



**14-19 CHANGES
A LEVEL**

Support Materials

AS Level Religious Studies H572:

Unit G581-9

This booklet contains the following support materials:

- **Scheme of Work**
- **Lesson Plan(s)**

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Religious Studies. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plans for Religious Studies. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced ‘by teachers for teachers’ in order to capture real life current teaching practices and they are based around OCR’s revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students’ needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea

All the teaching ideas contained in the SOW are innovative, but the icon is used to highlight exceptionally innovative ideas.



= Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.

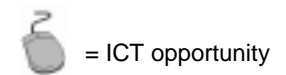
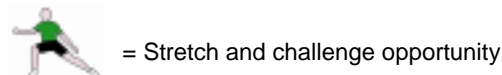
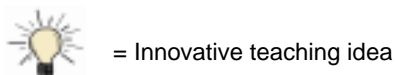


= ICT Opportunity




This icon is used to illustrate when an activity could be taught using ICT facilities.

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Liberation
Topic outline	Suggested teaching and homework activities		Suggested resources
			Points to note
Teachers may wish to deliver this topic after studying the different Hindu traditions in the specification			
The nature of liberation in different Hindu schools	<ul style="list-style-type: none"> Assign students a tradition each, and ask them to create a card explaining the nature of liberation in that tradition. Ask students to find a partner based on the information on their cards. Once students are partnered ask them to justify why they can be a pair. 	<ul style="list-style-type: none"> Blank calling cards. R. C. Zaehner – Hinduism, chapter 3. 	<ul style="list-style-type: none"> Liberation in Hinduism is most commonly referred to as moksha. The terms kaivalya, mukti and nirvana are also used at times.
Different Paths to liberation	<ul style="list-style-type: none"> Give students an image of a mountain with many paths leading to the top. Label each path with a way to achieve liberation (eg bhakti, jnana). On the back of the image explain each path. Divide students into small groups, each researching one path. Hold a class debate on one of the following claims (or similar): <ul style="list-style-type: none"> Jnana is the best path to liberation. Bhakti is the easiest path to liberation. Karma is the most accessible path to liberation. 	<ul style="list-style-type: none"> Image of a mountain with different paths leading to the top. 	<ul style="list-style-type: none"> The image of many paths leading to the top of a mountain is one that has come to be symbolic of Hindu attitudes towards other religions, but works well here to show the variety within Hinduism.



Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	The Advaita vedanta of Sankara	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The relationship between atman and Brahman Maya Jnana Monism Nature of liberation	<ul style="list-style-type: none"> Select a text about this topic to read as a class. Using photocopies and 6 colours highlight information about atman, Brahman, maya, jnana, monism and liberation. Divide students into small groups to study one of these areas using other texts. Working together produce a colour-coded mind map exploring these areas. Write a 'beginners guide to Advaita Vedanta'. 		<ul style="list-style-type: none"> Klostermaier – Hinduism- A Short Introduction, chpt 11. Flood – An Introduction to Hinduism chpt 10. Jamison – Hinduism, chpt 5. 	<ul style="list-style-type: none"> www.advaita-vedanta.org has some useful information on this topic.  www.advaitacentre.org has an interesting article regarding Sankara and jnana, but students should be aware that it is written from a supportive perspective. S&C More challenging resources could be given to students teachers wish to stretch and challenge.  Some students may benefit from reading Sankara's texts, for example Sankara's commentary on jnana and karma in the Bhagavad Gita. Though the spelling may leave something to be desired translations of Sankara's works can be found at www.sanaracharya.org. Or in Arvind Sharma, The Hindu Gita. 



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	The Vishishtadvaita vedanta of Ramanuja
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
<p>Relationship between atman and Brahman</p> <p>The world as the body of God</p> <p>Bhakti</p> <p>Nature of liberation</p>	<ul style="list-style-type: none"> • Quick Draw research activity. • Write approximately 10 questions on cards to draw out the points required and copy the cards onto different coloured sheets. • Divide the class into pairs/threes, and allocate each team a colour. Give resources to each team. • One member of the team comes and collects a card from the desk, and takes it back to the team. • Once the question is answered they show answer to you, and if acceptable can collect next card. They can be sent away to add more details/correct mistakes until you are happy. • This process continues until a group has 'won' be answering all cards. Other groups can continue to allocate 2nd/3rd place etc. • Use the information to answer an essay question about Vishishtadvaita Vedanta. 	<ul style="list-style-type: none"> • Quick Draw question cards. • Appropriate research materials for example. • Jamison – Hinduism chpt 5. • Klostermaier – Hinduism - A Short Introduction chpt 12. • Brockington – The Sacred Thread, chpt 7. 	<p>Useful websites include:</p> <ul style="list-style-type: none"> • www.iep.utm.edu/r/ramanuja.htm • www.hinduweb.org has a useful introduction in its Philosophy section. • S&C – some of Ramanuja's own works can be found in A Sourcebook in Indian Philosophy eds. Radhakrishnan and Moore. • S&C More challenging resources could be given to students teachers wish to stretch and challenge.
<p>Comparing Sankara and Ramanuja</p>	<ul style="list-style-type: none"> • Using a chart, students could compare the key elements of each philosophy. • Hot-seat activity. Divide students into two groups, one to answer as Sankara and one to answer as Ramanuja, One student in each group is to take the role of Sankara/Ramanuja and answer questions from the other 	<ul style="list-style-type: none"> • Blank chart. 	<ul style="list-style-type: none"> • Students often confuse these two positions, or oversimplify the differences between them. Try to ensure they have a good grounding in both, and are able to offer valid evaluations of each position.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	The Vishishtadvaita vedanta of Ramanuja	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	side about the nature and importance of their philosophy. Other team members may support the speaker as appropriate.			



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	The Vedas	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>The importance and structure of the Vedas</p> <p>The nature of God in the Vedas</p>	<ul style="list-style-type: none"> • Map from memory exercise. • Divide the class into small groups, and give them a blank A3 sheet. • Each member of the group is assigned a number. • When number 1 is called the people with that number come and look at the A3 sheet of information for 30 seconds. They then return to their groups and record this on their sheets. • This process continues until all members have had a chance to look and feedback. • The produced work is judged for accuracy and detail. 		<ul style="list-style-type: none"> • Information sheet on the Vedas. • Brockington, The Sacred Thread, chpt 2. • Lipner, Hindus: Their religious beliefs and practices, chpt 1. • Klostermaier, Hinduism: A Short History, chpt 4. • (see also recommendations in AS scheme of work). 	<ul style="list-style-type: none"> • Students should already have a thorough grounding in the Vedas from their AS studies. What is being looked for particularly here is an ability to evaluate the nature of God in the Vedas, in comparison to other concepts of God in Hinduism, and an exploration of the importance of the text as sruti literature.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	The Bhagavad Gita	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>The importance of the Bhagavad Gita The nature of God Dharma Bhakti Karma Relationship between Krishna and Arjuna</p>	<ul style="list-style-type: none"> Using KS3/4 resources create a cartoon strip to summarise the main events and themes of the Bhagavad Gita. Complete a market-place activity to research relevant areas of the Gita in more depth. Timings provided are for guidance and could be adjusted to suit your resources and students. Divide the Gita into themes or chapters. Show students the test they will complete at the end of the session for 30 seconds. Assign pairs to research 1 or 2 sections. From their research produce a poster to illustrate each area researched, using 20 words and as many pictures and acronyms as they like (20-30 minutes). One partner stays with the poster/s, while the other gathers information from the other posters. They can ask questions, which must be answered honestly (10-15 minutes). Pairs regroup, for the gatherer to teach the person who remained behind (5-10 minutes). 		<ul style="list-style-type: none"> KS3/4 videos/books. Questions for market place activity. Zaehner, The Bhagavad Gita. Jamison, Hinduism, chpt 14. Klostermaier, A Survey of Hinduism, chpt 6. 	<ul style="list-style-type: none"> It would be particularly appropriate to study chapters 2, 5, 9, 11. The Bhagavad Gita is sometimes regarded as sruti and sometimes smriti literature. Candidates should be able to discuss this variation and the reasons for it. S&C More challenging resources could be given to students teachers wish to stretch and challenge. S&C Candidates may wish to explore how Sankara and Ramanuja interpreted the Gita. A scholarly analysis of their interpretations can be found in 'The Hindu Gita: Ancient and classical interpretations of the Bhagavadgita' by Arvind Sharma.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	The Bhagavad Gita	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<ul style="list-style-type: none"> • Complete the test individually, then add more in pairs, then as a whole class, with teacher adding material students have not been able to answer. • Use the information gathered to write an encyclopaedia entry on the Bhagavad Gita. 			



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Sruti and Smriti literature	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The nature and importance of Sruti and Smriti literature	<ul style="list-style-type: none"> • Use a cut and paste matching exercise to ensure key knowledge about sruti and smriti texts is understood. • Complete a pyramid/diamond ranking exercise to evaluate the importance of sruti and smriti texts. 		<ul style="list-style-type: none"> • Cut and Paste exercise. • Pyramid/Diamond ranking exercise. • Klostermaier, A Survey of Hinduism, chpt 4. 	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Meditation	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>Teachers may wish to teach this topic after the following topic on Samkhya and yoga. If teachers wish to carry out meditation with their students ClearVision Trust (A Buddhist organisation) has produced a collection of non-religious stilling exercises available on CD or as a download from their website.</p>				
Aims, methods and results of meditation	<ul style="list-style-type: none"> • Complete a chart showing the aims, methods and results of yoga/meditation in the bhakti, jnana and raja paths. • Draw a diagram to show the steps of Raja yoga. • Produce a leaflet for GCSE students telling them about meditation in Hinduism. 		<ul style="list-style-type: none"> • Blank chart. • Flood, An Introduction to Hinduism, chpt 4. 	<ul style="list-style-type: none"> • Although there are many forms of meditation within Hinduism students are not required to have a comprehensive knowledge of them. • An aware ness of the uses of meditation within the traditions studied in the specification (bhakti yoga, Samkhya yoga, and jnana yoga), as well as an understanding of the 8 steps of Raja yoga are sufficient.



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	Samkhya and Yoga	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
<p>Aims, methods and results of Samkhya</p> <p>Relationship between purusa and prakriti</p> <p>The nature of the 3 gunas</p> <p>Nature of liberation</p>		<ul style="list-style-type: none"> Read the Yoga Sutra of Pantanjali Chpt 1 verses 1- 26 together. Rewrite it in everyday language or write a commentary explaining it. Activity: <ul style="list-style-type: none"> Divide the group into pairs; Give each pair an A3 sheet labelled either Samkhya, yoga, purusa, prakriti, 3 gunas, and some reference materials; Each pair begins to make notes on their sheet using the resources they have; After 2-5 minutes (time judged at teachers' discretion) the sheets are passed onto another pair; The next pair reads the notes already made and corrects/adds to them for 3-6 minutes, before the sheets are passed on again; This process continues until all the sheets have been seen by every pair, or the teacher decides enough information has been gathered; Sheets are returned to their original pair; The pairs use the gathered information to write a detailed account of the topic on their sheet; Now form small groups (with one person from each 	<ul style="list-style-type: none"> A3 Paper. Taboo cards. Venn Diagram. Jamison, Hinduism, chpt 10. Flood, An Introduction to Hinduism, chpt 10. Brockington, The Sacred Thread, chpt 5. Feuerstein, The Yoga Sutra of Patanjali. 	<ul style="list-style-type: none"> S&C More challenging resources could be given to students teachers wish to stretch and challenge. 



= Innovative teaching idea



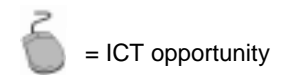
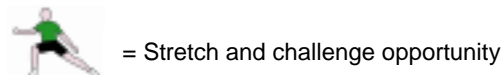
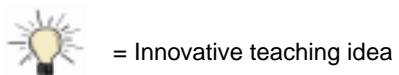
= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	4 hours	Topic	Samkhya and Yoga	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
	<p>topic area) to create a colour coded mind map showing key aspects of Samkhya and yoga.</p> <ul style="list-style-type: none"> • To reinforce key concepts play Taboo. Students must explain a word without using selected key words or phrases until someone guesses which word they are describing. • Complete a Venn diagram showing the relationships between the three gunas. 			



Religious Studies H572: Hinduism G587

Suggested teaching time	3 hours	Topic	Mohandas Karamchand Gandhi	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>The religious thoughts of Gandhi</p> <p>The influence of Gandhi on Hindu thought and practice</p>	<ul style="list-style-type: none"> • Create a timeline of key events in Gandhi's life. Colour code each event to show whether they were primarily religious or social matters. • Give each student a selection of excerpts of Gandhi's teachings to classify. Ask them to explain the way they classified them. • Complete a mystery exercise – has Gandhi affected ...'s life, to develop evaluation of Gandhi's influence in contemporary Hindus. • Prepare and hold a debate titled 'Gandhi's political actions were more important than his religious actions'. 		<ul style="list-style-type: none"> • Mystery exercise – has Gandhi affected ...'s life. • Excerpts of Gandhi's teachings. • Jamison, Hinduism, chpt 12. • Klostermaier, A Survey of Hinduism, chpt 29. • Richards, A Sourcebook of Modern Hinduism, chpt 11 (an excerpt of Gandhi's own writing). • Gandhi, An Autobiography. 	<ul style="list-style-type: none"> • It is easy for students to give historical accounts of Gandhi's role in Indian independence. While this should not be ignored encourage a focus on the religious aspects of Gandhi's life and work. • There are many sites about Gandhi on the internet. Students could write a review of 3 sites, assessing accuracy, bias and detail. • S&C You might want candidates to read Gandhi's interpretation of the Bhagavad Gita – Gandhi, The Bhagavad Gita according to Gandhi.



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Arya samaj	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The religious attitudes and developments of the Arya Samaj and their influence on Hindu thought and practice	<ul style="list-style-type: none"> Students could prepare briefing notes for (and make if resources are available) a radio or TV documentary on the Arya Samaj. Include reference to: <ul style="list-style-type: none"> Origins; Religious concepts; Social concepts; Key Figures; Short-term impact; Long-term impact. 		<ul style="list-style-type: none"> Klostermaier, Hinduism: A Short Introduction, chpt 14. Flood, An Introduction to Hinduism, chpt 11. Brockington, The Sacred Thread, chpt 9. Richards, A Sourcebook of Modern Hinduism, chpt 4 (an excerpt of Dayananda's own writing). 	<ul style="list-style-type: none"> The documentary could be made. www.punjabilok.com www.aryasamaj.org 



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Brahmo samaj	
Topic Outline	Suggested teaching and homework activities		Suggested resources	Points to note
The religious attitudes and developments of the Brahmo Samaj and their influence on Hindu thought and practice	<ul style="list-style-type: none"> Students should be divided into groups, each group researching one of the 'founding fathers' the Brahmo Samaj. One of the groups should be hot-seated, answering questions from the rest of the class. Small groups should be formed (containing 1 person from each of the earlier groups). Working together they should produce a 500 words summary of the Brahmo Samaj covering: <ul style="list-style-type: none"> Origins; Religious concepts; Social concepts; Key Figures; Short-term impact; Long-term impact. 		<ul style="list-style-type: none"> Klostermaier, Hinduism: A Short Introduction, chpt 13. Flood, An Introduction to Hinduism, chpt 11. Brockington, The Sacred Thread, chpt 9. Richards, A Sourcebook of Modern Hinduism, chpt 1, 2, 3, 10 (excerpt of writing from the 'founding fathers of Brahmo Samaj'). 	<ul style="list-style-type: none"> www.thebrahmosamaj.org 



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Hinduism in the West	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
The development of Hinduism in the west	<ul style="list-style-type: none"> • Circus activity – arrange the room into groups of tables with different activities at each table eg: • Video; • Note-taking; • Internet research; • Fill in the gaps worksheet; • Crossword; • Highlighting key words of a passage; • Divide the students into small groups. Each group starts on one table, then at your signal they all move round one table, until every activity has been visited; • Use the gathered information to create posters illustrating Hinduism in the West. 			
Western interpretations of the class system				
Western movements: ISKCON		<ul style="list-style-type: none"> • Jamison, Hinduism, chpt 13. 	<ul style="list-style-type: none"> • www.iskcom.com (useful article on the journal section). • www.iskcon.krishna.org 	
Vivekananda and the Ramakrishna Mission		<ul style="list-style-type: none"> • Richards, Source book of Modern Hinduism, chpt 5, 6 (excerpts from the writings of Ramakrishna and Vivekananda). 	<ul style="list-style-type: none"> • www.vivekananda.btinternet.co.uk • www.religiousmovements.lib.virginia.edu 	

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Hinduism in the West
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Comparing the influence of reform movements in Hinduism	<ul style="list-style-type: none"> • Hold a debate titled: • The Arya Samaj/Brahmo Samaj/Gandhi/Ramakrishna Mission/ISKCON was the most influential reform movement in Hinduism. • Divide students into 5 groups. Ask each group to design a pyramid/diamond ranking exercise based on the question 'Why is the most influential reform movement in Hinduism?' 		<ul style="list-style-type: none"> • It will be helpful for students to be able to compare the importance and influence of these 5 key reforming movements/reformers.



= Innovative teaching idea



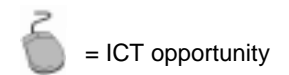
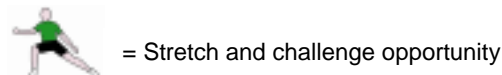
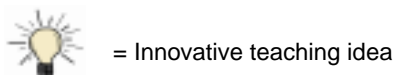
= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	1 hour	Topic	Ahimsa	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
<p>The concept of ahimsa</p> <p>The background to the concept of ahimsa and its importance for Hindu ethics</p>	<ul style="list-style-type: none"> • Explain in 100 words whether the concept of Ahimsa can be married up with the teaching on dharma in the Bhagavad Gita. • Explain how belief in ahimsa might affect a Hindus reaction to the ethical dilemmas presented. 		<ul style="list-style-type: none"> • Ethical dilemma scenarios. • Most of the works referred to in the section on Gandhi will be relevant here. 	<ul style="list-style-type: none"> • It is important for students to note that Gandhi did not invent the concept of ahimsa, though he might be credited with bringing it to the forefront of Hinduism. • The conflict between dharma and ahimsa faced by Arjuna in the Bhagavad Gita would be a useful area of study.



Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	Implications for ethics of Varnashramadharma	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The extent to which varnashramadharma is followed and its influence on Hindu ethics	<ul style="list-style-type: none"> Ask students to imagine they are the advice columnist on a Hindu magazine. Write questions, and answers which reflect Hindu ethical views consistent with the teachings of varnashramadharma. 		<ul style="list-style-type: none"> The works suggested for AS will continue to be useful. Jamison, Hinduism, chpt 6-7. 	<ul style="list-style-type: none"> Although no specific ethical issues are prescribed in the specification candidates might find it easier to explore the implications of the ethical codes if they are examined in relation to a specific issue selected by the teacher. Candidates should have a good understanding of varnashramadharma from AS. The emphasis here is understanding the implications for Hindu ethical codes.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Religious Studies H572: Hinduism G587

Suggested teaching time	2 hours	Topic	The four Purusharthas	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
The importance of and relationship between artha, kama, dharma and moksha	<ul style="list-style-type: none"> Complete a Venn diagram showing the relationships between the four purusharthas. In fours hold a debate about which of the four purusharthas is the most significant for Hindus. 		<ul style="list-style-type: none"> Venn diagram. Klostermaier, A Survey of Hinduism, chpt 21, 22. 	<ul style="list-style-type: none"> Students often misunderstand the term kama. They sometimes mistake it for karma. It is often interpreted as simply sex, rather than sensual pleasures (including, but not limited to sex).
Bringing it together	<ul style="list-style-type: none"> Take a modern ethical issue (abortion, genetically modified food etc), and explain which, if any, Hindu ethical influences are useful in determining how a Hindu should respond to this issue. 			<ul style="list-style-type: none"> S&C Students could compare how helpful other ethical codes are in addressing the same issue.



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Sample Lesson Plan: Religious Studies H572 Hinduism G587

The Vishishtadvaita Vedanta of Ramanuja

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**

Learning objectives for the lesson

Objective 1	To know key concepts such as bhakti, the relationship between atman and Brahman, and the nature of liberation in the teachings of Sankara.
Objective 2	To understand the impact of Ramanuja's teaching on the practice of bhakti.
Objective 3	To evaluate the significance of the differences between the teachings of Ramanuja and Sankara.

Recap of previous experience and prior knowledge

- Student should have prior knowledge of the teachings of Sankara on the nature of liberation, the relationship between atman and Brahman, maya and jnana.

Content

Time	Content
5 minutes	Play Taboo, using key concepts from the teaching of Sankara (Students have to describe a concept for the rest of the class to guess at without using certain key words).
5 minutes	Quick Draw research activity: <ul style="list-style-type: none"> • Have approximately 10 questions on cards to draw out the points required and copy the cards onto different coloured sheets. • Divide the class into pairs/threes, and allocate each team a colour. Give resources to each team. • One member of the team comes and collects a card from the desk, and takes it back to the team.
5-10 minutes	Once the question is answered they show answer to you, and if acceptable can collect next card. They can be sent away to add more details/correct mistakes until you are happy.
30 minutes	This process continues until a group has 'won' by answering all cards. Other groups can continue to allocate 2 nd /3 rd place etc.

Consolidation

Time	Content
5-10 minutes	Show students statements (on cards/OHT/Data-projector) and ask them to move to one side of the room if they refer to Sankara, the other side if they refer to Ramanuja, and the middle of the room if they refer to both Sankara and Ramanuja.

Other forms of Support

In order to help you implement these new specification effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Heinemann is the publisher partner for OCR GCE Religious Studies



Heinemann is producing the following resources for OCR GCE Religious Studies for first teaching in September 2008.

Taylor, I, Eyre, C and Knight, R. **AS Philosophy and Ethics Student Book.**
Eyre, C and Knight, R. **AS Philosophy and Ethics Teacher Planning and Delivery Pack.**
Eyre, C and Knight, R. **A2 Philosophy and Ethics Student Book.**
Eyre, C and Knight, R. **A2 Philosophy and Ethics Teacher Planning and Delivery Pack.**

Approved publications OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.