



Religious Studies

GCSE

Religious Studies B

Delivery Guide

B604 Ethics 2 (Peace and Justice,
Equality, and Media)

September 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY

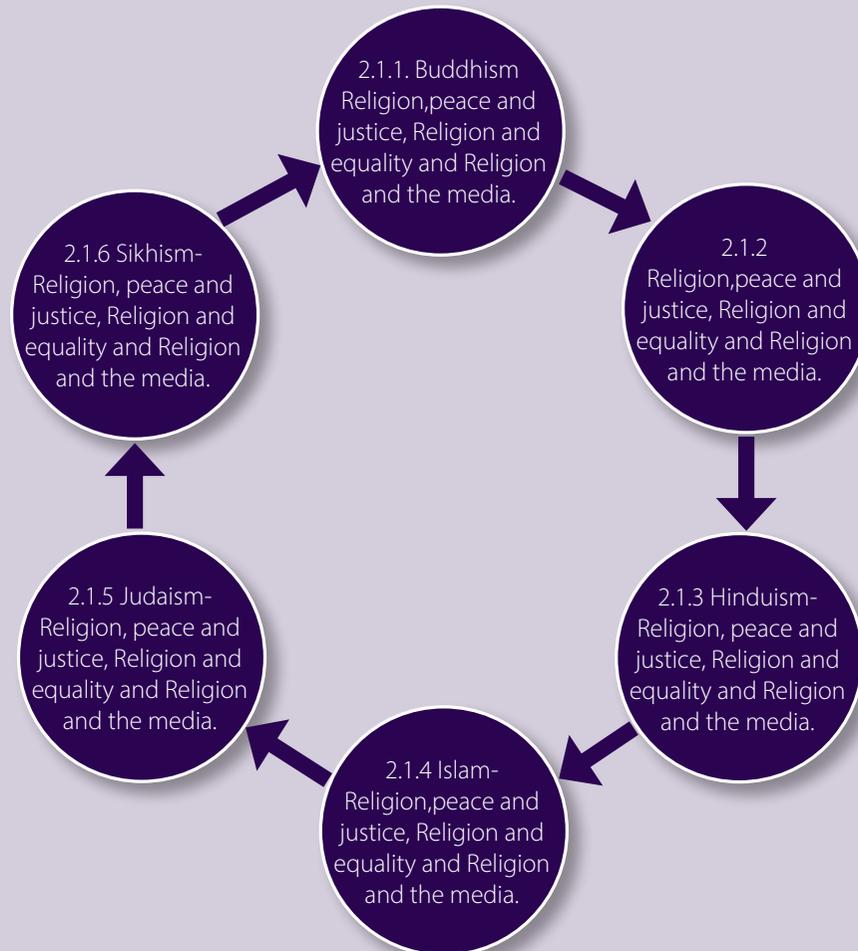


Click to view associated resources within this document.

Curriculum Content

There are three elements – these are laid out schematically on page 14.

1. Specification content



Curriculum Content

2. Religious Studies Skills Set.

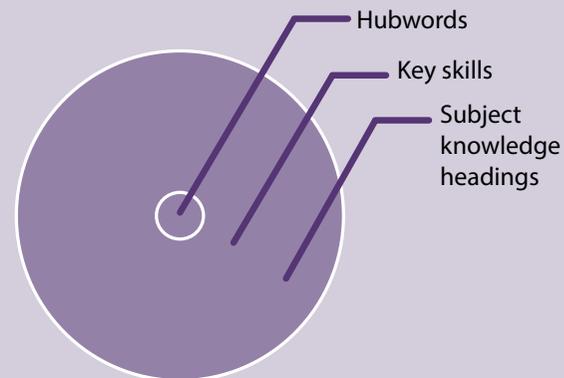
The concept of this delivery guide is to support the teacher in enabling the learner to acquire knowledge using a set of key skills – this list which is given in detail later in the guide is not exhaustive but can be added to by the teacher.

Religious Studies Skills set									
Analyse	Apply/ Develop	Research / investigate	Discuss	Discern	Justify	Reflect	Question	Empathise	Evaluate

3. Hub words

This list is not comprehensive but can be added to by the teacher.

Pacifism, Justice, Injustice, Prejudice, Discrimination, Forgiveness, reconciliation, Censorship, Media, and equality.



Thinking Conceptually

The learning activities given below each focus on one of the hub words, they also incorporate different religious studies key skills. These activities can be adapted to focus on different hub words or on more specific religious concepts.

The activities are intended to allow students to consider the concept contained within the hub word in a broad way before narrowing that focus to particular religion(s) and specification areas. Approaching the subject in this way means that the hub word and the associated learning can be returned to as a platform for other specification areas where relevant.

Conceptual approaches inherently require the development and deployment of RS skills. Beginning with an exploration of students' own understanding of what a particular concept means or involves encourages self-awareness; creating tasks which enable them to engage with and challenge the views of others and justify their own enables the development of reflective and discursive skills; and introducing related ideas from other sources such as religious teachings or practices, helps build understanding and empathy.

Exploring concepts can also help students tackle the complex question of how attitudes to an issue or question are formed; many of the issues in the specification do not result in a universal consensus of views, even within a single religious group and it is important that students are able to understand and apply their knowledge in a way that enables them to make sense of this. Conceptual work allows different understandings of an idea. The sources of these ideas can be encountered directly and the knowledge to be applied in different ways. Relativist approaches to moral or philosophical issues can enable students to engage with philosophical ways of thinking, to consider issues of value, consequence and competing authority, which can be contrasted with absolutist viewpoints and the sources from which these draw. Considering the reasons why there is general consensus within a religion on some concepts (e.g. the nature of God), and there is not on others (e.g. sexual relationships) can also open up means of understanding sources of religious authority and the way in which these work.

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Pacifism	Discuss Justify	<p>Like many moral issues while the extremes of being pro-war and anti-war exist in the abstract very few people are likely to claim to be in favour of war regardless of circumstance or justification. It is therefore important for students to be aware of the subtleties of different moral positions.</p> <p>Introduce the concept of war, and what war involves – do not consider reasons or justifications at this point; just ask the students what things are done during wars and whether these things are good or bad. (This can lead into a broader discussion of whether anyone is prepared to claim war as 'good' rather than 'necessary' or 'justifiable').</p> <p>Give the students a selection of reasons or justifications which might be offered in a discussion about whether or not war is acceptable. These reasons could include general moral principles, religious teachings, quotations from politicians or celebrities. Building on the previous discussion ask them to sort these into 'Go War!', 'No War!' with a third category for 'it depends'.</p> <p>Use these categories and the reasons within them to construct definitions of absolute and conditional pacifism.</p>	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Justice/Injustice	Research Reflect Apply	<p>Collect a range of different dictionary definitions of the word 'justice' (the meaning of 'injustice' is contained within these too). Definitions introduce some of the different contexts and emphases which might be put on the word, and potentially raises other questions of definition. This can be a research exercise for students – they can collect definitions, examples and/or different uses of the term.</p> <p>These can then be used in a variety of ways - students could think about which definition fits their current understanding of 'justice' best; they can match definitions to a range of particular uses or they can combine and refine them to come up with a definition of 'injustice'.</p> <p>This can then develop into a broader discussion and/or more religious specific discussion about what justice means and how people seek it; the concepts can be applied to ethical issues the students have already studied or are going to study, or they could research example of injustice and discuss what justice would be in those situations.</p>	Selection of dictionary definitions of 'justice'.

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Prejudice / Discrimination	Discuss Research	<p>Prejudice and discrimination are connected but not interchangeable, neither are they necessarily destructive or negative.</p> <p>Introduce students to the idea that 'prejudice' is primarily about thoughts and opinions, while 'discrimination' is about taking action. Discrimination can be treating people differently based on prejudices, but it can also be treating people differently to address historic inequalities (such as female only shortlists for electoral candidates) or to ensure a different kind of equality such as an equal right to access or opportunity (such as a separate queue for wheelchair users in a theme-park). This idea could be introduced with an agree/disagree or true/false questionnaire about rights of access and opportunity, from which you could move to questions about how these rights are ensured in the world today.</p> <p>Discuss the different kinds of prejudice and discrimination with the students, and ask them to come up with a range of examples. They can work in groups to identify situations where they think discrimination is positive or justifiable and where it is not, and/or to consider the various factors which create or influence prejudice and how these can be overcome.</p>	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Forgiveness	Research Question	<p>The Forgiveness Project (www.theforgivenessproject.com)</p> <p>has a collection of personal stories about forgiveness from around the world, they have been collected both from people who have been wronged and people who have done wrong.</p> <p>Divide the collection up amongst the students and give them a selection of research parameters. One example would be to make notes or collect quotations which illustrate issues like reasons to forgive, ways in which people forgive, why forgiveness is hard, how people seek forgiveness. Alternatively they could look for a story which creates an emotional response, to use as a focus for discussion.</p> <p>Another approach could be to give them a range of religious teachings about forgiveness and ask them to find a story to illustrate what each teaching might look like in practice.</p> <p>They could write a piece of their own in the style of the site about what they did/would do in a situation where they were required to forgive or to seek forgiveness.</p>	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Censorship	Reflect Discuss Empathise	Brainstorm things which might be censored or which people look to censor or give the students a list to begin with – this could include things like sex, violence, religious practices/ceremonies, political views. Ask them to think about reasons why those things might be felt to be dangerous or damaging to the general public. Use these ideas to set up a debate on the question of whether any kind of censorship is permissible; divide the students into groups and assign them a ‘for’ or ‘against’ position. Each group should prepare a statement justifying the position you have given which they can share with the class.	
Media	Reflect Apply	Media refers to more than just film and television but to any form of mass communication including art, music and print. Create a list of the different forms media might take. Ask the students to consider in what ways each particular form might be of benefit to religion and/or religious people. You could give them a list of ideas to start them off (e.g. education, evangelism, praise, worship, reflection, self-expression) or leave it more open. Alternatively you could make the pairs, such as music and education and ask them to find an example of that from the religion they are studying.	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Medical Ethics	Discuss Question	<p>The advances in technology in the contemporary world create a range of ethical difficulties in medical care – these often focus around questions of rights and balancing the rights of different people.</p> <p>Give each student a number of situations which illustrate potential questions that might arise in the field of modern medicine – issues such as the various reasons for seeking abortion and euthanasia, rights to particular treatments and to refusing treatments, decisions to resuscitate or not, organ donation including from living donors and the use of animal organs. The situations should reflect the complex realities of modern medicine as far as possible. Give students two or three of these situations each and ask them simply if the action proposed in it is acceptable or not.</p> <p>Ask students to volunteer a situation they feel particularly strongly about to the class, and to explain their feelings on it. Discuss several different examples.</p> <p>Ask the class if they can identify specific moral issues (for example 'the right to life' in the situations they have looked at; you could give them a list of issues and ask them to identify a situation that raises it or you could see if they can identify the issues themselves.</p>	

Thinking Conceptually

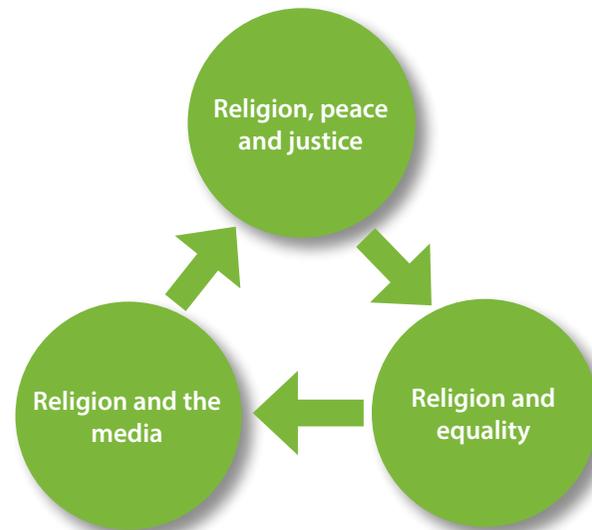
Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Medical Ethics	Justify Reflect	<p>One aspect of equality is the things people have a right to expect in terms of opportunities and treatment. Ask the students to come up with a number of rights which they think all people have regardless of race, age, gender etc.</p> <p>Use documents like the UNDHR to supplement this list; You could identify some rights which cause controversy and use a washing line activity to help the students explore the extent to which they think everyone should have an equal right to marriage, to live, to die, to have children, to participate in sports, to join the military etc.</p>	

Thinking Conceptually

Approaches to teaching the content

The Delivery Guide aims to help the teacher deliver GCSE RS World Religions B.

This approach is guided using the three content elements. Each numbered delivery guide covers Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Common to all units are the Subject content headings – the specific content within the subject headings will vary for each delivery guide. The commonality of the subject headings across B604 facilitates the three element style of delivery.



Thinking Conceptually

Due to the flexibility of this specification the teacher is able to select a unit or units that are most suitable for their learners. Teachers are the professionals best placed to make this decision based on the starting point or base knowledge of their learners. The individual learners will need to acquire a set of Religious Studies skills that they can use to understand any element of the common subject headings; it is proposed that they do this by looking at a set of Hub Words which can be looked at in the context of the common subject headings.

Religious Studies Skills set

The Religious Studies skills set is not an attempt to mimic Bloom's Taxonomy; but acknowledges that learners need to develop not only lower levels of "thinking skills" but also specifically for this subject, need to be allowed to develop their metacognitive knowledge. The list of thinking skills is not comprehensive and can be added to by the teacher.

The delivery guides aims to allow the teachers opportunities to stretch and or stimulate the learners in intellectually stimulating activities and specifically to allow teachers at appropriate points in the lesson to ask thought provoking questions. This approach will allow for a deeper exploration of the subject content and make the study of GCSE Religious Studies B (Philosophy and applied Ethics) relevant to a learner in the 21st century.

Religious Studies Skills set									
Analyse	Evaluate	Apply/ Develop	Research / investigate	Discuss	Discern	Justify	Reflect	Question	Empathise

Thinking Conceptually

Hub Words

The suggested Hub words will enable the learner to develop the key religious studies skills and allow the teacher to start and exit a unit or units at any point. This will allow the teacher for greater flexibility when planning delivery. The Hub Words illustrate concepts which run throughout a section of the unit, and which also connect with other sections across the specification. The Hub word should be the focus to develop the subject skills, knowledge required and content of the subject headings.

Pacifism

Reconciliation

Justice/Injustice

Censorship

Prejudice/Discrimination

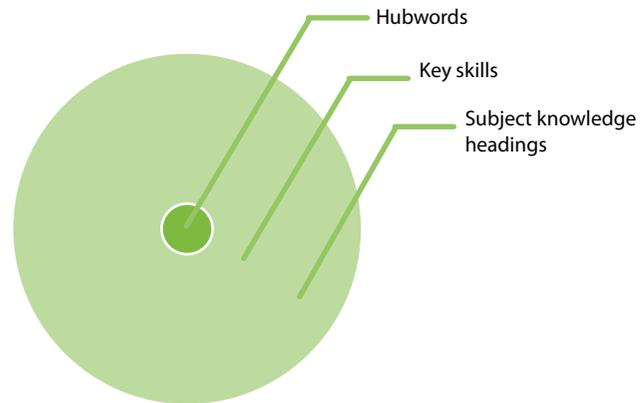
Media

Forgiveness

Equality

Thinking Conceptually

The three element model



Common misconceptions or difficulties students may have

Misconception and confusion can be related to the specification content or in relation to the tackling of questions in the exam itself.

Areas of content given in the B604 specification commonly confused by candidates are:

Forms of Discrimination: It is far from uncommon for candidates to use 'racism' as an all-purpose term covering any form of discrimination.

Gender: A common misconception when candidates are asked about gender equality is responses focussed on homosexuality or transgender individuals. These are important ethical issues and they do relate to equality, however prejudice against homosexuality is not a prejudice based on gender but on sexual preference – sex and gender are not really interchangeable terms in this context. The specification does refer to prejudice and discrimination in relation to women.

Thinking Conceptually

Common misconceptions in relation to tackling the exam questions are:

C part questions: These do not require extended, discursive answers. Candidates need to ensure that they deal directly with the concept specified in the question in a succinct manner. Dealing with two or more beliefs or teachings where the question specifies one is also common, and it will not gain any additional marks.

D part questions: responses are often wholly descriptive, but the command word is always explain. Candidates should be encouraged to connect the knowledge they deploy back to the question which has been asked in order to demonstrate understanding.

E part questions: these are intended to be discursive and evaluative and to encourage personal engagement with the issue by the candidate. Giving candidates too rigid a structure to adhere to when practising these questions can prove restrictive, resulting in a response that consists of several blocks of knowledge but little engagement with that knowledge.

The requirement for multiple views in relation to a given issue is not a requirement for opposite views – many candidates are encouraged to do this and some even strive to find opposite viewpoints within the religion they are studying (which may sometimes be possible, but by no means always!). Different complementary views are perfectly acceptable and can even give stronger answers for some questions.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

Due to the common content headings the student will be able to use/transfer their set of skills to other units in this series. Learners are required to complete the study of four units for a full GCSE (subject to the restrictions cited in the specifications) and study two units for a short course qualification (subject to restrictions cited in the specification).

The specification allows learners the opportunity to express not only their personal view but also their understanding of other religions including Humanism, Bahai, Jain and Zoroastrianism.

The skills learnt will also transfer to other aspects of the curriculum and allow learners to develop an understanding of cultural issues in more depth.

Thinking Conceptually

Religion Studied: Sikhism

Hub word: Equality

Ideas about the intrinsic equality of all human beings, regardless of race, religion, social class or gender were built into Sikhism from the very beginning with Guru Nanak's pronouncement that "There is no Hindu. There is no Muslim". Sikhism has no priests, anyone is able to do so can lead worship and non-Sikhs are welcome to attend as well.

The BBC Religions website offers a core of information about the religion, its founders and its core teachings www.bbc.co.uk/search?q=sikhism%20%2Breligion

Develop Skills:

Discuss the different ways in which Sikhism emphasises the equality of all people and the reasons for this. Consider whether the idea of the khalsa undermines this equality, and creates a hierarchy of Sikhs.

Analyse Sikh prayers (like the Mool Mantar which describes God, and the Ardas which calls for God to bless everyone), concepts such as sewa and the Langar or stories from the lives of the Gurus to find out more about how equality is understood and expressed by Sikhs.

Question Sikh views and practices in relation to issues which might seem to conflict with a belief in the equality of all people –

issues like Dharma Yudh, or sexual relationships.

Reflect on issues relating to inequality and injustice in the modern world and whether supporting principles of equality is sufficient to address these.

Research the idea of sewa or service to others, and how it links with concepts of equality in Sikhism.

Link to topic areas: Principles and concepts of equality are relevant to Public and Private worship (part of religious and spiritual experience, B601), Good and Evil (B602), Religion and Human Relationships (B603), Religion and Medical Ethics (B603) Religion, Poverty and Wealth (B603), Religion, Peace and Justice (B604).

They can also link to other Sikh teachings such as Sewa, atma or jot and dharma.

Thinking Contextually

ACTIVITIES

RS involves a broad portfolio of transferable skills which can be developed in various ways through the specification content. Given the inter-connected nature of the subject content of these four papers the development of skills such as application are particularly important to enable students to apply material from one section to another where it is relevant to do so. But the skill of application rests on a foundation of other skills, such as analysis, reflection, empathy and self-awareness.

The activities given below are intended to develop one or more RS skills. These activities are presented in detail and the resources for them are provided. Following each 'core activity' is a series of potential development activities which are less detailed and suggest ways of taking the students' learning forward.

Buddhism		
RS Skill	Hub Word	Content
Apply Develop	Equality	<p>In Buddhism prejudice and treating others unkindly or badly are understood to be the result of the three poisons – moha (delusion/ignorance), lobha (attachment or greed) and dosa (hatred). The three poisons are the elements that keep a person within samsara, and overcoming these leads to enlightenment.</p> <p>Summarise what each of the three poisons means to Buddhists and give the students a selection of examples of inequality in the world today, for each one they should explain which of the three poisons is operating to create that inequality.</p>

Thinking Contextually

Christianity		
RS Skill	Hub Word	Content
<p>Research</p> <p>Reflect</p>	<p>Media</p>	<p>As an evangelical faith modern media can be very useful for Christians in educating other people about their faith, but of course it can also be distorting.</p> <p>Give students a selection of images and/or quotations about Jesus from a variety of sources such as popular television, the internet, music and different styles of artwork.</p> <p>Ask them to think about which are positive and which are negative, what makes them so and what people's motives might be in creating that material; they could also think about which are trying to educate from a Christian perspective, which are trying to educate about Christianity without proselytising (and what agenda the creators of such material may have) and which are just looking to entertain.</p> <p>You could also include some which are intended to offend; this can be a useful way of making connections with existing knowledge as you can ask them to identify the reasons why might be offensive to Christians.</p>
Hinduism		
RS Skill	Hub Word	Content
<p>Apply</p>	<p>Justice/Injustice</p>	<p>The concept of karma is often presented reductively, suggesting that Hindus are not motivated to act against injustice or to strive to better the world because everything that happens is a result of karma. The reality of Hindu teaching is more complex involving other concepts such as dharma and detachment.</p> <p>Create a summary of Hindu attitudes to justice including social justice, crime and punishment and issues of equality but leave out Hindu concepts such as dharma; ask the students to write in explanations for those attitudes using the technical Hindu terms and their meaning</p>

Thinking Contextually

Islam		
RS Skill Discuss	Hub Word Censorship	Content Western media often reports extreme Islamic responses to portrayals of their faith and important figures within it. Provide students with some examples of these as well as the religious teachings or principles which underlie those reactions such as shirk, and teachings about idolatry. In small groups they should discuss whether they think the reaction was appropriate or not – ask them to think about specific issues such as the intention behind the initial portrayal and the response or action protesting Muslims expect or want as a result of their protest. Conclude with a vote about whether the media should have to respect religious rules and restrictions.
Judaism		
RS Skill Analyse	Hub Word Forgiveness	Content Give students a selection of Jewish teachings about forgiveness; these could be scriptural quotations or summaries of other principles. They should read these and think about what they mean in practice. Introduce Yom Kippur and Rosh Hashanah; identify which of these teachings about forgiveness the events of these days are associated with.
Sikhism		
RS Skill Research Discern	Hub Word Pacifism	Content Sikhs are unlikely to be absolute pacifists, but they also do not seek war for the sake of it. Dharam Yudh (Righteous War) is the term for the principles of a just war in Sikhism. Provide students with a summary of these and some 'fact-files' about different wars in human history. Working in pairs they should discuss which wars could be regarded as justified by Sikhs.



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