
Grant R M – *The Formation of the New Testament* (Hutchinson University Library, 1965)
Hall S G – *Doctrine and Practice in the Early Church* (SPCK, 1991)
Kelly J N D – *Early Christian Doctrines* (Longman, 1978)
Young F – *From Nicaea to Chalcedon* (SCM, 1983)

The Medieval Church

Barracough G – *The Medieval Papacy* (Thames and Hudson, 1968)
Hamilton B – *Religion in the Medieval West* (Edward Arnold, 1986)
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Support and training

Training

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

Professional Development and Training
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London
WC1V 7BH

Telephone: 0870 240 9800
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Examiners' and moderators' comments and mark schemes

A mark scheme and Examiner's Report for the Edexcel AS and Advanced GCE in Religious Studies will be available online after each examination series, with hard copies available from Edexcel Publications.

Information and advice

Further information on any aspect of the specification can be obtained from Customer Services, telephone 0870 240 9800.

Additional information

Prior learning and progression

The specification provides, through either a one year or two year programme of study, a balanced religious education that builds on, but is not dependent on, prior knowledge of the subject at GCSE level.

Students completing this Advanced GCE will have access to a range of career and higher education opportunities. This GCE will develop a student's skills of research, interpretation and critical thinking as well as providing opportunities for students to develop their key skills. These skills are all recognised and valued by employers and higher education.

The wider curriculum

Key skills

This specification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication
- improving own learning and performance
- information and communication technology
- problem solving
- working with others.

Appendix B maps the opportunities available at Level 3. Where appropriate, these opportunities should be directly cross-referenced, at specified level(s), to the criteria listed in Part B of the key skills specifications.

Spiritual, moral, ethical, social and cultural (SMESC), and other wider curriculum links

This specification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to Religious Studies. *Appendix C: Wider curriculum* maps the opportunities available.

Appendices

Appendix A: Key skills mapping

Appendix B: Key skills development suggestions

Appendix C: Wider curriculum

Appendix D: Guidance for teachers

Appendix E: Levels of response

Appendix F: Coursework

Appendix G: Coursework – Statement of Authentication and mark scheme

Appendix A: Key skills mapping

Key skills (level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Information and communication technology				
IT3.1		✓		
IT3.2		✓		
IT3.3		✓		

Key skills (level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Improving own learning and performance				
LP3.1		✓		
LP3.2		✓		
LP3.3		✓		
Problem solving				
PS3.1		✓		
PS3.2		✓		
PS3.3		✓		
Working with others				
WO3.1	✓		✓	✓
WO3.2	✓		✓	✓
WO3.3	✓		✓	✓

Appendix B: Key skills development suggestions

Communication – level 3

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
C3.1a Take part in a group discussion.	1-4	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion must be about a complex subject. This may be based on a number of ideas, some of which may be abstract, very detailed and/or sensitive. Specialist vocabulary may be used in the discussion. During the discussion, students should make clear and relevant contributions and develop points and ideas whilst listening and responding sensitively to others. They should also create opportunities for others to contribute as appropriate.</p> <p>Relevant topics could include:</p> <ul style="list-style-type: none"> • the existence of God (Units 1 and 3) • the historical development of a specific religion (Unit 3) • Jesus' attitude towards women (Unit 1).
C3.1b Make a formal presentation of at least eight minutes using an image or other support material.	1-4	<p>Following a period of research, students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their coursework study.</p> <p>During the presentation, students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as:</p> <ul style="list-style-type: none"> • the use of examples to illustrate complex points • audience experience used to involve the audience • tone of voice varied.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p>	1-4	<p>Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures or maps, etc. At least one image should be used to illustrate and help convey a complex point.</p> <p>Topics which could form the basis of a presentation could include:</p> <ul style="list-style-type: none"> • the authority of the Qur'an in Islam (Unit 3) • the development of Buddhism in China and Japan (Unit 3) • the influence of dispersion in contemporary Sikhism (Unit 3). <p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework, they will need to refer to and synthesise information from a variety of sources.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read material that contains relevant information. From this information, they will need to identify accurately and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information into a relevant form – eg for a presentation, discussion or an essay.</p> <p>Appropriate topics which could form the basis of this research could include:</p> <ul style="list-style-type: none"> • comparison of Christian views on the nature of atonement (Unit 3) • issues raised by the Holocaust and the belief that the Jews are the covenant people of God (Unit 3) • philosophical issues raised by a belief in life after death (Unit 3).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p>C3.3 Write two different types of documents, each one giving different information about complex subjects.</p> <p>One document must be at least 1000 words long.</p>	1-4	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should have a form and style of writing which is fit both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Topics could include:</p> <ul style="list-style-type: none"> • the nature of the Kingdom of God in Luke's Gospel (Unit 3) • the contribution of Sri Radhakrishnan to the development of Hinduism (Unit 3) • the contribution of myths to religious language (Unit 3).

Use at least one image, either to obtain information, or to convey information in one of the documents you write.

Evidence

Student evidence for communication could include:

- teacher/lecturer observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information and communication technology – level 3

Show that you can plan and carry through a number of different tasks, one of which must be a major task covering IT3.1, IT3.2 and IT3.3.

Each component, IT3.1, IT3.2 and IT3.3, must be covered at least twice, and IT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

Overall through at least two activities you must:

- include at least one IT-based information source
- include at least one non-IT-based information source
- use at least one example of text, one example of image and one example of number
- use one example of combined information such as text and number, or image and number, or text and image
- present evidence of sending and receiving email; one of these emails must have an attachment related to the task.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p>IT3.1 Search for information, using different sources, and multiple search criteria in at least one case.</p>	2	<p>Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD ROM. Information selected must be relevant and of the appropriate quality.</p> <p>Development opportunities will occur if students use information technology to support their work, eg researching for and producing answers to past questions. Students making extensive use of information technology for their coursework (Unit 2) will also generate assessment opportunities.</p>
<p>IT3.2 Enter and develop the information and derive new information.</p>	2	<p>Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate. For example, using icons and macros to generate standard forms of lists, tables, images, etc.</p> <p>Students should sort and group the information generated, produce graphs and charts if appropriate, to allow them to draw conclusions. For example, students could be working towards giving a presentation based on their coursework findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be emailed to their teacher/lecturer for feedback, or could be stored on a shared drive for access by others.</p>

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
<p>IT3.3 Present combined information such as text with image, text with number, image with number.</p>	<p>2</p>	<p>In presenting information, students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates, etc. Teacher/lecturers may provide early feedback on layout, content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).</p> <p>The final format should be suitable for its purpose and audience, eg AS coursework (Unit 2), OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and should have been proof-read.</p>

Evidence

Student evidence for information and communication technology could include:

- teacher/lecturer observation records
- preparatory plans
- printouts with annotations
- draft documents.

Improving own learning and performance – level 3

Provide at least one example of meeting the standard for LP3.1, LP3.2 and LP3.3 (the example should cover at least three targets). Overall, show you can use at least two different ways of learning to improve your performance.

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
LP3.1 Set targets using information from appropriate people and plan how these will be met.	2	Students plan how they are to produce their coursework (Unit 2). This will include setting realistic dates and targets and identification of potential problems and alternative courses of action. This will be determined with advice from others, eg their teacher/lecturer.
LP3.2 Take responsibility for your learning, using your plan, to help meet targets and improve your performance.	2	Students use the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. Students should seek and use feedback and support and draw on different approaches to learning.
LP3.3 Review progress and establish evidence of your achievements.	2	Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should identify with others, eg their teacher/lecturer, action for improving their performance.

Evidence

Student evidence for improving own learning and performance could include:

- teacher/lecturer records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving – level 3

Provide at least one example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least three different ways of tackling a problem (for PS3.1).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
PS3.1 Explore a problem and identify different ways of tackling it.	2	Students will need to identify the problem and explore its main features and agree standards that have to be met to show successful resolution of the problem. Students could, for example, solve problems related to effectively meeting coursework deadlines and information requirements. (Unit 2). Students are required to select and use appropriate methods for generating different options in order to tackle the problem and compare the features of each option, selecting the most suitable one.
PS3.2 Plan and implement at least one way of solving the problem.	2	The implementation of the chosen option will need to be planned and permission gained to implement it. Implementation of the plan should involve full use of support and feedback from others, with progress reviews and alterations to the plan as necessary.
PS3.3 Check if the problem has been solved and review your approach to problem solving.	2	On completion, the outcomes need to be checked against the standards agreed at the start. The results of this should be recorded and the approach taken reviewed.

Evidence

Student evidence for problem solving could include:

- description of the problem
- teacher/lecturer records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

Working with others – level 3

Provide at least one example of meeting the standard for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. You must check progress on two occasions (for WO3.2).

Key skill portfolio evidence requirement	AS/A2 units	Opportunities for development or internal assessment
WO3.1 Plan work with others.	1, 3, 4	Students could work in groups of 6-8 and be required to investigate a given topic, eg 'The Existence of God' (Units 1 and 3). Initial work will require identification of and agreement of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.
WO3.2 Seek to develop cooperation and check progress towards your agreed objectives.	1, 3, 4	When working towards their agreed objectives students could work in pairs, with each pair taking a specific perspective(s), eg, ontological, cosmological, etc. Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.
WO3.3 Review work with others and agree ways of improving collaborative work in the future.	1, 3, 4	Once completed, the full group needs to review outcomes against the agreed objectives. In doing this, they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.

Evidence

Student evidence for working with others could include:

- teacher/lecturer observation records
- preparatory plans
- records of process and progress made
- evaluative reports.

Appendix C: Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓	✓	✓
Moral	✓	✓	✓	
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	
Cultural	✓	✓	✓	
Citizenship	✓	✓	✓	✓
Environment		✓		
European initiatives		✓		

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	1-4	<ul style="list-style-type: none"> Spiritual issues are addressed in all units of the specification.
Moral	1 and 3	<ul style="list-style-type: none"> <i>Unit 1: Foundations</i> – moral issues are addressed under Ethics, in the relationship between religion and morality. <i>Unit 3: Developments</i> – moral issues are addressed under Ethics, particularly in the study of the concept of Natural Moral Law.
Ethical	1-4	<ul style="list-style-type: none"> Ethical issues are addressed in all units of the specification.
Social	1, 2 and 3	<ul style="list-style-type: none"> <i>Unit 1: Foundations</i> – social issues are addressed under Religion, as part of the context to the development of each of the world religions. <i>Unit 2: Investigations</i> – Topics in the study of Religions include social issues, which are addressed as part of the study of practices, festivals and rites of passage. Topics in the study of religion include the study of the sociology of religion. <i>Unit 3: Developments</i> – social issues are addressed under Religion, as part of the context to each world religion.
Cultural	1, 2 and 3	<ul style="list-style-type: none"> <i>Unit 1: Foundations</i> – cultural issues are addressed under Religion, as part of the context to each of the world religions. <i>Unit 2: Investigations</i> – Topics in the study of Religions include cultural issues, which are addressed as part of the study of practices, festivals and rites of passage, and religious practice in a multicultural society. <i>Unit 3: Developments</i> – cultural issues are addressed under Religion, as part of the context to each world religion.

Issue	AS/A2 units	Opportunities for development or internal assessment
Citizenship	1-4	<ul style="list-style-type: none"> • <i>Unit 1: Foundations</i> – citizenship issues are addressed under Ethics (utilitarianism, war and peace, ethical dilemmas). • <i>Unit 2: Investigations</i> – Topics in the study of Ethics include medical ethics, animal rights, conservation of the environment, equality issues, personal social relationships and business ethics. Topics in the study of Religion includes multicultural and multi-faith society. Topics in the study of Christianity and the Christian Church include liberation theology and persecution. • <i>Unit 3: Developments</i> – citizenship issues are addressed under Ethics (justice, law and punishment). • <i>Unit 4: Implications</i> – citizenship issues are addressed as part of the study of the consequences of human decisions and actions.
Environment	2	<ul style="list-style-type: none"> • <i>Unit 2: Investigations</i> – Topics in the study of Ethics include the study of conservation of the environment.
European initiatives	2	<ul style="list-style-type: none"> • <i>Unit 2: Investigations</i> – European initiatives may be explored through Topics in the study of Ethics (medical ethics, euthanasia, conservation of the environment, business ethics) and through Topics in the study of Religions (religious practice in a multicultural society).

Appendix D: Guidance for teachers

Unit 1: Foundations

Philosophy of Religion

Candidates may answer with reference to any religious or non-religious stance, provided the material is relevant to the question.

1 A study of philosophical arguments about the existence of God:

- Design – key ideas, strengths and weaknesses

The specification does not name or identify any particular version of the design argument and candidates will be credited with any version(s) relevant to the question. Notable examples may include Aquinas, Paley, Tennant, Swinburne. Key ideas may include its empirical basis, interpretation of experience, role of analogy regarding cause and effect, cumulative effect of evidence, and notions of ‘God’ in this argument. Knowledge of these key concepts will be supplemented with an understanding and evaluation of its strengths and weaknesses. Candidates should be able to identify these features and make informed judgements about the merits or otherwise of these strengths and weaknesses. For example, material from Hume, Mill, Kant, Darwin, Dawkins, including alternative interpretations, will be appropriate.

- Cosmological – key ideas, strengths and weaknesses.

The specification does not name or identify any particular version of the cosmological argument and candidates will be credited with any version(s) relevant to the question. Notable examples may include Aquinas, Kalaam versions, Leibniz, Coplestone. Key ideas may include principle of sufficient reason, interpretation of experience, concepts such as movement, cause and effect, contingency, infinite regress, first cause, necessary existence. Knowledge of these key concepts will be supplemented with an understanding and evaluation of its strengths and weaknesses. Candidates should be able to identify these features and make informed judgements about the merits, or otherwise, of these strengths and weaknesses. For example, this may include material from Hume, Kant, Russell; alternative explanations, notion of brute facts, debates about infinite regress, necessary existence, type of ‘God’.

2 A study of selected problems in the philosophy of religion:

- Problems of evil and suffering, different types of problems and solutions

The specification does not identify particular problems of suffering or their solutions. Candidates will be credited with any specific examples they select from a range of religious traditions, provided the material is relevant to the question. Different types of problems may include moral and non-moral evil; issues about the ‘type of God’ referred to in theses, debates and non-theistic traditions. Types of solutions may include theodicies such as Augustine, Irenaeus, Hick, Process and responses from a range of religious traditions, noting no specific approaches will be named in questions. Understanding of key concepts and terms such as free-will defence, vale of soul making, best of all possible worlds and beliefs will be central to this topic across a range of religious traditions. Evaluation will require a weighing up of the respective strengths and weaknesses of scholarly approaches both to the ‘problems’ and ‘solutions’.

- A study of philosophical debates about miracles: concepts of miracle; reasons to believe in miracles; philosophical problems with reference to Hume.

An examination of different definitions of miracles may be selected across a range of philosophical and religious traditions. There should be an understanding of philosophical reasons and evidence to believe in miracles, noting this is a study in the context of the philosophy of religion and not eg primarily a biblical studies paper, but there may be material on definitions and attributes of God. There should be an understanding and evaluation of the philosophical problems associated with this topic including the contributions of Hume such as debates about ‘laws of nature’ probability and proof; reasons and evidence to reject or support belief in miracles. Hume may be identified in questions although candidates may broaden their knowledge of this area by reference to other scholars such as Locke, Holland, Moore, Swinburne, Wiles.

Ethics

1 A study of ethical concepts:

- The relationship between religion and morality
- Utilitarianism

An examination of an ethical theory as a means of solving ethical dilemmas. Social and cultural background to the theory, considering, for example, the emergence of Utilitarianism against the background of the industrial revolution, enlightenment thinking and social philanthropy. Key formulations of the theory, including the contributions of key scholars such as Bentham and Mill, and different approaches to Utilitarianism, such as the Hedonic Calculus and principles of Act Utilitarianism; concepts of higher and lower pleasures, Ideal Utilitarianism, Rule, strong and weak, Utilitarianism, and further developments of Utilitarianism, including Preference and Negative Utilitarianism. Candidates should be able to evaluate the relative strengths and weaknesses of Utilitarianism as an approach to applied ethics and moral decision-making, and to consider whether it is compatible with religious and secular approaches to morality.

- Situation ethics.

2 A study of ethical dilemmas:

- Issues of war and peace
- Sexual ethics.

An examination of a range of issues associated with sexual ethics, including marital, non-marital and extra-marital sex, homosexuality and divorce. Candidates should consider these issues from religious and secular perspectives, including the contribution of religious texts and teaching. Related issues such as abortion or the availability of IVF to heterosexual and homosexual couples/individuals may be considered as long as the specific link with sexual ethics is made clear. Appropriate links to relevant ethical theories such as Situation Ethics may be considered. Candidates should be able to discuss whether issues of sexual ethics should be assessed from absolute or relative ethical positions and draw conclusions about ways of making moral decisions regarding issues of sexual ethics. Contributions from the work of any appropriate scholars are encouraged, and can be drawn from relevant religious, ethical and philosophical approaches to issues of sexual morality.

Religion

Buddhism

To note: material on Buddhism in this unit may draw on Theravada, whereas in Unit 3 there is an opportunity to examine Mahayana traditions. Candidates may draw on any Buddhist school or tradition in either unit, provided it is relevant to the demands of the question.

1 Key issues in the study of Buddhism:

- The life and work of the Buddha in its historical, religious and social context; his significance for Buddhists.

A study of the Buddha will require knowledge and understanding of the context of his life and work, together with an understanding and evaluation of his significance for Buddhists. Mere narrative and biographical details in themselves are only a limited and partial aspect of this part of the specification. Contextual material may include reference to a range of religious groupings at this time, including their beliefs and practices, such as relevant aspects of Hinduism, Jains; a range of samanas such as materialists and sceptics. This may be developed by an understanding and evaluation of sacrifices, caste systems, social and economic groupings and changes; types of authority and kingship. An understanding and evaluation of his significance may refer to the notion of 'middle way', his enlightenment, teaching, and final days, with implications for Buddhist belief and practice.

2 Key emphases in teaching and practice:

- The three refuges, meaning and significance

Candidates should have knowledge and understanding of interpretations of 'refuge' and the significance of Buddha, Dharma, Sangha in this context. Part of this study will involve the interrelationships between these three refuges coupled with an understanding of the key characteristics of Dharma and Sangha alongside the Buddha. Understanding and evaluation of issues such as the status and role of the laity, implications for Buddhist practice including devotion. This may be approached from the perspective of Theravada Buddhism and may include specific case studies selected by candidates, such as the Sangha within a particular country. Candidates will of course be credited with relevant material from within Mahayana Buddhism. Such exemplars may illustrate the diversity within this topic and different interpretations within Buddhist studies.

- Types and purposes of meditation, their context and application.

Material for this topic may be selected from any Buddhist tradition or school, noting questions will not specify particular traditions. Hence, material may be studied from the context of Theravada Buddhism, although Mahayana and Zen material would be creditworthy, noting that contextual material for Mahayana and Zen is studied in Unit 3. Knowledge and understanding of key terms and context of these ideas such as meditation within the eight-fold path and hence links to wisdom and morality. There may be material on specific types of meditation such as, samatha and vipassana, and the influence of types of meditation on moral development. Understanding and evaluation of purposes of meditation in terms of enlightenment, relative importance of some aspects of meditation compared to others. Mere descriptive accounts of meditation techniques must be studied in relation to an analysis of purposes and context.

Christianity

1 Key issues in the study of Christianity:

- The life and work of Jesus in its historical, religious and social context; his significance for Christians.

Arian heresy and the Chalcedonian definition. Luther's teaching about the person of Jesus. Calvin's teaching about the person of Jesus. Modern teaching about the person of Jesus: Barth; Gutiérrez; Cone; Bonhoeffer.

2 Key emphases in teaching and practice:

- Christian beliefs about God

Christian teaching about God, including the idea of a personal God and God as creator. The Trinitarian teaching of the early Church. Luther and Calvin's teachings about the nature of God. Modern Christian teaching: Barth and Cone.

- Christian worship, meaning and significance for belief and practice.

Candidates should be able to describe and explain in detail the differing baptismal and Eucharistic practices of at least two Christian traditions. They should be able to explain and evaluate the teaching of these traditions on baptism and the Eucharist and be able to show how the teaching is reflected in the practices.

Hinduism

To note: Hinduism reflects much diversity in belief and practice and is represented by many traditions. Candidates may draw on any Hindu approach provided it is relevant to the demands of the question.

1 Key issues in the study of Hinduism:

- Distinctive features and significance for Hindus of Indus Valley culture and Aryan influence and of Vedic beliefs and practices.

Examination and understanding of this topic focuses on the distinctive features and significance for Hindus. Descriptive accounts of archaeological evidence, for example, must be studied in the light of this focus. Contextual material may include historical, social evidence, characteristics, beliefs, including mother goddess, and practices. There should be an understanding and evaluation of scholarly debates about the interpretation of evidence. Particular attention may be paid to selected beliefs and emphases such as creation stories, notions of order, the cycle of life and death and reincarnation, ceremonies and sacrifices, beliefs about fire, the role of priests. Understanding and evaluation of significance or otherwise of these topics for Hindus such as female deities and status of the Vedas.

2 Key emphases in teaching and practice:

- Beliefs and practices of Yoga, types, key teachings and their application

Examination and understanding of key beliefs and practices of Yoga, including the main types of Yoga. There are a number of legitimate approaches to the study of this topic such as classical Yoga and six schools or systems, and also karma yoga, jnana yoga and bhakti yoga. Questions will enable candidates to select relevant material from this considerable range. It is important for candidates to clarify central terms. Understanding of emphases such as beliefs about mental and physical control. Descriptive accounts of practices such as stages of techniques should be studied in relation their respective context and distinctive features. Candidates should show an understanding and evaluation of beliefs about the relationship between body and soul and purposes such as asceticism, relationship with 'God' and liberation. Understanding and evaluation of respective status or otherwise of different types of Yoga and the contributions of seminal teachers.

- Beliefs and practices associated with Krishna, Rama, Sakti and Siva, distinctive emphases and significance for devotees.

Examination and understanding of the beliefs and practices of Krishna, Rama, Sakti and Siva including key terms such as avatar, bhakti, puja. Context of these beliefs and selection of biographical material relevant to the demands of the question, eg to signify certain attributes and moral virtues; place of scripture. Understanding and consideration of significance for devotees, including range of practices and selection of festivals and pilgrimage, implications of selected beliefs such as karma; implications of diversity of beliefs and practices.

Islam

1 Key issues in the study of Islam:

- The life and work of Muhammad in its historical, religious and social context; his significance for Muslims.

A study of Muhammad will require knowledge and understanding of the context of his life and work, together with an understanding and evaluation of his significance for Muslims. Mere narrative and biographical details in themselves are only a limited and partial aspect of this part of the specification. Contextual material may include reference to a range of religious features such as polytheism, animism and jinns, festivals, sacrifices, Christian, Jewish and Zoroastrian traditions, status of Mecca. There should be knowledge of political and economic factors, social groupings and changes; literature including poetry. Understanding and comments on his significance, including the strengths or otherwise of these background factors in an understanding of the status of Muhammad, including his rejection of many of these features. Candidates should show understanding and comments on revelations and Muhammad, significance of hijra and the growth of theocracy. Candidates could consider the view of Muhammad as final messenger and prophet, transcending such 'contexts'.

2 Key emphases in teaching and practice:

- Six beliefs – meaning and significance for belief and practice

Given the range of material available for this topic, candidates will not be expected to examine all six beliefs in any one question but will have the opportunity to select exemplars relevant to the question. Candidates should have knowledge and understanding of these beliefs, including analysis of key terms such as tawheed and risallah and the context of these beliefs. Candidates should have knowledge and understanding of: angels, including Gabriel, context of creation and role in relation to prophets and to humanity; Qur'an as the final Word of Allah and its infallibility; judgement and shirk, cosmic aspects of judgement, views about timing, role of the Mahdi, Jerusalem; understanding and evaluation of issues such as free will and predestination; notions of resurrection, paradise and hell, role of martyrs. Candidates should consider the significance of these beliefs including their influence on practice.

- Five pillars – meaning and significance for belief and practice.

Given the range of material available for this topic, candidates will have the opportunity to select exemplars relevant to the question, noting that there may be reference to some introductory material on the five pillars as a whole. Knowledge and understanding of the principles underlying the pillars, including an analysis of key terms such as 'islam' and 'umma'. Any narrative account should lead to an understanding of the purposes and significance of these pillars. Undue reliance on descriptive detail at the expense of the use of evidence and reason about the principles and purposes will limit the level of candidates' performance. There may be an understanding and evaluation of different interpretations within Islam. Candidates should understand and evaluate the pillars in relation to their significance for belief and practice.

Judaism

1 Key issues in the study of Judaism:

- The historical and religious context and key teachings of: Rashi and his school; Judah Halevi; Moses Maimonides.

Given the range of material, candidates will have the opportunity to select exemplars from this group of figures. Any biographical material needs to be adapted and focused on the demands of the question. Knowledge and understanding of the key features of the historical and religious contexts of these figures including eg Talmud, codification of Law, diaspora and significance of synagogue and practice of Judaism without the Temple, role of rabbis, relationships with other religious traditions such as Christians and Muslims and Greek philosophy. Understanding and evaluation of key teachings such as beliefs about revelation and place of reason, Israel and the status of Jewish people. Candidates could show debates and interpretations of the influence and significance of these figures within Judaism.

2 Key emphases in teaching and practice:

- Orthodox, Reform, Conservative, Liberal, distinctive teachings and practices.

Given the range of material, candidates will have the opportunity to focus on some of these, but not all together in any one question. Candidates should show knowledge of relevant background material such as the enlightenment period. An examination and understanding of the distinctive teachings and practices will require candidates to select and adapt narrative and descriptive material as a means to focusing in on issues of understanding the distinctive features and issues of significance and interpretations and debates. For example, depending on the precise tradition being examined, there could be an understanding and evaluation of the status or otherwise of the Talmud and divine authority of scripture and its uses in worship. Candidates may show an understanding and evaluation about the place of ritual, significance of Sabbath, dietary laws; rites of passage; use of language including Hebrew, gender issues; beliefs about Jewish people as 'chosen' and relationships with Gentiles and nationalism compared to beliefs about Israel. Questions will enable candidates to evaluate debates and arguments within these traditions/movements.

Sikhism

1 Key issues in the study of Sikhism:

- The Guru in Sikhism, with particular reference to the lives and teachings of Guru Nanak and Guru Gobind Singh, in their religious, historical and social contexts, and to the Guru Granth Sahib.

Candidates should understand the concept of Guru in its various contexts within Sikhism, and its central importance in matters of belief and practice. The study of the lives of the Gurus should include reference to sources, such as the Janam Sakhis. Their lives should focus on key events and teachings, such as the religious experience of Guru Nanak and his main teachings about God and about values for living. These should be set in their various contexts, so that candidates are aware, for example, of the relationships between Guru Nanak and the worlds of Islam and Hinduism. Candidates should understand the nature and compilation of the Guru Granth Sahib, together with its role, importance and authority in Sikhism.

2 Key emphases in teaching and practice:

- Belief in God and the practice of devotion

Candidates should understand key Sikh concepts about God, such as those expressed in the Mool Mantar, and their central importance in Sikh beliefs, values and practice. They should understand how the worship of God is the basis of Sikh spirituality, and is expressed both communally in the Gurdwara and in private devotion. The study of

private devotion should include familiarity with the underlying principles of the Nit Nem and with the importance of nam simran. Devotion in the context of the Gurdwara should focus on the way in which the Guru Granth Sahib is venerated, and the implications of this for the Sikh understanding of God.

- Belonging to the Khalsa

The study of the Khalsa should include its importance within Sikhism as a focus of identity and discipline, as seen for example in the symbols associated with it. Candidates should be familiar with various codes of conduct linked to the Khalsa, including the underlying principles of the Rahit Maryada and such signs of identity as the observance of the Kurahits. They should understand some of the issues within the Sikh community about membership of the Khalsa, the extent of its discipline and the treatment of patits. They should be familiar with the underlying principles of behaviour promoted by identity with the Khalsa, such as sewa, and the obligations that are linked to initiation.

New Testament

- *Candidates should study either Luke's Gospel or The Fourth Gospel.*
- *Candidates are only expected to answer from the perspective of the gospel they have studied.*
- *Candidates should be aware of the religious, social, cultural and historical background to life at the time of Jesus Christ.*
- *All biblical references are taken from the New International Version.*

1 Key issues in the study of the teachings of Jesus Christ:

- Jesus' moral teachings (Luke)

Knowledge and understanding of teachings including the Sermon on the Plain (chapter 6), the poor, outcasts, wealth and forgiveness – including the parables of the 'lost' (chapter 15). Candidates should be aware of the views of scholars and also be able to compare and contrast the teaching of Jesus with that of Judaism at that time.

- The 'I am' sayings (Fourth Gospel)

An examination and evaluation of the meaning and significance of the sayings 'I am the bread of life/ light of the world/ good shepherd/ gate for the sheep/resurrection and the life/ the way, the truth and the life/ true vine'. Candidates should show awareness of Jesus' teaching, the background and context of the sayings, Old Testament references, symbolism and views of scholars.

- The meaning and significance of the miracles – (Luke/Fourth Gospel).

The meaning and significance of the miracles (not the resurrection), highlighting such points as power of God, mighty works, signs. Important miracles include healing of paralytic, raising the widow's son, calming the storm, healing of the demon-possessed man, Jairus' daughter, bleeding woman (all Luke) or water into wine, the Official's son, healing at the pool, walking on water (all Fourth Gospel). Candidates should be able to discuss the importance of these miracles for the ministry of Jesus, and the views of scholars.

2 Key emphases:

- Prayer, Praise and the Sabbath (Luke)

Knowledge and understanding of the meaning and significance of these teachings, together with an awareness of the context and background, Old Testament references, views of scholars and an evaluation of the difference between the teachings of Jesus and that of Judaism. Reference may be made to songs of praise, Sabbath controversies and teachings on prayer.

- Women (Fourth Gospel)

An examination of the importance of women in the ministry of Jesus. Incidents include the Samaritan woman, the woman caught in adultery, Mary and Martha at the raising of Lazarus and Mary at the tomb of Jesus. Candidates should know of the social and religious status of women within Judaism at the time and be able to evaluate the significance of Christ's new approach and the views of scholars.

- The nature and demands of discipleship (Luke/Fourth Gospel).

A knowledge and understanding of Jesus' teachings on the nature of discipleship – the need to follow, witness, have faith, loving one another, and the demands – persecution, world's hatred and temptation. Candidates should also understand and evaluate the importance to the ministry of Jesus of the Twelve, the Holy Spirit and John the Baptist. An awareness of the views of scholars will be helpful.

Unit 3: Developments

Philosophy of Religion

Candidates may answer with reference to any religious or non-religious stance, provided the material is relevant to the question.

1 A study of philosophical arguments about the existence of God:

- Religious experience – key concepts, strengths and weaknesses

The specification does not name or identify any particular version of the argument based on religious experience and candidates will be credited with any version(s) relevant to the question. Some analysis of the meaning and types of religious experience may be relevant, noting this is a topic set in the context of arguments about the existence of God. Key ideas may include the premises of such arguments and key concepts such as analogy, credulity and testimony, drawing on notable contributions, for example from C.R. Davis and B. Davies, Flew, Hick, Swinburne, Vardy. Candidates should show an understanding and evaluation of strengths and weaknesses so as to make informed judgements about them. This may include problems of interpretation, alternative explanations and notions about the probability of this argument.

- Ontological – key concepts, strengths and weaknesses

The specification does not name or identify any particular version of the ontological argument and candidates will be credited with any version(s) relevant to the question. Candidates should show knowledge and understanding of key terms such as a priori and deductive reason and key concepts may include definitions of God, necessary existence. Candidates should show knowledge of the premises of the argument and key stages in this type of reasoning, drawing on contributions for example from Anselm, Descartes, Malcolm, Penelhum, Plantinga. Candidates should show an understanding and evaluation of the strengths and weaknesses of the argument and any significant changes it may have undergone, so as to come to an informed judgement about its validity and whether it amounts to a proof. This may include contributions for example from Gaunilo, Kant, Russell, Hick etc.

- Non-existence of God and critiques of religious belief.

The specification does not name or identify any particular example of the non-existence of God or of any particular critique of religious belief and candidates will be credited with any account relevant to the question. Candidates should show knowledge and understanding of key terms such as atheism, agnosticism, materialism, naturalism, scepticism and unbelief. Critiques may include one or more of the following such as sociological and psychological stances with reference for example to scholars such as Durkheim, Marx and Freud. Candidates should show an understanding and evaluation of the strengths and weaknesses of the views, coming to an informed opinion. Provided the material is fixed on the demands of the question, candidates may use the problem of evil in this context and some arguments about the existence of God may be used in this context.

2 A study of selected problems in the philosophy of religion:

- Beliefs about life after death: reincarnation; rebirth; resurrection; immortality of the soul

It is unlikely that candidates will have to answer all of these topics in any one question. They will be able to focus on specific exemplars as demanded by the question, noting that over a cycle of a few years all these topics will be examined. This is not a study in world religions but some of these themes are distinctive of certain traditions and an understanding of their respective contexts will be useful, for example reincarnation may be found in Hinduism, rebirth in Buddhism and resurrection and immortality of the soul in various theistic traditions. Candidates should show knowledge and understanding of key terms and concepts such as identity, notion of 'life after death', the relationship between the mind and body.

Candidates should understand and evaluate the strengths and weaknesses of evidence and reasons given for a belief and weigh up philosophically the merits or otherwise of the case. This may include reference to various key scholars and debates, including the use of language.

- A study of religious language: analogy; language games; myth and symbol; verification and falsification debates.

It is unlikely that candidates will have to answer all of these topics in any one question. They will be able to focus on specific exemplars as demanded by the question, noting that over a cycle of a few years all these topics will be examined. There should be knowledge of the respective contexts of key terms, for example a theological context to analogy and logical positivism with regard to verification. Candidates should show knowledge and understanding of key terms and concepts such as meaning, function, realism, postmodernism. Candidates should understand and evaluate the strengths and weaknesses of evidence and reasons given for arguments and weigh up philosophically the merits or otherwise of the viewpoint. This may include reference to various debates and key scholars such as Aquinas, Wittgenstein, Tillach, Ayer and Flew, etc.

Ethics

1 A study of ethical concepts:

- Critiques of relationship between religion and morality
- Deontology, natural moral law, virtue ethics – key concepts, strengths and weaknesses.

An examination of the key features of these approaches to ethical decision-making; the contributions of key scholars such as Kant, W D Ross, Aquinas, Hoose, Aristotle, and MacIntyre; an understanding of philosophical foundations of these theories, in terms of absolute, relative, teleological and deontological principles; an evaluation of the efficacy of these theories for ethical decision-making, including consideration of their religious and cultural influences at the time of development and for the modern day. Candidates should be able to draw evaluative conclusions about their relative strengths and weaknesses.

2 A study of selected problems in ethics:

- Meaning and definition of ethical terms with reference to 'is-ought' and debates about 'good', emotivism

An examination of the naturalistic fallacy and associated scholarship such as that of David Hume and G E Moore; solutions to the problem of the fallacy, including Intuitionism and non-naturalistic approaches to ethics. Other considerations about the use of the term 'good' as functional, descriptive, realist or anti-realist; the background to emotivism within philosophy of language, including the contributions

of key scholars, such as A J Ayer and the logical positivist school; ethical claims as subjective and non-factual claims which express opinion and provoke the hearer. Candidates should be able to evaluate these approaches with reference to their relative strengths and weaknesses, drawing on ethical theories by way of illustration and comparison; a consideration of the role of emotivism within religious ethics and whether it provides a satisfactory explanation for the expression of ethical ideas.

- Objectivity, relativism, subjectivism
- Justice, law and punishment.

Religion

There are a number of set texts for Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and the New Testament. The recommended translations for these texts can be found in the GCE Religious Studies area of the Edexcel website – www.edexcel.org.uk.

Buddhism

To note: material on Buddhism in this unit may draw on both Theravada and Mahayana Buddhism ensuring the specific material is relevant to the demands of the question.

1 Developments and expansion:

- The life and work of Ashoka, context and significance

Any biographical material must be focused on the demands of the question and the specification focuses on issues related to his context and significance. Candidates should be able to examine and understand contextual issues such as political and military power and types of religious traditions. Understanding of important changes in the life of Ashoka, significant features of the Edicts, including debates about the meaning of dharma; relationship with Sangha and other faiths; formation of Pali, canon development and expansion of Buddhism. Candidates should understand and evaluate debates about the interpretation of Buddhism in the life and work of Ashoka, such as the role of meditation and devotion; significant features such as social welfare; the eventual decline of Buddhism in India.

- Developments in China and Japan including beliefs and practices of Pure Land and Zen, types of tradition, key people and distinctive emphases.

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine key features of the context of these developments, including relevant indigenous traditions. Candidates will need to examine key teachings and practices, including the contributions of key people and significant features of relevant scriptures. Candidates should understand and evaluate any significant features that constitute gradual or more radical changes from earlier traditions, including debates about belief and practice within these respective traditions/schools.

2 Selected concepts and texts:

- Meaning and significance of: dukkha; anatta; anicca; nirvana

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine the context of these topics and the range of possible definitions. Candidates may illustrate these ideas by reference to related Buddhist teachings. Candidates should understand and evaluate possible implications of these beliefs such as their place and influence within Buddhist teachings and an understanding of their potential purpose within Buddhist thought. Some of the set texts may be useful for this topic.

- Bodhisattva – types, significance, key teachings

Candidates should examine the context of this doctrine within Mahayana Buddhism, including beliefs about wisdom, liberation, loving-kindness and skilful means. Detail about the stages and perfections of the Bodhisattva path must be focused on the demands of the question. Candidates may refer to illustrations and ideas from relevant parts of the set texts together with examples from Bodhisattvas, including their place within particular traditions. Candidates should understand and evaluate relevant debates within this topic such as the context of this belief system vis-à-vis Theravada Buddhism, together with issues about, for example, transfer of karmic merit, in order to consider issues about their significance.

- The Questions of King Milinda (pp 146-162); the Deer Park Sermon (pp 186-187); part of the Lotus Sutra (pp 197-211), in Buddhist Scriptures (ed. Conze, E., Penguin, 1959).

These texts are intended to supplement the details within this specification so as to provide candidates with material that illustrates key beliefs and issues. In that respect, they are not designed as set passages for detailed textual examination requiring technical support from detailed commentaries. For example, the Questions of King Milinda provide useful illustrative material for a range of ideas including anatta, anicca and nirvana and the Lotus Sutra gives material relevant to studies on the Bodhisattva. Candidates will be instructed that they may make reference to the set texts where appropriate. Some questions may direct candidates to particular texts whereas others may not mention any specific text, although candidates will be credited with such material if it is relevant to the question.

Christianity

1 Developments and expansion:

- The practice of Christianity in the modern world.

The Ecumenical Movement since 1910; the relationship of the Roman Catholic and Orthodox Churches with the Ecumenical Movement. Dietrich Bonhoeffer: his work in reaction to the Nazis, his teaching about grace and discipleship, the world come of age, religionless Christianity, Jesus the man for others. The context and emergence of Liberation Theology, the teachings of Gustavo Gutiérrez, the impact of Liberation Theology on the Roman Catholic and Protestant Churches.

2 Selected concepts and texts:

- Beliefs about the Trinity

Modern Trinitarian teaching: Barth, Macquarrie, Rahner.

- Beliefs about atonement and salvation

The relationship between the person of Jesus and the work of Christ, theories of atonement, reference to modern teaching: Aulen, Barth, Gunton.

- Beliefs about death and eternal life

The theological implications of the death and resurrection of Jesus and eschatology on Christian teaching.

- The nature of the Church

New Testament: Matthew 16:13-20, 1 Corinthians 12:27-31

- Cyprian of Carthage (*de catholicae ecclesiae unitate*) on the unity of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath, page 261 (Blackwell, 1995) and in *Documents of the Christian Church*, editor Henry Bettenson, page 71 (Oxford University Press, 1967)
- Thomas Aquinas (in *Symbolum Apostolorum* 9) on the catholicity of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath, page 264 (Blackwell, 1995)

- Martin Luther (*On the Councils and the Church 1539*) on the marks of the Church, quoted in *The Christian Theology Reader*, editor Alister McGrath (Blackwell, 1995)
- Barmen Confession, quoted in *Resistance and Conformity in the Third Reich*, Martyn Housden (Routledge, 1997)
- Gustavo Gutiérrez, *A Theology of Liberation*, pages 150-152 (SCM, 1988)

Hinduism

To note: Hinduism reflects much diversity in belief and practice and is represented by many traditions. Candidates may draw on any Hindu approach provided it is relevant to the demands of the question.

1 Developments and expansion:

A study of the contributions to the modern development and expression of Hinduism of:

- The historical and religious context, key teachings and significance of: Ramakrishna; M K Gandhi; Dayananda Sarasvati; Sri Radhakrishnan.

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine and understand relevant contextual issues such as the features of India and types of Hinduism current at that time. Any biographical material must be selected and focused on the demands of the question. Candidates should understand and evaluate key teachings and consider the significance of the selected figures. Topics that promote discussion could be issues of tolerance, interfaith and nationalism, status of the Vedas, different responses to Western culture, influence of these figures on subsequent groups/schools, political and social implications such as non-violence.

2 Selected concepts and texts:

- Meaning and significance of: atman; Brahman; samsara; moksha; dharma

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine and understand relevant contextual issues to these terms and an analysis of these may be supported from the relevant set texts and contributions of key Hindu thinkers. Candidates should understand and evaluate topics such as that which is eternal in human nature, cohesion with Brahman, notion of the impersonal Absolute, understand the importance of samsara and moksha. There could be understanding and debate about the links between the order in the cosmos and the order in moral and social relationships. Candidates may consider interpretations from different Hindu traditions in different contexts such as views about Dharma. Debates could include implications for moral behaviour together with implications for devotion and practice.

- The Katha Upanishad; The Bhagavad Gita (chapters 1-4, 11, 18).

These texts are intended to supplement the details within this specification so as to provide candidates with material that illustrates key beliefs and issues. In that respect, they are not designed as set passages for detailed textual examination requiring technical support from detailed commentaries. For example, The Katha Upanishad provides useful illustrative material for a range of ideas including atman, Brahman and samsara and the Bhagavad Gita provides a classic source of many seminal beliefs within Hinduism. Candidates will be instructed that they may make reference to the set texts where appropriate. Some questions may direct candidates to particular texts whereas others may not mention any specific text although candidates will be credited with such material if it is relevant to the question.

Islam

1 Developments and expansion:

- The Rightly Guided Caliphs, historical and religious context, key people and events; the origins and features of Sunni and Shi'ah Islam, historical and religious context, key people, events and beliefs.

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine the historical and religious context of this period such as major developments, geographical, economic and social factors and 'Umayyad' and 'Abbasid' dynasties. Particular examples of caliphs may be used and candidates should have an understanding of terms such as shirk, jihad, umma. Candidates should understand and evaluate issues such as debates about divine authority, succession and representation, expansion and manner of development, charismatic authority, interpretations of imam, messianism, debates about different interpretations of Qur'an and Haddith. There could be selective use of the set texts.

- The expression of Islam in one or more modern Islamic state(s), historical and religious context, key beliefs and practices.

A question on this topic may span with other bullet points in the specification for Islam. It is important for candidates to specify the particular country selected, rather than present generalised accounts of Islam in the modern world. Candidates should examine the historical and religious context of the country selected and this may include political and social factors. Descriptive and narrative material should be adapted to the precise demands of the question. There should be understanding and evaluation of key beliefs and practices including any distinctive features and personnel, including, if relevant, their relationship with other faiths and secularism. Evaluation may include, for example, possible differences of interpretation such as preservation or adaptation.

2 Selected concepts and texts:

- Beliefs about Allah, range of beliefs and significance; revelation and the Qur'an, beliefs and significance

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. These topics lend themselves to selected use of the set texts. Candidates should examine names and attributes of Allah, tawid and monotheism; Qur'an as heavenly book and the speech of Allah; revelation and beliefs about past prophets and Muhammad as the 'seal of the prophets'. Understanding and evaluation of the significance and implications of these beliefs for practice such as the relationship between Allah and humanity; tawid and interfaith dialogue; authority of the Qur'an; submission; discussion about creation and gender issues, etc.

- Sufism, types, key people and distinctive emphases

Candidates should examine key types and people, which may include the origin and key developments of Sufism, such as its mystical tradition and union with God. No specific people will be named in any question although candidates may have the opportunity to focus on individuals of their choice, including any relevant writings. Distinctive emphases may refer to, for example, moral purity, asceticism and monastic traditions, and selected practices such as music and dance. Evaluation may refer to differences of interpretation between other traditions/schools and Sufism and to differences within Sufism; debates, eg about dualism, emanations, types of authority, influences in various Muslim states.

- Suras 1, 2, 96 and 112.

These texts are intended to supplement the details within this specification so as to provide candidates with material that illustrates key beliefs and issues. In that respect, they are not designed as set passages for detailed textual examination requiring technical support from detailed commentaries. For example, Sura 2 provides a wealth of material applicable to this specification and other set texts are of seminal importance within Islam. Candidates will be instructed that they may make reference to the set texts where appropriate. Some questions may direct candidates to particular texts whereas others may not mention any specific text, although candidates will be credited with such material if it is relevant to the question.

Judaism

1 Developments and expansion:

- The historical and religious context, key teachings and significance of: Moses Mendelssohn; David Friedlander; Abraham Geiger; Samson Raphael Hirsch

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to focus their material on the particular demands of the question. Candidates should examine and understand relevant contextual issues including historical and religious factors such as types of Judaism current at that time and, for example, the Enlightenment. Any biographical material must be selected and focused on the demands of the question. Candidates should understand and evaluate key teachings and writings and consider the significance of the selected figures, including criticism. Topics that promote discussion could be issues of, for example, biblical criticism; revelation and reason; nationality and assimilation; gender issues; Orthodox and Reform debates, etc.

- Zionism and the state of Israel, historical and religious context, key emphases and events

This topic may be linked to other aspects of the specification on Judaism. Candidates should examine the historical and religious context to Zionism such as its origins, including assimilation and persecutions, and key developments associated with particular events. This may include reference to the contributions of key figures. Material on the state of the State of Israel will be examined in this context of Zionism and its implications. Candidates should understand and evaluate the key emphases such as different interpretations of Zionism and debates about the significance of the covenant and the 'promised land', preservation, issues such as politics and Palestine and the relationship between Israel and the diaspora. There could be debates about critics of Zionism and its rejection.

- The Holocaust, historical context, significance for Jewish beliefs.

This topic may be linked to other aspects of the specification on Judaism. Candidates should examine relevant contextual material including historical and literary evidence. Candidates should show understanding and evaluation of issues such as relationship between God and the Jewish people, belief in God acting in history, problem of such horrendous evil and responses including views of survivors. Candidates may refer and evaluate the views of various scholars regarding their interpretations of the Holocaust such as suffering servant analogy, punishment and resurrection, messianic movements.

2 Selected concepts and texts:

- Law and authority, meaning and significance; the covenant people of God, meaning and significance

It is unlikely that all of these topics will be examined in any one question, although over a period of a few years they will all be examined and this enables candidates to

focus their material on the particular demands of the question. These topics lend themselves to selected use of the set texts. Candidates should clarify the key ideas and features of the selected terms, including different interpretations of these concepts. Reference may be made to relevant contextual material including biblical and historical perspectives. Candidates should understand and evaluate implications for belief and practice with reference, if appropriate, to different traditions/schools, including debates about different covenants, relationship with God and the significance of the 'promised land' and the 'chosen people'. There may be reference to different scholarly interpretations within different Jewish traditions.

- Chasidism, types, key people and distinctive emphases

Candidates should examine key types and people which may include origins and key developments of Chasidism, such as its focus on spiritual growth, holiness and oneness with God. No specific people will be named in any question, although candidates may have the opportunity to focus on individuals of their choice, including their respective contexts and any relevant writings. Distinctive emphases may refer to, for example, moral purity, asceticism and selected practices. Evaluation may include differences of interpretation and criticisms between other traditions/schools and Chasidism and to differences within this tradition; debates, for example, about immanence; intermediate stages between humans and God; status of mysticism and asceticism; authority of rebbes.

- Exodus 21, 22 and Leviticus 19; the Ethics of the Fathers (I-VI); the 13 Principles of Faith (Maimonides).

These texts are intended to supplement the details within this specification so as to provide candidates with material that illustrates key beliefs and issues. In that respect, they are not designed as set passages for detailed textual examination requiring technical support from detailed commentaries. For example, some of the set texts are of seminal importance across much of Jewish belief, and selections from the Ethics of the Fathers and the 13 Principles of Faith may illustrate many of the points in this specification. Candidates will be instructed that they may make reference to the set texts where appropriate. Some questions may direct candidates to particular texts whereas others may not mention any specific text although candidates will be credited with such material if it is relevant to the question.

Sikhism

1 Developments and expansion:

- Movements and orthodoxy in the development of the Sikh Panth

Candidates should be familiar with teachings and practices associated with various movements within the developing Sikh tradition, such as the Nirmalis, Nirankalis, Namdharis, the Singh Sabha Movement and the Nishkam Sewak Jatha. They should also understand the ongoing movement to establish orthodoxy within Sikhism, with particular reference to the influence and authority of the Shiromani Gurdwara Parbandak Committee and the promulgation of rahits, culminating in the Rahit Maryada. This understanding should be supported by an awareness of the distinctions sometimes drawn between the notions of amritdhari, keshdhari and sahajdhari. They should be familiar with some of the scholarly debates about these issues.

- The influence of the Sant tradition

Candidates should be familiar with the concept of Sant in both its traditional and contemporary contexts. In particular, they should be aware of scholarly debates about the possible early influences of the tradition on the development of Sikhism, and about the use of the term today in relation to particular spiritual teachers. They should understand how such teachers are regarded within the wider Sikh community.

- The influence of dispersion and the issue of identity.

A study of dispersion should include some historical awareness of major migrations and the reasons for them, together with the experiences of Sikhs living outside the familiar context of the Punjab, including those who have settled in the UK and the issues which most affect them, such as assimilation and language. Consideration should be given to how migration has affected the sense of identity within the Sikh community, and how far engagement with non-Sikh cultures has affected Sikhs in their beliefs, values and practice. Candidates should also be familiar with scholarly debates on these issues, but the main focus of study should be on the impact of dispersion on religion, rather than on social or economic considerations.

2 Selected concepts and texts:

- Key ideas in Sikh spirituality

The focus of this element of the specification should be on beliefs, values and experience. Candidates should consider and evaluate such concepts as samsara; sachkhand, anand, mukti and jivan mukt; nam simran and its connection with the Nit Nem, together with kirt karna and vand chakna, as basic principles of spirituality; man, manmukh, maya and haumai and their analysis of the human condition, considered in relation to the concept of gurmukh; the concept of the grace of the Guru; virtues and ideals of behaviour considered alongside the five vices (thieves). These ideas should be considered alongside their expressions in kirtans, and in the prayers of ardas and sohila, and the use and importance of the Nit Nem.

- Miri and piri and their application to contemporary Sikh belief and practice

Candidates should be familiar with debates about the balance between the two ideals. This will include a consideration of particular Sikh political institutions and movements such as the Akali Dal and its relationship with the SGPC, and the Khalistan movement; they may draw on other contemporary or historical examples. The study should also lead to an understanding of the influence of pacifism within Sikhism, and the significance of martyrdom, alongside Sikh teaching on Dharam Yudh, and the embodiment of the Sikh ideal in the concept of the 'saint-soldier'.

- The Japji; Akal Ustat and Bachitar Natak from the Dasam Granth; the Rahit Maryada.

The following texts should be studied in translation:

The Japji (in McLeod WH: Textual sources for the study of Sikhism, pages 86-93)

Akal Ustat and Bachitar Natak from the Dasam Granth (ibid, pages 55-63)

The Rahit Maryada (in Cole WO and Sambhi PS: The Sikhs, pages 200-208).

New Testament

- Candidates should study either Luke's Gospel or the Fourth Gospel.
- Candidates are only expected to answer from the perspective of the Gospel they have studied.
- Candidates should be aware of the religious, social, cultural and historical background to life at the time of Jesus Christ.
- All biblical references are taken from the New International Version.

1 Theology and Christology:

- The Kingdom of God (Luke)

An examination of the notion of the teaching of Jesus concerning the Kingdom of God – the meaning, theological significance and importance for the early believers. Teachings may include the coming of the Kingdom (chapter 17), Jesus and Beelzebub (chapter 11) and the Rich Ruler (chapter 18). Parables may include the Sower,

Mustard Seed/Narrow Door, Great Banquet and Ten Minas. Candidates should also be aware of views of scholars concerning the arrival of the Kingdom – past, present and future.

- The Prologue (Fourth Gospel)

An examination of the meaning and theological significance of the Prologue (chapter 1 v.1-18). This will include an awareness of the nature and person of Christ, the Word made flesh, concepts of life, light and dark, belief, children of God, flesh and spirit, law, grace and truth. Candidates should be able to understand and evaluate the views of scholars and the influences of Judaism and Hellenism.

- The purpose of the Gospel (Luke/Fourth Gospel).

An examination of the different purposes of the Gospels. For Luke, these may include God's action in human history, Christ's message for all peoples, a Gospel for the Gentiles, an apologia to the Romans, Jesus' mission to seek and save the lost. For the Fourth Gospel, this may include Jesus as Christ, Son of God, life in his name, Spiritual Gospel, a Gospel to convert Jews and Gentiles, fulfilment of scripture. Candidates should show an awareness and evaluation of the diversity of purposes and the views of scholars.

2 Selected concepts and texts:

In addition to the use of textual material from elsewhere in the gospels, particular reference should be made to either Luke 22 – 24 or John 18-21.

- Conflict with the religious and political authorities (Luke/Fourth Gospel)

Candidates are only expected to answer on either Luke's Gospel or the Fourth Gospel. Knowledge and understanding of the religious and political authorities and why they were so concerned about Jesus. This should include arrest, trials, charges made. References may be made to the Law of Moses, Temple cleansing, Sabbath controversies. Other factors also include salvation history, God's plan in history, Jesus' challenge to Judaism, Son of God, blasphemy, threat to power, political expediency, King of the Jews. Candidates should be aware of the views of scholars and evaluate such issues as who was responsible for the death of Christ.

- The crucifixion and resurrection (Luke/Fourth Gospel).

Knowledge and understanding of the crucifixion narratives, including Old Testament references, symbolism, fulfilment of scripture, God's saving plan, religious significance. For resurrection, an examination of the meaning and significance for early believers – sacrifice, salvation, atonement, power of God, forgiveness of sins, relationship with God.

Unit 4: Implications

Details of sources for the anthology are given below.

Candidates will be credited with any relevant material from Units 1, 2 and 3 in their answers in this paper.

1 Philosophy of Religion

- Religious language
Ayer A – *God-talk is evidently nonsense* in
Davies B (editor) – *Philosophy of Religion: a guide and anthology* (Oxford University Press, 2000) pages 143-146
- Religious experience
Donovan P – *Can we know God by experience?* in
Davies B (editor) – *Philosophy of Religion: a guide and anthology* (Oxford University Press, 2000) pages 370-381
- Emergence of modern philosophy of religion
Westphal, M – *The emergence of modern philosophy of religion* in
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002) pages 111-117

2 Ethics

- Method and moral theory
Jamieson D – *Method and Moral Theory* in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001) pages 476-486
- Personal relationships
La Follette H – *Personal Relationships* in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001) pages 327-332
- Modern moral philosophy
Schneewind J – *Modern Moral Philosophy* in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001) pages 147-156

3 Religion

There will be passages on EACH religion on these topics:

- Dimensions of religion
- Philosophical issues in religion
- Ethics and religions.

Buddhism

- Dimensions of religion
Smart N – *The Religious Experience of Mankind* (Collins, 1977) pages 15-25
- Philosophical issues in religion
Griffiths P – *Buddhism* pages 15-23 in
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002)
- Ethics and religions
De Siva P – *Buddhist Ethics* pages 58-68 in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001)

Christianity

- Dimensions of religion
Smart N – *The Religious Experience of Mankind* (Collins, 1977) pages 15-25
- Philosophical issues in religion
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002)
Wainwright W – *Christianity* pages 56-63 in
- Ethics and religions
Preston R – *Christian Ethics* pages 91-105 in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001)

Hinduism

- Dimensions of religion
Smart N – *The Religious Experience of Mankind* (Collins, 1977) pages 15-25
- Philosophical issues in religion
Smart N – *Hinduism* pages 7-14 in
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002)
- Ethics and religions
Bilimoria P – *Indian Ethics* pages 43-56 in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001)

Islam

- Dimensions of religion
Smart N – *The Religious Experience of Mankind* (Collins, 1977) pages 15-25
- Philosophical issues in religion
Nanji A and Esmail A – *Islam* pages 64-70 in
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002)
- Ethics and religions
Nanji A – *Islamic Ethics* pages 106-117 in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001)

Judaism

- Dimensions of religion
Smart N – *The Religious Experience of Mankind* (Collins, 1977) pages 15-25
- Philosophical issues in religion
Goodman L – *Judaism* pages 43-54 in
Quinn P and Taliaferro C (editors) – *A Companion to Philosophy of Religion* (Blackwell, 2002)
- Ethics and religions
Kellner M – *Jewish Ethics* pages 82-89 in
Singer P (editor) – *A Companion to Ethics* (Blackwell, 2001)

Sikhism

- Dimensions of religion
Smart N – *The religious experience of mankind* (Collins 1977) pages 15-25
- Philosophical issues in religion
Cole W O & Sambhi P S – *The Sikhs: their religious beliefs and practices* (Sussex Academic 1995) pages 67-76
- Ethics and religions
Cole W O & Sambhi P S – *The Sikhs: their religious beliefs and practices* (Sussex Academic 1995) pages 142-152

New Testament

Philosophical and theological studies of the Person of Christ and the significance of his teachings:

- Who is Jesus Christ?
Bowker J – *God: A brief history* (Dorling Kindersley, 2002) 'The Person of Christ', pages 240-245
Reid G and Tyler S – *Advanced Religious Studies* (Philip Allan Updates, 2002) 'The Titles of Jesus' pages 270-271, 'Why did Jesus have to die?' pages 271-273
Russell B – *Why I am not a Christian* (Routledge Classics, 2004) 'Defects in Christ's Teaching' pages 12-13
Ward K – *God: A guide for the perplexed* (Oneworld, 2002) 'Jesus and the Law', pages 78-80
- Teachings of Jesus Christ – readings for Luke's Gospel and the Fourth Gospel
Drane J – *Introducing the New Testament* (Lion, 1999) 'Luke' pages 200-203, 'John' pages 208-217
Reid G and Tyler S – *Advanced Religious Studies* (Philip Allan Updates, 2002) 'The teaching of Jesus' pages 312-325, 'The Farewell Discourses' pages 390-397
Religious Studies Review Vol. No. 1 (Philip Allan Updates, 2004) 'Passion in the Fourth Gospel'

- Death and Resurrection

Drane J – *Introducing the New Testament* (Lion, 1999) ‘What does the Resurrection mean?’ pages 107-110, ‘Eschatology and the Kingdom’ pages 116-119

Morison F – *Who moved the Stone?* (Authentic Lifestyle, 1996) ‘Between sunset and dawn’ pages 88-102

Reid G and Tyler S – *A2 Religious Studies Synoptic Guide* (Philip Allan Updates, 2003) ‘Life after death in the New Testament’ pages 47-50

Wilson I – *Jesus: The Evidence* (Weidenfeld and Nicholson, 1996) ‘Did Jesus really rise from the dead?’ pages 136-153

Appendix E: Levels of response

These descriptions indicate the general requirements at each level.

Unit 1: Foundations

A01

Level	Descriptor	Marks
1	A limited range of isolated facts which are accurate and relevant, but unstructured; a generalised presentation with little detail; imprecisely expressed.	1-6
2	Accurate and relevant information presented within a structure which shows a basic awareness of the issue raised, and expressed with a sufficient degree of accuracy to make the meaning clear.	7-14
3	A range of accurate and relevant knowledge, presented within a recognisable and generally coherent structure, selecting significant features for emphasis and clarity, and dealing at a basic level with some key ideas and concepts; expressed clearly and accurately using some technical terms.	15-22
4	A full and well-structured account of the subject matter, with accurate and relevant detail, clearly identifying the most important features; using evidence to explain key ideas; expressed accurately and fluently, using a range of technical vocabulary.	23-28

A02

Level	Descriptor	Marks
1	A mainly descriptive response, but there is limited evidence of an attempt to argue the case, typically by reference to an appropriate source or comment by a scholar; imprecisely expressed.	1-2
2	Clear argument(s) at a simple level to support a point of view on the basis of evidence; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.	3-4
3	A clear attempt to sustain an argument, showing an awareness of alternative views and a limited attempt at a balanced conclusion, and expressed clearly and accurately using some technical terms.	5-8
4	An attempt at the critical analysis of an issue by reference to an understanding of alternative viewpoints and balanced reasoning; expressed accurately, fluently and using a range of technical vocabulary.	9-12

Unit 2: Investigations

Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate to the course of study.

35 marks

Level 1	Uncritical presentation of knowledge, demonstration of the limited ability to identify and select the most relevant/important information and therefore reflecting little/no understanding. Any knowledge presented is in a simplistic form.	1-9
Level 2	Presentation of a selection of relevant material which reflects some understanding of the important features of a topic. Some use of specialised religious language in appropriate contexts.	10-18
Level 3	Clear and obvious understanding of the topic set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms reflecting a fuller understanding.	19-26
Level 4	Excellent use of factual material, from a variety of sources, verifiable through references, demonstrating a full understanding of the topic. Topic explored with the proficient use of religious language.	27-35

Assessment objective 2

Sustain a critical line of argument and justify a point of view.

15 marks

Level 1	Limited awareness of issues involved and of need to assess and evaluate different views presented.	1-3
Level 2	Some attempt to present a viewpoint with some explanation of choice.	4-7
Level 3	Presentation of evidence of knowledge of more than one point of view/response to the topic. A satisfactory assessment is presented with line of argument and comparison of relative strengths and weaknesses of viewpoints.	8-10
Level 4	Substantiated conclusions drawn from a line of argument with full justification of viewpoint. Knowledge, understanding and explanation of a full range of views/responses to the topic.	11-15

Unit 3: Developments

A01

Level	Descriptor	Marks
1	Some relevant knowledge that is deployed to show a basic understanding of the issue raised by the question, but limited in scope and imprecisely expressed.	1-6
2	A sufficient range of evidence to show understanding of some key ideas or concepts, supported by examples, but limited in terms of the scope of the question; communicated with a sufficient degree of accuracy to make the meaning clear.	7-12
3	A range of relevant evidence which is clearly structured, supported by well-chosen examples with sufficient breadth and depth to indicate broad understanding of the main issue; expressed clearly and accurately, using some technical terms.	13-18
4	A full response to the task including a good range of relevant evidence presented within a clear and concise structure, with examples appropriately deployed to highlight the main points, leading to a comprehensive and coherent answer; expressed accurately and fluently, and using a range of technical vocabulary.	19-24

A02

Level	Descriptor	Marks
1	An awareness of some relevant views in support of an argument, but given at a mainly descriptive level; imprecisely expressed.	1-4
2	Arguments at a simple level to justify opinions, typically by reference to the views of others; expressed clearly and communicated with a sufficient degree of accuracy to make the meaning clear.	5-8
3	A structured argument, justifying a point of view by reference to some analysis of other opinions, and showing a clear awareness of the issues raised; expressed clearly and accurately using some technical terms.	9-12
4	A coherent and comprehensive response in which scholarly opinion is carefully balanced by critical analysis, and where the argument is set (where appropriate) in the context of wider issues about religion; expressed accurately, fluently and using a range of technical vocabulary.	13-16

Unit 4: Implications

This is the synoptic unit. Students in this unit need to demonstrate the relationship of the chosen passage to its broader context and to specified aspects of human experience and religion, considering the consequences of holding certain opinions, how a particular belief or value could affect other people and how other people's lives might be affected if a certain belief were widely held or if a certain value were widely applied.

Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples, and correct language and terminology appropriate for the course of study.

Level 1	Uncritical presentation of the argument/interpretation of the passage; limited ability to identify and select the most relevant/important information and, therefore, reflecting little understanding; over reliance on repetition of the chosen passage.	1-6
Level 2	Presentation of a selection of relevant material which reflects a basic understanding of the argument/interpretation of the passage; some use of specialised religious language in appropriate contexts.	7-12
Level 3	Clear understanding of the main point(s) and key idea(s) of the argument/interpretation of the passage, set in an appropriate context, with some analysis of key concepts; use of relevant religious terms.	13-18
Level 4	Comprehensive understanding of the argument/interpretation of the passage, with clear and critical analysis and proficient use of religious language, discussed within a wider context.	19-24

Assessment objective 2

Sustain a critical line of argument and justify a point of view.

Level 1	Limited awareness of the implications of the expressed viewpoint for its broader context and relation to aspects of human experience and religion; a limited attempt to discuss and evaluate a point of view, imprecisely expressed.	1-4
Level 2	An attempt to consider the implications of the expressed viewpoint for its broader context and in relation to aspects of human experience and religion; a basic attempt to discuss and evaluate a point of view and justify opinions at a simple level; sufficient clarity of meaning.	5-8
Level 3	Evidence of understanding of a range of implications of the expressed viewpoint in their broader context and in relation to aspects of human experience and religion; a clear line of argument and a comparison of relative strengths/weaknesses of a point of view; a structured argument, clearly expressed and accurately using some technical terms, giving a clear justification of a point of view.	9-12
Level 4	Coherent and comprehensive analysis of a range of implications of the expressed viewpoint and a careful analysis of their relationship to human experience and religion; a sustained and critical line of argument, including a balanced discussion of alternatives; substantiated conclusions drawn with full justification of viewpoint; expressed accurately, fluently, using a range of technical terms.	13-16

Appendix F: Coursework

Key features

Unit 2 will be assessed by one piece of coursework with a recommended length of 1,500 to 2,000 words. Candidates will be assessed according to the published assessment objectives, not on the length of the coursework. The coursework will be internally marked and externally moderated.

Coursework topics **must** be drawn from the list of approved coursework titles found in this Appendix.

Coursework should be originally written by the candidate and certified by the centre as the candidate's own work. It should include a bibliography of materials. The bibliography should include a detailed list of all books, articles, newspapers or other sources consulted, with **author, date, title and publisher and/or place of publication**. The bibliography must be arranged alphabetically in the order of the writer's last name (surname).

Although teachers will be responsible for the authentication of a candidate's coursework as the candidate's own work, teachers will be able to provide some guidance. For example this may include:

- examining skills applicable to coursework
- defining topics
- suggesting possible approaches
- discussing ideas.

Teacher guidance should, however, be limited to the extent that teachers are still able to authenticate the work as the candidate's own original work. See page 83, *The role of the teacher*.

The completed coursework should be sent to the Edexcel moderator allocated to your centre by the date advised in the Edexcel Information Manual. A signed *Statement of Authentication and mark scheme (Appendix G)* must be attached to each piece of coursework.

Assessment of coursework

Coursework will be internally marked and externally moderated by Edexcel.

Each piece of coursework will be assessed out of a total of 50 marks. Assessment criteria and assessment objectives can be found on page 78.

- 1 In awarding marks, examiners will assess positively, ie to assess achievement, not the lack of it.
- 2 The completed *Coursework Statement of Authentication Form* (page 99) and the associated coursework should be submitted to Edexcel by the date advised in the Edexcel Information Manual in the year of the examination. Detailed instructions regarding submission procedures will be sent to centres in the spring of the year of the examination. Sampled coursework will be returned to centres.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that when more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards.

For information on coursework moderation procedures, please refer to the Edexcel Information Manual which is sent to centres annually, and to the Edexcel Online website.

Implications of coursework for teaching and learning

Approaches to teaching and learning

The coursework unit offers:

An enquiry-based approach to teaching and learning

This specification seeks to:

- involve students as active participants
- provide possibilities for open-ended enquiry
- identify questions, issues and problems as the starting point for enquiry
- present opportunities for enquiries using a wide range of source material
- provide scope for an effective balance of both teacher-directed work and more independent student enquiry
- present opportunities for the development of a wide range of skills and abilities.

A variety of approaches in teaching, learning and assessment

While there has been scope within traditional specifications to inject variety into teaching methods and learning activities, teachers often felt that there was not time to incorporate a variety of activities, as most of them could not be included in the assessment process.

This specification gives centres the opportunity to design their own pattern of coursework. It is possible within the assessment pattern for this specification both to vary the nature of material with which candidates work, and to credit the work they do. A wide range of source material can be used, including oral evidence, film archive and artefacts. Records of educational visits can also be used. The candidate's ability to use and evaluate the source material can form part of the work that is assessed.

Administration of coursework

Practical matters that centres will need to consider include:

- the structure of the coursework programme
- strategies for getting all coursework completed and handed in
- record keeping of candidates' work
- staff/students leaving/joining the centre.

Time allowance

For the AS 50 per cent of the assessment is by written examination and 50 per cent is assessed by coursework.

Teachers are recommended to adopt a coherent approach to the specification as a whole, whereby the objectives and the skills should be seen as reinforcing and supporting each other. Candidates will require adequate time to complete their coursework. It is possible that candidate overload could result from course planning which regarded the completion of coursework largely as a task for candidate private study time. It is entirely appropriate for staff to monitor and supervise coursework and this will enable staff to authenticate the work as the candidate's own.

Choosing a coursework title

Choosing a coursework title is a significant part of the process because teachers will assess the coursework by how well it answers the title. Candidates can lower their result in examinations by not focusing on the question. Similarly, the standard of coursework is influenced by a careful focus on the title and not, for example, adding tangential material.

The selection of a coursework title will depend on:

- (i) its coherence with the relevant aims and assessment objectives of the specification
- (ii) the availability of resources, eg books, organisations, representatives and media sources (centres may find it useful to develop a bank of resources for certain topics)
- (iii) the candidate's interests
- (iv) the suitability of the topic for such a form of study
- (v) the adequacy of the time for such a form of study
- (vi) the viability of the study in relation to its weighting at 50% of **the total** marks available for the AS.

The role of the teacher

At the conclusion of the *Coursework Statement of Authentication Form*, the teacher must certify that the coursework is the candidate's own work. A copy of this form is included in *Appendix G*.

There are two aspects of such certification. Firstly, the candidate will be involved in using material written by other people. The teacher should assist the candidate in being aware of the distinction between the improper use of copied material and information obtained by research; the distinction lies in the use made by the candidate of the information obtained and the acknowledgement of sources.

Marks are awarded for knowledge and understanding of the material; consequently the improper use of copied material which shows little or no understanding will fail to gain marks. Furthermore, the coursework assessment criteria are intended to encourage the candidate to sustain a critical line of argument and justify a point of view.

A second aspect of the certification is the role of the teacher in the candidate's study. The following guidance is offered to the teacher about the appropriateness of any involvement:

- 1 The coursework is not being carried out solely for the purpose of assessment; it is an integral part of the teaching/learning process. It is important that consultations take place between the teacher and the candidate, at key stages of the work, about the *procedures* for making progress.
- 2 It is expected that the teacher may be asked by the candidate for guidance about specific matters. There is no objection to such teacher involvement provided that the candidate identifies and acknowledges the assistance received.
- 3 The initial guidance should cover such issues as:
 - choosing an appropriate topic for enquiry
 - formulating a precise title so as to focus the enquiry
 - exploring some of the considerations in locating, selecting and evaluating sources
 - constructing essay plans.
- 4 After the work has begun, the teacher may be asked by the candidate for advice when situations arise which make it difficult or impossible for the candidate to carry out some aspects of the original plan or when it becomes necessary or desirable to modify the plan.
- 5 Before the work is completed, the teacher may be asked by the candidate to discuss a variety of conclusions, which could not have been anticipated before the work began. Again, such a discussion would not be inappropriate, provided that the candidate is not advised to adopt one conclusion and also that the candidate acknowledges the teacher's help.
- 6 At all times, the teacher should exercise sufficient supervision to be in a position to judge the authenticity of the candidate's work.

- 7 In supervising the candidate's work, the teacher must ensure that the candidate is aware of the necessity to acknowledge all assistance and sources of information which have been used.
- 8 The coursework submitted must, with the stated exceptions, be the candidate's own work.

Presentation of coursework

- 1 The presentation of the coursework must reflect the assessment objectives.
- 2 The presentation of the coursework is an important part of the learning and assessment process. The work must be legible and candidates are strongly recommended to write a draft that they can then edit in order to produce the final, corrected edition.
- 3 Candidates must select the appropriate ways to present the information (eg in the form of continuous prose, with or without subtitles) and supplement their written work with relevant material (eg photographs).
- 4 They must select material from their investigation which is explicitly related to the title. Material in appendices must be clearly related to the body of the work. Irrelevant embellishment for its own sake will not gain additional marks.
- 5 Candidates must plan and structure their work in such a way as to marshal the evidence in the most appropriate form. If appropriate, they may subdivide the work into sections.
- 6 Candidates are recommended to formulate an evaluative conclusion as distinct from a mere summary of their findings, which, for example, may reflect the development of their thinking on the topic over a period of time and answer the question posed in the title of their coursework.
- 7 Candidates should clarify any key terms and expressions and some topics may lend themselves to the incorporation of a glossary.
- 8 Candidates are recommended to make a careful note of their sources during the process of investigating the topic. Texts in languages other than English may be used, but quotations should be translated into English. They must acknowledge, via footnotes, end-notes or included notes, all their sources and references. The **bibliography** should include a detailed list of all books, articles, newspapers or other sources consulted, with **author, date, title and publisher and/or place of publication**. The bibliography must be arranged alphabetically in the order of the writer's last name (surname).
- 9 They must provide details of any other sources used such as assistance received from persons consulted, unpublished correspondence, visits, etc. By means of these well-established academic procedures, candidates can avoid the dangers of plagiarism.

Coursework titles

Coursework topics **must** be drawn from the list of approved coursework titles given below.

For any title that specifies a religion, candidates may substitute a different religion from the one specified, provided it is suitable for the question.

Section A: The study of religion

1 Principal methods by which religions are studied

Examine and consider the merits of a phenomenological approach to the study of at least two religious groups or communities.

Examine and consider how the study of one (or more) religious movement may be informed by an understanding of its historical context.

Examine and comment on the problems that may arise in comparative religion when the beliefs, values and practices of one religion are compared with another.

How far may a religion be understood from a study of its key scriptures? Discuss with reference to one major world religion.

Examine some key expressions of the ritual, mythological and doctrinal dimensions of one religious tradition. How important is each dimension to the tradition as a whole?

To what extent is it possible to understand and/or assess a religion that one does not practice? Discuss with reference to one religion, taking into account the various methods by which it may be studied.

'Religion and culture are inextricably entwined'. Examine and evaluate this claim in relation to at least one religious community.

2 A study of a topic related to one of the following disciplines in the study of religion: anthropology of religion; psychology of religion; sociology of religion

Describe and comment on beliefs about sacred time and sacred place in pre-literate religious traditions.

Examine and comment on Freud and Jung on the value of religious belief.

Describe and comment on the impact of secularisation on religious practice (and/or belief).

A study of how and why people differentiate sacred space based on the writings of Mircea Eliade.

Outline the psychology of belief with reference to the influence of Freud. How far is his analysis of religion relevant to society today?

Examine and comment on the concept of religion in the psychology of Erich Fromm.

Examine and comment on understanding of religion from the perspectives of the analytical school of psychology.

What role does society play in the formation of religious cults? Comment on the success or otherwise of selected cults.

Examine and comment on the ways in which the development of the sociology of religion has been helped or hindered by the ideas of Karl Marx.

Examine and comment on the Marxist perspective on religion.

Examine and comment on an analysis of functionalist and Marxist theories.

Describe and comment on two views on the function of religion in society.

Outline the growth of new religious movements. To what extent do you agree with the explanations of sociologists for the growth of new religious movements?

Identify the key features of a secular society. To what extent has our society become secular?

'Religion fulfils a number of important functions in modern society.' Examine and discuss this claim.

Examine and comment on the nature and attraction of Christian cults.

'The Hare Krishna movement is accurately described as a cult.' Examine and comment on this claim.

3 A study of creative expressions in religious life

Examine and comment on different religious attitudes towards the visual representation of the holy or divine.

Examine and consider the uses and purposes of visual art in acts of worship.

Examine the work of two religious artists. To what extent does their art express different aspects of religious life and belief?

Examine and comment on the work of one or more religious poets as an expression of religious life, attitudes and values.

Examine and consider the role of drama and/or music in the celebration and expression of religious life and belief in one religious community or at one period of religious history.

Compare two different styles of religious architecture or design. To what extent do they express the religious beliefs and practices of different communities or different periods of religious history?

Examine the use of religious themes and symbolism in the work of one or two major film directors. In what ways do these films express or critique religious values and lifestyles?

Examine the narrative art of one (or more) religious writer. To what extent does their art express a religious form of life?

Section B: Philosophy of Religion

1 Religious belief; faith and reason; revelation

An examination of propositional and non-propositional interpretations of religious belief. To what extent is one more important than the other?

Give an account of religious belief with reference to the writings of a philosopher. How far does this justify religious belief?

'A religion based on reason is more trustworthy than one founded on blind faith.' Examine and comment on this claim.

Examine and comment on a philosophical analysis of interpretations of faith.

Examine and comment on a philosophical study of revelation.

An examination of propositional and non-propositional interpretations of revelation. To what extent is one more important than the other?

'Humanity can only know God by means of revelation.' Examine and comment on this claim.

Examine and comment on the relationship between revelation and faith.

2 Religious experience; meditation

Examine and comment on the studies by William James and Rudolph Otto on religious experience.

Give an account of and comment on the cultural influences on meditation.

Examine and comment on the meaning of *religious* in the context of religious experience.

'Religious experience is all in the mind of the believer.' Examine and comment on this claim.

Examine and comment on a philosophical analysis of prayer and meditation in the context of religious experience.

Examine what is meant by 'secularism'. How convincing are religious experiences in a secular age as a means of justifying religious belief?

'Naturalistic interpretations fully explain religious experiences.' Examine and comment on this claim.

Examine and comment on the view that religious experiences are open to non-religious interpretations?

Examine and comment on a philosophical analysis of religious experience.

What may a study of religious experience reveal about the nature of man (and/or God)? Comment on the significance of this study.

3 Relationship between mind and body from contrasting standpoints in Western and/or Eastern philosophy of religion

Examine and consider the strengths and weaknesses of dualism.

Examine and consider two different interpretations of the notions of soul.

'We are basically physical beings.' Examine and comment on this claim.

Examine and comment on dualism and monism.

Examine and comment on the view that it is possible to have disembodied consciousness.

'I am a bundle of changing perceptions and no more.' Examine and comment on this claim.

Examine and comment on Hindu (or another religion) beliefs about the relationship between mind and body.

4 Religion and science

Examine a variety of creation myths. To what extent are any of these reconcilable with scientific accounts of Creation?

Examine and consider the view that modern cosmological science is more compatible with Buddhist or Taoist concepts than with the Christian concept of a Creator God.

Examine and comment on the view that religion and science are playing different 'language games'.

To what extent are the methodologies of science and religion compatible?

Examine the claim that one day science will be able to explain everything. How far has science replaced God as the ultimate answer to all questions?

To what extent does the theory of evolution conflict with a religious understanding of the value and purpose of life?

Examine the Gaia Hypothesis. Comment on the ways in which recent developments in Environmental Science may support a religious approach to life.

Multiverses or Intelligent Design? To what extent may the discovery of the Cosmological Constant support traditional theology?

Examine and consider the relationships between religious concepts and ideas in science fiction.

5 A study of one or more philosophers of religion

Examine and comment on the philosophy of religion and the influence of Shankara.

Examine and comment on the ways in which the philosophy of religion has been helped or hindered by the ideas of Nagarjuna.

What are Plato's main ideas about religion? To what extent are they influential in Western religious philosophy?

Examine and comment on how Aquinas has bridged the gap between Greek philosophy and more modern Christian belief.

Examine and comment on the role of God in Descartes' quest for certainty.

Examine and comment on Hume's 'Natural History of Religion'.

Examine and comment on the existential views of Kierkegaard and Sartre.

Examine and comment on the religious existentialism of Kierkegaard.

Examine and comment on the religious philosophy of Bonhoeffer.

Examine and comment on Ayer's purpose of philosophy and the consequences for religion.

Section C: Ethics

(NB Candidates are required to demonstrate knowledge and understanding of the ethical topic identified from a religious perspective.)

1 Medical ethics, related to one or more of: eugenics, abortion, embryo research

'An acceptance of the practice of abortion (or of embryo research) is incompatible with Christian belief in the sanctity of life but not with the attitudes of ethical philosophers or popular politicians.' Examine and comment on this claim.

Examine and comment on religious influences on beliefs about abortion.

What influence does embryo research have on beliefs about a 'soul' of a person? To what extent is this influence significant?

Examine and comment on a philosophical approach to the moral and religious issues raised by the practice of abortion.

Examine Christian beliefs (or those of another religion) about abortion. Comment on these beliefs with reference to political views today (or another religion).

Examine and comment on the ways in which acceptance of abortion has affected women today, with particular reference to Christian beliefs (or those of another religion).

'An acceptance of the practice of abortion is incompatible with Muslim beliefs (or those of another religion) in the sanctity of life but not with the attitudes of some medical practitioners and some ethical philosophers.' Examine and comment on this claim.

With reference to abortion, examine and comment on the view that the sanctity of life should be regarded as a moral absolute.

Examine and comment on religious views on eugenics and embryo research.

How might the scientific understanding of human genetic structure influence Christian thought and practice (or that of another religion)? Comment on the significance of this influence.

Examine and comment on a Christian (or another religion) and Buddhist belief (or another religion) about abortion (and/or euthanasia).

2 Euthanasia, suicide

Examine and comment on beliefs about euthanasia between two religions.

Examine and comment on religious views on the start and end of life.

Examine and comment on the moral and religious issues raised by euthanasia.

How may the Christian faith (or another religion) inform the debate over euthanasia? To what extent is this a valuable contribution?

‘An acceptance of the practice of voluntary euthanasia is incompatible with Christian belief (or the belief of another religion) in the sanctity of life but not with the attitudes of some ethical philosophers or some medical practitioners.’ Examine and comment on this claim.

Outline why the Hospice movement aims to help people die with dignity. Comment on their beliefs about human nature.

What are the moral and religious differences, if any, between euthanasia and suicide? Why may these distinctions be important?

3 Animal rights

Examine and consider Christian views (or those of another religion) about animal experimentation for medical research.

Examine and consider the contributions of Christian teachings (or those of another religion) to the ethical debate about animal rights.

Examine and consider animal rights with reference to Christian beliefs about human nature and creation.

Examine and consider religious and ethical responses to animal experimentation.

4 Conservation of the environment

‘Man, made in the image of God, is a trustee of this planet.’ What influence does this belief have on conservation issues, and why may it be significant?

Examine and comment on a philosophical discussion of care of the environment and ecology from Muslim (or another religion) points of view.

‘Christians should be ‘greener’ than non-Christians.’ Examine and comment on this claim.

Examine and comment on conservation of the environment as an ethical issue from Judaeo-Christian perspectives.

5 Equality (racial or sexual)

‘Religions are notorious for promoting racial segregation.’ Examine and comment on this view with reference to one specific historical period.

Examine and comment on the writings of one major female theologian for her views on sexual equality.

Examine and comment on the relationship between racism and religious belief in Britain today.

Examine the beliefs of Martin Luther King and Malcolm X. Comment on the differences between them.

Examine and comment on the life, ministry and teaching of Martin Luther King, with reference to racial equality.

Examine Christian teaching on the equality and dignity of human beings in combating racism in churches and schools. To what extent is this successful?

Examine and comment on the moral dilemmas posed for Christians (or other believers) by AIDS.

Examine and comment on the attitudes of the Roman Catholic and Anglican Churches (or other churches) to homosexuality.

Examine and comment on a philosophical approach to the question of whether or not women should be ordained into the priesthood of the Church.

6 Business ethics

Examine and comment on moral and religious issues associated with 'corporate citizenship'.

'In certain circumstances, economic factors should override other concerns.' Examine and comment on this claim, with reference to moral and religious views.

Examine and comment on the contributions that moral and religious views may make to the balance between profits and wider responsibilities.

What place, if any, is there for social conscience in businesses? Comment on the contributions of moral and religious views on this question.

Examine and comment on moral and religious contributions to the idea of 'the free market economy'.

Section D: Religions

A centre may select an alternative religion to any of the named religions in these titles provided it is relevant to the topic.

1 Religion and ethics: an examination of one or more religions concerning main ethical precepts, their purposes and contributions to applied ethics

Examine and consider Islamic teachings about money and the practice of zakat in relation to social justice.

To what extent is the Hindu concept of ahimsa a practical ethic for a modern society?

Examine and comment on the principal ethical precepts of one (or more) religion in relation to issues of racial or sexual equality (or any other area of applied ethics).

Examine and consider the basic ethical teachings of Sikhism. To what extent do they compel Sikhs to fulfil roles of social responsibility?

Examine and consider Jewish and/or Muslim teachings on sexual ethics.

'The practice of any form of terrorism is incompatible with the ethical precepts of any major world religion.' Examine and evaluate this claim.

'Democracy is not necessarily the best form of government for an Islamic society.' Discuss in relation to the ethical teachings of Islam.

Consider different religious teachings on the charging of interest and the accumulation of debt. Evaluate these teachings in the context of a capitalist society.

Examine one form of religious fundamentalism. To what extent does it fulfil or violate the basic moral precepts of that religion?

Examine concepts of crime and punishment on one world religion. To what extent is punishment justified by the moral precepts of that religion?

2 Religious pluralism in theory and practice

Outline and comment on religious pluralism in India at the time of Gautama the Buddha.

Examine and comment on the dilemmas posed by the range of religious observances in the UK at the present time.

'The Jain teaching on ahimsa (non-violence) is the over-ruling, eternal law which should determine peoples' view about diverse religious traditions.' Examine and comment on this claim.

Examine and comment on Islamic (or other specified religions') attitudes to scripture, including ideas about the nature and authority of revealed texts and their relevance in the life of twentieth-century believers.

Give an account of the importance of Jerusalem to at least one main world religion. To what extent is the city of Jerusalem vital to the followers of at least one main world religion at the present time?

Examine and comment on current explanations about the place of Christianity (or another religion) in a pluralist society.

'An acceptance of the exclusivist claims about Christianity as made by some scholars may be incompatible with the concept of a pluralist society.' Examine and comment on this claim.

3 Religious practice in a multicultural society, including the UK

Examine and comment on Hindu sexual attitudes (or those of another religion) and their compatibility with modern social practice.

Outline and comment on the case for and against a 'Muslim parliament' in the UK.

Outline and comment on the differences between the moral codes of Christians AND Muslims (or other religions) in the UK.

'The practices of Theravada Buddhism (or another religion) are incompatible with western society at the present time.' Examine and comment on this claim.

Examine and comment on the issues posed by the practice of Buddhism (or another religion) in a Christian country.

'The Hindu emphasis on female aspects of the deity is a reflection of Hindu approaches to gender.' Examine and comment on this view.

What is a Hindu attitude towards abortion? Comment on this in relation to Hindu teachings about the soul.

Examine the Islamic (or another religion's) views on arranged marriages. To what extent can Islamic (or another religion's) arranged marriages survive in a multicultural society?

Outline and comment on the role of women in Christianity AND Islam (or other religions).

Outline and comment on the extent to which a multicultural society may influence Muslim moral and sexual codes (or those of another religion).

Examine and comment on the issues posed by a commitment to Islam (or another religion) in a multicultural society.

'Islamic teaching (or another religion) presents a challenge to capitalism.' Examine and comment on this claim.

Examine and comment on Christian AND Muslim (or other religions) attitudes to sex and marriage.

Examine and comment on the Jewish Ten Commandments and the Buddhist Five Precepts and their compatibility with modern society.

Examine and comment on the role of women in contemporary Judaism (or another religion) in the context of a multicultural society.

Examine and comment on attitudes towards homosexuality in two world religions.

Examine and comment on the teachings of Guru Nanak and their relevance in a contemporary multicultural society.

'Some Westerners think Muslim women do not receive equal treatment with men. In fact, the aim of Islam is quite the opposite.' Examine and comment on this claim in the context of a multicultural society.

'There is no sexual equality in Judaism. Women are more important than men.' Examine and comment on this claim in the context of a multicultural society.

Examine and comment on different views about marriage and divorce within Christianity.

Examine and comment on Muslim social and moral codes (or those of another religion) in the context of contemporary British culture.

4 Interfaith dialogue

'The logical outcome of interfaith dialogue is the ultimate inclusion of the best aspects of all faiths in one religion.' Examine and comment on this claim.

Examine and comment on exclusivism and inclusivism in two religious traditions.

Examine and comment on Vatican II's Declaration on non-Christian religions.

In what ways can one begin to judge the truth-claims made by different religious traditions? Comment on the success or otherwise of this approach.

Examine and comment on the involvement of Jews and Christians in the Holocaust and the implications for interfaith dialogue.

5 A study of the contrasting beliefs about God and/or existence in two different religions or within one religion

'Mahayana Buddhism is a revolution of the Theravadan beliefs about suffering.' Examine and comment on this claim.

Examine and comment on Jewish and Christian beliefs (or another two religions') about monotheism.

Examine and comment on Christian and Hindu beliefs (or another two religions') about life after death.

Examine and comment on Hindu and Christian (or another two religions') views of God.

Examine and comment on Buddhist and Christian (or another two religions') views of human existence.

Examine and comment on the Biblical understanding of sin and the Buddhist teaching of unskillful action.

Examine and comment on the phenomena of 'near death experiences' in two religious traditions.

Examine and comment on the effects of beliefs about life after death on lifestyle in two world religions.

Examine and comment on the concepts of sin and repentance in Christianity and Islam.

Examine and comment on the different theories concerning 'the self' in Buddhism and Christianity.

Examine and comment on different beliefs of God and revelation with regard to two religions.

Examine and comment on the concepts of Buddhist enlightenment and Krishna consciousness.

Examine and comment on Christian and Hindu beliefs about God as 'the One and the Many'.

Examine and comment on Buddhist beliefs about the Buddha and Christian beliefs about Christ.

Examine and comment on anatta and atman.

Examine and comment on pathways to salvation in two religious traditions.

6 An examination of the religious, social and cultural aspects of practices, festivals and rites of passage in one or more religion(s) and their significance for the development of the individual and the community

Examine and comment on the cultural influences on the early development of Sikh practices.

Examine and comment on the cultural influences on Buddhist practices in Japan.

Examine the 'three rites of passage' in Jewish life and the beliefs and rituals associated with them. Comment on their significance within Judaism.

Examine and comment on Buddhist meditation and Christian prayer.

Examine and comment on the religious, social and cultural aspects of Buddhist practices (or another religion) in the western world.

Examine and comment on Judaism (or another religion) examining the religious (and/or social/cultural) aspects of practices (and/or festivals/rites of passage) and their significance for the development of the individual and the community.

Examine the evidence for claiming that Hinduism is a way of life. How far is it accurate to describe Hinduism as a way of life?

Examine and comment on the dilemmas faced by British Jewry at the present time.

Examine and comment on the purposes of worship for the believer in Christianity and Judaism (or another two religions).

Examine and comment on the differences between a Muslim living in Saudi Arabia (or another Muslim country) and a Muslim living in the UK.

How difficult is it to be a practising Buddhist in contemporary Britain? To what extent are these difficulties resolved?

7 Sources of authority in one or more religion(s)

Examine and comment on the authority of the Old Testament in Christian belief and practice.

Examine and comment on the role and authority of the Guru in Hinduism or Buddhism or Sikhism.

Examine and comment on the importance of key Theravadin scriptures in the practice of Mahayana Buddhism.

Examine the claims made about the Qur'an in Islam. Consider its importance in relation to other sources of authority in Islam.

Examine a key scripture in any world religion. In what sense is that scripture considered authoritative in that religion?

Examine and comment on the concept of 'authentic lineage' in one or two religious traditions.

Examine and consider the authority of tradition in Roman Catholic (or any other religious) worship and doctrine.

Examine and assess the contributions of any two authoritative religious figures in the spread and development of their religious tradition.

Assess the claim that all established religions are authoritarian. Discuss in relation to at least two religious traditions.

Examine the ways in which the founders of two world religions revealed and expressed their authority. By what means and to what extent is their authority preserved today?

To what extent may organised religion preserve or pervert its religious authority? Discuss in relation to the institutions of one major world religion.

Why is it so rare to find religious authority invested in a woman? Discuss in relation to at least two religious traditions.

Section E: Old Testament/Jewish Bible

- 1 How reliable is the Old Testament/Jewish Bible? An investigation into scientific and archaeological evidence.
- 2 Why were the Law of Moses and the Covenant so important to the development of the Hebrew Religion?
- 3 An investigation into the forms and functions of prophecy in the Old Testament/Jewish Bible period.
- 4 How does the presentation of the nature of God change and develop in the Old Testament/Jewish Bible?
- 5 What can be learned from the book of Job about the nature of evil and suffering?
- 6 Does the moral teaching of the Old Testament/Jewish Bible have any relevance today?

Section F: New Testament

- 1 How reliable is the message of the Gospels? An investigation into scientific and archaeological evidence.
- 2 To what extent are the ethical and moral teachings of St Paul relevant today?
- 3 An investigation into the contribution of Peter to the development of the early Church.
- 4 What does it mean to say that Jesus Christ is God incarnate?
- 5 'The teachings of Jesus Christ should have no authority in today's secular society.' Examine and assess this claim.
- 6 Is there a message for people today in the book of Revelation?

Section G: Christianity and the Christian Church

1 The Early Church

For what reasons did the Romans persecute the early Christians? Outline and comment on the persecution of the early Church and the ways in which the early Church responded to this persecution.

Outline and comment on the development of the canon of the New Testament.

Examine the differing views concerning the conversion of Constantine. In what ways and to what extent was the reign of Constantine a watershed in the history of the Church?

2 The Medieval Church

Examine and comment on the Gregorian reforms of the Church in the eleventh century.

What were the reasons for the Crusades? In what ways were the Crusades successful? How and to what extent did the Crusades have an effect on the development of the Church and Christian thought?

Examine and comment on the practice of pilgrimage and its significance in the medieval Church.

3 The Reformation

Examine and comment on the contribution of..... (a named person) to the development of the English Reformation.

'John Wycliffe: The Morning Star of the Reformation.' Examine and consider the claim made in this statement.

In what ways and to what extent was the English Reformation a matter of state rather than religion?

Examine and comment on the development of the English translation of the New Testament/Bible.

Outline and comment on the development of the Reformation in Scotland/Wales.

In what ways and to what extent did Christian Humanism contribute to the development of the English Reformation?

Examine and comment on the causes of the Reformation in Europe.

In what ways and to what extent did Christian Humanism contribute to the development of the Reformation in Europe?

In what ways and to what extent was the development of the Reformation in Germany and in Switzerland similar?

Examine and comment on the contribution of..... (a named person) to the development of the Reformation in Europe.

4 The Modern Period

Examine and comment on the response of the Roman Catholic Church to Nazism in Germany in the 1930s and 1940s.

Examine and comment on the response of the Christian Churches to the communist government in Russia from 1917 onwards.

Examine and comment on the status and influence of the Roman Catholic Church in England and Wales from the nineteenth century onwards.

Examine and comment on the status and influence of the Free Churches in England and Wales from the nineteenth century onwards.

Examine and consider the religious and social reasons for the development of the Baptist Church/the Society of Friends/the Methodist Church/the Salvation Army.

How and why has the ordination of women been such a controversial issue?

In what ways and to what extent did the Second Vatican Council attempt to reform the teaching and practice of the Roman Catholic Church? How effective were these reforms?

Examine and comment on the development of Black Theology in either North America or South Africa.

5 Christian belief and practice

For what reasons and to what extent have scientific discoveries required modern theologians to restate their beliefs?

Examine and comment on the relevance of Christian teaching about abortion and/or euthanasia in modern society.

Using specific examples to illustrate your answer, comment on the extent to which art has been used to express Christian worship.

Describe and comment on the use of music in Christian worship.

Examine and comment on the role of the laity in the Christian Church.

For what reasons and to what extent does a study of the attitudes and actions of Christians, faced with persecution and/or martyrdom in the past, have value to present-day Christians?

In what ways and with what success have Christian theologians responded to the growth of secularisation in modern society?

In the light of the Ten Commandments, in what ways and to what extent can Christians justify going to war?

'Christian theology has an inadequate understanding of the earth and has, therefore, contributed to its destruction.' Examine and consider the development of ecotheology.

Give an account of the development of Feminist Theology and comment on its significance.

Examine and consider the place of Christianity in modern society.

Examine and consider the principles and beliefs to which a Christian may appeal when faced with a conflict between religious belief and the demands of the state.

Appendix G: Coursework – Statement of Authentication and mark scheme

Coursework – Statement of Authentication and mark scheme

ADVANCED SUBSIDIARY GCE IN RELIGIOUS STUDIES

Candidate name _____
(CAPITALS)

Centre name _____
(CAPITALS)

Centre number _____ Candidate number _____

The Statement of Authentication should be signed by the candidate and teacher in charge and should be attached to the candidate's coursework submitted for assessment.

Declaration by candidate

I declare that I have produced this piece of coursework without external assistance, apart from any which is acceptable under the scheme of assessment and is recorded.

Signature

Date

Declaration by teacher

I declare that the candidate's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given, apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature

Date

TO BE ATTACHED TO ALL PIECES OF COURSEWORK.

FOR TEACHER USE

Assessment objective 1

Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study.

			Examiner marks
Level 1	Uncritical presentation of knowledge, demonstration of the limited ability to identify and select the most relevant/important information and therefore reflecting little/no understanding. Any knowledge presented is in a simplistic form.	1-9	
Level 2	Presentation of a selection of relevant material which reflects some understanding of the important features of a topic. Some use of specialised religious language in appropriate contexts.	10-18	
Level 3	Clear and obvious understanding of the topic set in an appropriate context, for example the religious, cultural, historical and/or social background. Topic explored using defined and relevant religious terms reflecting a fuller understanding.	19-26	
Level 4	Excellent use of factual material, from a variety of sources, verifiable through references, demonstrating a full understanding of the topic. Topic explored with the proficient use of religious language.	27-35	

Assessment objective 2

Sustain a critical line of argument and justify a point of view.

			Examiner marks
Level 1	Limited awareness of issues involved and of need to assess and evaluate different views presented.	1-3	
Level 2	Some attempt to present a viewpoint with some explanation of choice.	4-7	
Level 3	Presentation of evidence of knowledge of more than one point of view/response to the topic. A satisfactory assessment is presented with line of argument and comparison of relative strengths and weaknesses of viewpoints.	8-10	
Level 4	Substantiated conclusions drawn from a line of argument with full justification of viewpoint. Knowledge, understanding and explanation of a full range of views/responses to the topic.	11-15	

Comments	Total
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Teacher's name (PRINT) _____

Date _____

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