Qualification Accredited

CAMBRIDGE OCR

Specification

GCSE

Religious Studies

Cambridge OCR Level 1/Level 2 GCSE (9-1) in Religious Studies

J625

For first assessment in 2018

Version 2.0 (July 2026)

ocr.org.uk/religiousstudies

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Support and Guidance

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

Subject Advisors

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

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

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

01223 553998
Religious Studies@OCR.org.uk

Teaching and learning resources

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

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

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

Professional development

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

An introduction to new specifications

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

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

Assessment Preparation and Analysis Service

Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.

ExamBuilder

Enabling you to build, mark and assess tests from OCR exam questions and produce a complete mock GCSE or A Level exam. Find out more at **ocr.org.uk/exambuilder**

Subject Advisor Support

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

Practice Papers

Assess students' progress under formal examination conditions with question papers downloaded from a secure location, well-presented, easy-to-interpret mark schemes and commentary on marking and sample answers.

Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at **ocr.org.uk/skillsguides**

Active Results

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

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

1a. Why choose an OCR qualification?

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

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

We work with teachers, employers, and universities to create qualifications that support the needs of all students and help them prepare for their future. We offer A Levels, GCSEs, vocational qualifications, and other academic options to schools, colleges, workplaces, and other organisations.

Our Specifications

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

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

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

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

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

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Religious Studies is QN:601/8594/6.

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

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

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

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

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

Aims and learning outcomes

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

- develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

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

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

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

1d. How do I find out more information?

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

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

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

Want to find out more?

Ask our Subject Advisors:

Email: Religious.studies@ocr.org.uk

Telephone: 01223 553998

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

2 The specification overview

2a. OCR's GCSE (9–1) in Religious Studies (J625)

Learners must take **two** components from Component Group 1 (Components 01–05) and **one** component from Component Group 2 (Components 06–10) to be awarded the OCR GCSE (9–1) in Religious Studies.

Content Overview	Assessment Overview	
Beliefs and teachings & Practices (01–05) Learners are required to study **two** religions from: • Christianity (J625/01) • Islam (J625/02) • Judaism (J625/03) • Buddhism (J625/04) • Hinduism (J625/05)	Component Group 1 The study of a first religion 63 marks* 1 hour written paper	**25%** of total GCSE
	Component Group 1 The study of a second religion 63 marks* 1 hour written paper	**25%** of total GCSE
Religion, philosophy and ethics in the modern world from a religious perspective (06–10) Learners are required to study this component from the perspective of **one** of the following religions***: • Christianity (J625/06) • Islam (J625/07) • Judaism (J625/08) • Buddhism (J625/09) • Hinduism (J625/10) **Four** themes to be studied: • Relationships and families • The existence of God, gods and the ultimate reality • Religion, peace and conflict • Dialogue between religious and non-religious beliefs and attitudes	Component Group 2 Religion, philosophy and ethics in the modern world 126 marks** 2 hour written paper	**50%** of total GCSE

* 3 marks will be available for SPaG. See Section 3f for more details.
** 6 marks will be available for SPaG. See Section 3f for more details.
*** The religion studied here must be one of the religions chosen in Component Group 1 (01–05).

2b. Content of GCSE (9–1) in Religious Studies (J625)

OCR's GCSE (9–1) in Religious Studies consists of 10 components organised into **two** Component Groups for the purpose of assessment.

Learners must take **two** components from Component Group 1 and **one** component from Component Group 2.

Component Group 1 – Beliefs and teachings & Practices of two religions

Learners are required to study **two** major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'.

The two religions to study must be chosen from the following:

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism.

Component Group 2 – Religion, philosophy and ethics in the modern world from a religious perspective

Learners will study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of **one** of the religions they studied in Component Group 1.

This is divided into **four** themes of study:

- relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination
- the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment
- religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation
- dialogue within and between religions and non-religious beliefs; how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.

Permitted combinations

Learners can take any combination of religions in Component Group 1.

Learners in Component Group 2 must study one of the two religions studied in Component Group 1. The full list of entry options is in Section 4a of this specification.

To check that the combination of topics you have chosen is valid, and to help you determine the correct entry option code for your combination use OCR's Specification Creator tool available from www.ocr.org.uk. It is essential that you perform this check. **Centres are reminded that if the combination is not valid, as explained above, then learners will not be awarded.**

For any further advice on valid combinations please contact OCR using religiousstudies@ocr.org.uk.

2c. Content of religious Beliefs and teachings & Practices (J625/01–05)

Introduction to Component Group 1

In this component, learners have the opportunity to study key concepts within their two chosen religions in order to develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices.

As part of the study, learners will recognise and consider the existence and importance of common and divergent views within their chosen religions' traditions, in the way beliefs, teachings and practices are understood and expressed.

They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Learners will explore how their chosen religions influence individuals, communities and societies.

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

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

For Buddhism and Hinduism, learners should be aware that suggested sources of wisdom and authority are examples of references to core Buddhist/Hindu concepts made within Buddhist/Hindu writings. Modern understandings of these concepts are constructed from multiple sources and tradition, rather than being based on a single text.

Beliefs and teachings
Learners should be able to: • demonstrate knowledge and understanding of the area of study and its importance for their chosen religions' belief, teaching and practice • analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies in your chosen religions • include any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate • consider significant common and divergent views within your chosen religions.
Practices
Learners should be able to: • demonstrate knowledge and understanding of your chosen religions' practices and their importance for individuals, communities and societies • analyse, evaluate and discuss the issues surrounding your chosen religions' practices • reference any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate • consider significant common and divergent views about your chosen religions' practices

Christianity

Beliefs and teachings & Practices (J625/01)

Learners will need to be familiar with the expectations laid out on page 6 of the specification.

Beliefs and teachings		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority unless stated otherwise)
Nature of God	• The meaning of the terms: ◦ benevolent ◦ omniscient ◦ omnipotent ◦ monotheistic ◦ judge ◦ eternal ◦ transcendent ◦ immanent ◦ personal ◦ forgiving • The significance for Christians of these characteristics: ◦ benevolent ◦ omniscient ◦ omnipotent ◦ monotheistic ◦ judge ◦ eternal ◦ transcendent ◦ immanent ◦ personal ◦ forgiving • The common and divergent emphases placed on these characteristics (benevolent, omniscient, omnipotent, monotheistic, judge, eternal, transcendent, immanent, personal, forgiving) by different Christian denominations • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• The Lord's Prayer Matthew 6:9–15 • The Ten Commandments (with reference to the first four commandments) • Exodus 20 • The Parable of the Lost (Prodigal) Son Luke 15:11–32 • John 3:16–18 • Matthew 25: 31–46

Concept of God as a Trinity of persons	• The concept of the Trinity as one God, three persons (Father, Son, Holy Spirit) • The relationship between Father, Son and Holy Spirit • Issues related to the Nature of God • Different attitudes to God as a Trinity • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Matthew 5:48 • John 14:16–17 • Phillipians 2:5–8 • The Apostles' Creed • The Nicene Creed • Unitarian Churches e.g. Christadelphians
Biblical accounts of Creation	• The concept of God as creator • The role of God the Father as creator in the Genesis narrative • The role of the Spirit in Genesis 1–2, as the agent of God • The role of the Word in John 1 • The identification of Jesus in John's Gospel chapter 1 as the Word of God linking him to creation and his pre-existence • The role and purpose of human beings • The Fall in the Genesis narrative • Issues raised in Genesis for different Christian groups, literal interpretations and metaphorical understandings • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	**Learners must study**: • **Genesis 1–3** • **John 1** Other suggested sources of wisdom and authority: • The Apostles' Creed • Romans 1:20
The problem of evil and suffering and a loving and righteous God	• Concepts of evil • Different types of evil: natural evil and moral evil • Causes of evil • The Fall of mankind as the result of Free Will • The concept of original sin • The concept of Good • The problem of the existence of evil and suffering: how an all-powerful (omnipotent) God can allow evil and suffering if he is also loving (benevolent) and righteous • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	**Learners must study**: • **Genesis 3:1–19** Other suggested sources of wisdom and authority: • The Lord's Prayer • The message contained in the Book of Job

Jesus Christ	• The meaning of the terms: Messiah, Son of God, Lord and Saviour • The significance for Christians of the titles Messiah, Son of God, Lord and Saviour as descriptions of Jesus • The relevance of Messiah, Son of God, Lord and Saviour as descriptions of Jesus for Christians today • The role and importance of Jesus' teachings and life as an example for Christians • Christian love (agape) • The Christian ideal as expressed in Jesus' teaching in the Sermon on the Mount • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• The Ten Commandments • The Two Great Commandments Matthew 22:36–39 • The Parable of the Good Samaritan Luke 10:25–37 • The Apostles' Creed • The Nicene Creed • Jesus' healing miracles as examples of agape: Matthew 8:1–3, Mark 5:21–42 • Matthew 5–7
Incarnation, Crucifixion, Resurrection and Ascension	• The meaning of the terms: the incarnation, the crucifixion, the resurrection and the ascension • Beliefs and teachings about Jesus arising from the incarnation, the crucifixion, the resurrection and the ascension • The importance to Christians of the incarnation, the crucifixion, the resurrection and the ascension for their life and worship • The common and divergent emphases placed on the significance of the incarnation, the crucifixion, the resurrection and the asension for the beliefs of different Christian denominations • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Luke 1:26–35 • Mark 15:21–41 • Matthew 28:1–10 • Acts 1:9–11 • The Apostles' Creed • The Nicene Creed

The concept of salvation	• The meaning of the following terms:
	  ○ Salvation – restoring the relationship between God and mankind
	  ○ Atonement – God in Christ reconciles the world to himself
	  ○ Law – its function to identify sin by laying down commandments
	  ○ Sin – Pauline views, all have sinned and fallen short of the mark
	  ○ Grace – God's redemptive love to save sinners
	  ○ Spirit – The Holy Spirit
	• The role of Christ in salvation: the sacrifice of Christ – paying the ransom to God for the sins of the world
		• Genesis 3:1–7
		• Nicene Creed
		• Romans 3:23
		• Romans 6:23
		• 1 Corinthians
		• Ephesians 2:8–9
		• Romans 3:24
		• The Apostles' Creed

	• Issues related to salvation: the belief in forgiveness and repentence for all • The nature of atonement for Christians • Common and divergent Christian beliefs about the need for salvation • Common and divergent Christian beliefs about the role of Jesus Christ in salvation • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	
Eschatological beliefs and teachings	• The meaning of the terms resurrection, life after death, heaven and hell • Apocalyptic ideas in the Early Church • Common and divergent beliefs about the Second Coming of Christ (Parousia) • Common and divergent beliefs about, and interpretations of, death, judgement, purgatory, heaven and hell • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• The Apostles' Creed • The Nicene Creed • Matthew 25:31–46 • Matthew 5:29–30 • 1 Corinthians 15:12–58 • John 14:1–3

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Practices		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Worship	• The structure of church services, for example Anglican Communion service, Roman Catholic mass, Quaker meeting, Greek Orthodox service and Methodist Sunday morning worship • The concept of worship • Purposes of worship • The role and importance of liturgical worship for some Christians • The role and importance of informal/charismatic worship for some Christians • The role and importance of individual prayer, private prayer and devotion for Christians • The role and importance of private and public worship to Christian communities and individuals • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Denominational service prayer books • John 4:24 • Romans 8:14 • Remembrance Services: Matthew 18:20
Sacraments	• The meaning of the word sacrament • The role and meaning of the sacraments • The role of Baptism and Eucharist in the life of a Christian • Common and divergent attitudes towards the practice and meaning of Baptism by different Christian denominations • Common and divergent attitudes towards the practice and meaning of the Eucharist by different Christian denominations • Common and divergent attitudes towards the Sacraments, including which practices are considered by different Christian denominations to be a sacrament • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Matthew 26:26–28 • Matthew 3:13–17 • 1 Corinthians 11:23–26

Prayer	• The concept of prayer • The impact and importance of prayer to a Christian • The importance of prayer in worship • The meaning and use of the Lord's Prayer (in both individual and communal worship) • The different types and uses of prayer in worship for individuals and communities including adoration, confession, thanksgiving, supplications, grace, intercessions, 'praying in the spirit', chants and meditational prayers • Common and divergent emphases placed on prayer by different Christian denominations, for example informal extempore prayer as compared to set liturgical prayer • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Different denominational service prayer books • Luke 11:1–4 • Matthew 6:5–15 • 1 Corinthians 14:26–40
The role and importance of pilgrimage and celebrations to Christians	• The concept of pilgrimage • The purpose of pilgrimage to Lourdes, Jerusalem, Walsingham and Rome • The impact of pilgrimage on individuals and for communities • The origin of Christmas and Easter • The impact and importance of Advent and Christmas celebrations to Christians • The impact and importance of Lent, Holy Week and Easter celebrations to Christians • Common and divergent attitudes towards the importance of pilgrimages by different Christian denominations • Common and divergent attitudes towards the role and importance of celebrations by different Christian denominations • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Luke 2:1–20 • Matthew 2:1–12 • Matthew 26:17–29 • Matthew 27:45–55 • Matthew 28:1–10
The role of the church in the local community and living practices	• The meaning and importance of rites of passage • The importance of Christian rituals that mark key rites of passage to individuals and communities • The ways in which church communities nurture and support families, for example Sunday schools, youth clubs, mother and child groups, visiting the elderly and the sick • Common and divergent attitudes of different Christian denominations towards and practices connected with membership of the Christian community, including infant baptism, dedication, believers baptism and confirmation	• Matthew 3:13–17 • Ephesians 5:31–33 • John 11:25 • 1 Corinthians 15:51

	• Common and divergent attitudes of different Christian denominations towards and practices connected with the celebration of marriage • Common and divergent attitudes of different Christian denominations towards and practices connected with funerals • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	
Mission	• The meaning of the term mission • The importance of mission in the modern church • Common and divergent attitudes towards the importance of mission for Christians in 21st century Britain by different Christian denominations • The meaning of the term evangelism • Common and divergent attitudes towards the importance of evangelism in the modern church by different Christian denominations • Evangelism in practice • The growth of new forms of church • Reasons for the growth of new forms of church • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• Matthew 28:16–20 • Mark 16:15 • John 14:6 • Romans 1:16 • Timothy 41:2 • Acts 1:8
The role of the church in the wider world	• The meaning of the term Ecumenical • The meaning of the word Church (spiritual and temporal) and of churches as individual communities • The main purpose of the World Council of Churches, including reconciliation through ecumenism • The work of ecumenical communities, for example: Taize, Iona, Corrymeela and the 'Churches Together' movement • The way in which the Church is being persecuted in the 21st century • Supporting the persecuted church • The purpose of one of the following Christian aid agencies: ◦ Christian Aid ◦ Tearfund ◦ Cafod • Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations	• John 13:34–35 • Mark 12:31 • Matthew 25:31–46

Islam

Beliefs and teachings & Practices (J625/02)

Learners will need to be familiar with the expectations laid out on page 6 of the specification.

2

Beliefs and teachings		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Core beliefs	• Articles of faith
	• The six articles of faith in Sunni Islam:
	  ○ Belief in Allah as the one and only God
	  ○ Belief in angels
	  ○ Belief in holy books
	  ○ Belief in the Prophets
	  ○ Belief in the Day of Judgement
	  ○ Belief in Predestination
	• The overall importance of the six articles of belief for Sunni Muslims
	• The meaning of 'Usul ad-Din' (The Principles of Faith)
	• The five roots of 'Usul ad-Din' in Shi'a Islam:
	  ○ Belief in Oneness and Unity of God (Al-Tawhid)
	  ○ Belief in Divine Justice (Al-Adl)
	  ○ Belief in Prophethood (Al-Nubuwwah)
	  ○ Belief in Imams (Al-Imamah)
	  ○ Belief in the Day of Resurrection (Al-Ma'ad)
	• The overall importance of the five roots 'Usul ad-Din' for Shi'ite Muslims
	• Issues related to core beliefs in Sunni Islam and Shi'a Islam
	• Belief about justice and imamate (leadership) which differentiates Shi'a Islam from Sunni Islam
	• Common and divergent attitudes of different groups of Muslims towards core beliefs
	• Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
		• Six articles of faith in Sunni Islam
		• Surah 4:136
		• Hadith from Sahih Muslim Book 33 Hadith 6400 (Qadr)
		• Five roots of Islam in Shi'a Islam
		• Surah 6:103
		• Surah 23:62 (Adalah)
		• Surah 41:46 (Adalah)
		• Surah 16:36 (Al -Nubuwwah)
		• Surah 62:2 (Al- Nubuwah)
		• Surah 57:25 (Al- Nubuwah)
		• Surah 2:213 (Al-Nubuwah)
		• Surah 4:59 (Imamah)
		• Surah 21:73 (Imamah)
		• Hadith al-Thaqalayn
		• Surah 74:38–40 (al-Ma'ad)
		• Surah 21:104

Nature of Allah	• The importance for Muslims of the 99 names of Allah with specific knowledge and understanding of:
	  ◦ Tawhid (oneness)
	  ◦ Merciful
	  ◦ Omnipotent
	  ◦ Benevolent
	  ◦ Fair and Just
	  ◦ Transcendent
	  ◦ Immanent
	• The meaning of Tawhid and its relationship to the concept of shirk
	• The implications of Tawhid and shirk for polytheism and Christianity
	• Issues related to the Nature of Allah and how these attributes are shown:
	  ◦ Allah's role as creator and judge demonstrate His omnipotence
	  ◦ His concern with humankind and intervention as evidence of immanence
	  ◦ His guidance to humankind showing His merciful nature
	• The Shi'a concept of the Imamate and its relationship to Shi'a belief in Tawhid
	• Common and divergent attitudes of different groups of Muslims towards the nature of Allah
	• Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
		• Surah 1 (al-Fatihah)
		• Surah 2:117 (al-Baqarah)
		• Surah 50:16 (Qaf)
		• Surah 53:19–25 (an-Najm)
		• Surah 112 (al-Ikhlas)

Prophethood (Risalah)	• The role and importance of the prophets:
	  ◦ Adam as Allah's first creation. Created from clay, made in Allah's image, given the ability to reason and make choices and as khalifa
	  ◦ Ibrahim as the father of the Arab people and of the prophets. He was a hanif. How Allah tested his devotion
	  ◦ Isma'il as the first son of Ibrahim and connected with the building of the Kaaba
	  ◦ Musa who was given the 10 commandments
	  ◦ Dawud as receiving the Zabur and the story of his victory over Goliath
	  ◦ The prophet Isa as not divine but chosen to deliver a message like the other prophets. His significance in the Qur'an and his role on the Day of Judgement
		• Surah 3:31
		• Surah 3:144 (al-Imran)
		• Surah 21:105 (al-Anbiya)
		• Surah 5:78 (al-Ma'idah)
		• Surah 46:9 (al-Ahqaf)
		• Surah 73:15

	○ Muhammad (PBUH) as 'seal of the prophets' and the implications of this. His background and the personal qualities that made him a good prophet • Common and divergent attitudes of different groups of Muslims towards the role and importance of the prophets • Risalah as Allah's way of communicating with humans • The belief in the twelve Imams and their infallible nature (imamate) in Shi'a Islam • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	
Books (Kutub)	• Islam as the original religion dating back to Adam • The Scrolls (Sahifah), Gospel (Injil), Torah (Tawrat) and Psalms (Zabur) as revealed to four previous messengers • The original belief system was the same for all but became distorted • The Qur'an as the final undistorted message • Common and divergent attitudes of different groups of Muslims towards books (Kutub) and ancient texts • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 96 (al-Alaq) • Surah 5:46 (al-Ma'idah) • Surah 5:48 (Wahy) • Surah 4:163 (an-Nisa)
Angels (Malaikah)	• The role and importance for Muslims of Jibril, Izra'il, Mika'il and Israfil: ○ Jibril as chief angel communicating message between Allah and the rasuul ○ Izra'il taking the final breath from people ○ Mika'il the guardian of heaven and bringer of thunder, who rewards the righteous ○ Israfil blowing the trumpet on the Day of Judgement • Angels as Allah's first creation: immortal, free of sin and without free will • The role of angels as a primary source of communication between Allah and humankind • The way in which belief in recording angels may affect the behaviour of Muslims in daily life • Common and divergent attitudes of different groups of Muslims towards importance of angels • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 16:102 (Malaikah) • Surah 35:1 (Fatir) • Surah 74:31 (al-Muddaththir)

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Eschatological beliefs and teachings	• Predestination (al-Qad'r) as a divine masterplan • The idea of sifat (Allah's foreknowledge) and free will for humans • Human freedom and its relationship to the Day of Judgement • Knowledge of faith and action is recorded in each individual's book of life and read out on the Day of Judgement • Common and divergent attitudes of different groups of Muslims towards eschatological beliefs and teachings • Common and divergent attitudes towards the issue of human freedom in Sunni Islam and Shi'a Islam: Mu'tazilite and Al-Ashari • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 12:42 (Yusuf) • Surah 33:38 (al-Ahzab)
Life after death (Akhirah)	• The meaning of the term Akhirah • Life as preparation for the life to come, after the Day of Judgement • The role of human responsibility and accountability in deciding the nature of the life to come, after the Day of Judgement • The Islamic concept of stewardship • Barzakh as the period between death and the Day of Judgement • Descriptions of heaven (al-Jannah) and hell (Jahannam) • Common and divergent attitudes of different groups of Muslims towards Akhirah • Literal and metaphorical interpretations of heaven and hell • The issue of martyrdom • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 2:155 (al-Baqarah) • Surah 17:49–51 (al-'Isra) • Surah 101 (Yawm al Qiyyamah)

Practices		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The importance of practices	• Islam as a way of life, lived in total submission to Allah
	• The importance of the Five Pillars of Islam to Sunni Muslims
	• The meaning of the Five Pillars:
	  ◦ Shahadah: sincerely reciting the Muslim profession of faith
	  ◦ Salat: performing ritual prayers in the proper way five times each day
	  ◦ Zakat/Zakah: paying an alms (or charity) tax to benefit the poor and the needy
	  ◦ Sawm: fasting during the month of Ramadan
	  ◦ Hajj: pilgrimage to Mecca
	• The analogy of the house and pillars
	• The importance of the Ten Obligatory Acts to Shi'a Muslims
	• The meaning of the Ten Obligatory Acts:
	  ◦ Salat Prayer
	  ◦ Sawm: Fast
	  ◦ Zakat/Zakah: similar to Sunni Islam, it applies to money
	  ◦ Khums: an annual taxation of one-fifth of gains in a year
	  ◦ Hajj: Pilgrimage
	  ◦ Jihad: Struggle
	  ◦ Amr-bil-Maroof: commanding what is good
	  ◦ Nahi Anil: Munkar forbid what is evil
	  ◦ Tawalla: expressing love towards good
	  ◦ Tabarra: expressing disassociation from evil
	• Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
		• Shahadah:
		  ◦ www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml
		  ◦ http://www.oxforddictionaries.com/definition/english/shahada
		• Salat:
		  ◦ http://www.bbc.co.uk/education/clips/z36cd2p
		• Zakat (Zakah):
		  ◦ http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml
		  ◦ http://www.bbc.co.uk/education/clips/zrsd2hv
		• Sawm:
		  ◦ http://www.bbc.co.uk/education/clips/zw37tfr
		• Hajj:
		  ◦ http://www.bbc.co.uk/education/clips/zx8n34j
		• Jihad:
		  ◦ http://www.bbc.co.uk/education/clips/z3xr87h

Public acts of worship	• How and why Muslims pray, ablution, times, directions, movements and recitations, in the home, mosque and elsewhere • Worship as a reminder of the concepts of Shirk and Tawhid • The purpose of congregational prayers • The purpose of the khutba • The place of Shahadah in Muslim practice, including the first words uttered to a newborn, for converting to the faith and said by/to the dying • Shahadah as the only 'non-action' pillar • The declaration *lā ʾilāha ʾillā-llāh, muḥammadur-rasūlu-llāh There is no god but God. Muhammad is the messenger of God* • Salah as direct communication with Allah • Who has to attend Jummah prayers • Wudu ritual in detail, and the importance to Muslims of being spiritually and physically clean • The meaning of niyyah, qibla and raka't • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 1 Al-Fatihah • Surah 4:103 (an-Nisa) • Surah 62:10 (al-Jumuah)
Private acts of worship	• The meaning of the term du'a (personal prayer or supplication, calling upon Allah) • The importance of private acts of worship to Muslims • The difference between du'a prayers and salah • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 2:186 (al-Baqara)
Hajj	• The importance of pilgrimage for Muslims • Hajj as the obligatory pilgrimage • The origins of the pilgrimage • How and why the pilgrimage is performed • The exceptions to Hajj: if a Muslim is mentally/physically unfit or has insufficient funds • Ihram regulations • The rituals of Hajj and their significant for pilgrims whilst on pilgrimage and for their life • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 22:26–38 (al-Hajj)

Zakat/Zakah	• The meaning of the terms Zakah and Khums • The role and importance of giving alms: the origins of the practice, how alms should be given, why Alms should be given, the benefits of giving Alms and Khums as an additional form of giving (Shi'a) • The Muslim attitude towards wealth as given by Allah and that it should be shared with those who need it • Sadaqah as voluntary alms • The idea of Nisab: 2.5% as the general amount given by most Muslims in the West • The distribution of alms • How Khums and Zakat/Zakah are separate and how they are apportioned • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 2:215 (al-Baqarah) • Surah 9:60 (at-Tawbah)
Sawm	• The role and importance for Muslims of fasting in the month of Ramadan: ◦ the origins of fasting ◦ fasting as devotion to Allah ◦ duties during fasting ◦ the benefits of fasting to individual Muslims and the Ummah as a whole ◦ Exemptions from fasting ◦ The Night of Power • Ramadan as the month the Qur'an was sent down to mankind • Different experiences for Muslims observing Sawm in Muslim countries and for Muslims living in non-Muslim countries • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 2:183–190 (al-Baqarah)
Festivals/special days	• The origin and meaning of: ◦ Eid-ul-Adha: the festival of sacrifice at the end of Hajj. Origins in Ibrahim's sacrifice of an animal instead of his son, Isma'il ◦ Eid-ul-Fitr: celebrated at the end of Ramadan. A public holiday in Muslim countries where gifts and cards are exchanged, and new clothes are brought for children	• Surah 37:102–103 As-Saaffat • Surah 2:196 Al-Baqarah

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	◦ Eid-ul-Ghadeer: a Shi'a festival that celebrates the appointment of Ali as successor to Muhammad and Muhammad's last sermon. Presents are given, there are special prayers and celebratory meals ◦ Ashura: a Shi'a festival and it commemorates the martyrdom of the Prophet's grandson Hussayn in 680CE. British Muslims gather in London for a mourning procession • The importance of Eid-ul-Adha, Eid-ul-Fitr, Eid-ul-Ghadeer and Ashura for different groups of Muslims • Issues related to the celebration of festivals and special days for Muslims living in Muslim countries and for Muslims living in non-Muslim countries • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	
Jihad	• The meaning and importance for different groups of Muslims of: ◦ Greater Jihad – the struggle of every Muslim to live according to 'the straight path' ◦ Lesser Jihad – the removal of evil from society with the goal of making the world an abode of peace • The precedence of Greater Jihad over Lesser Jihad • Conditions for the declaration and conduct of Lesser Jihad • The concepts of Munkar and Ma'ruf • Common and divergent views of different Muslim groups about if and when the holy war aspect of Lesser Jihad should be waged • Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups	• Surah 2:190 (al-Baqarah) • Surah 8:61 (Al-Anfal)

Judaism

Beliefs and teachings & Practices (J625/03)

Learners will need to be familiar with the expectations laid out on page 6 of the specification.

2

Beliefs and teachings		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Nature of G-d	• The meaning of the terms G-d as One, Creator, Law-Giver, Judge and Eternal
	• The signifance of the following characteristics for Jews:
	  ◦ All-powerful
	  ◦ All-good
	  ◦ All-knowing
	  ◦ Everywhere
	  ◦ Beyond time and space
	  ◦ Concerned with humanity
	  ◦ Intervening in the world
	  ◦ Transcendent and immanent
	• Issues related to the nature of G-d, including the problem of evil and suffering
	• Common and divergent emphases placed on these characteristics by different Jewish groups, including beliefs about the Last Day of the world as Judgement day and the judgements made by G-d on Rosh Hashannah
	• Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
		• Genesis 1:1–2
		• Genesis 1:27
		• Deuteronomy 6:4–9
		• The message contained in the Book of Job
		• The message contained in the Book of Jonah

The divine presence	• The meaning and origins of the term Shekinah, as referring to the manifest presence of G-d • The significance of Shekinah in Judaism • Association of Shekinah with the feminine aspects of G-d, including the association with the Sefirot (powers/emanations of G-d) and G-d's creative nature • Issues related to the divine presence, including the relationship between God and the prophets	Shekinah is the term used for the presence of God, examples of which in the Torah are: • Exodus 13:20–22 • Exodus 40:35 • Exodus 24:16 • Numbers 9:16

	• Common and divergent emphases placed on Shekinah by different Jewish groups, including understanding the term as synonymous with G-d or as a reference to G-d descending to or dwelling on Earth • Common and divergent emphases place on feminine aspects of G-d by different Jewish groups, including Shekinah as a feminine noun first used in the Talmud • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	
The Covenant at Sinai	• The concept of Covenant • The significance of the Covenant at Sinai (the Ten Commandments) • The role of Moses within Judaism • Issues related to the Convenant at Sinai, including the nature of the promises made by G-d to the Israelites and their significance for modern Judaism • Common and divergent emphases placed on the Covenant at Sinai by different Jewish groups • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Exodus 20:2–14
The Messiah	• The meaning of the term Messiah • The concept of the Messiah • The origins of the term Messiah and the role of Elijah • The importance of the Messiah in Jewish history • The characteristics of the Messah • The importance of the Messianic Age • Issues related to the Messiah, including the different views held amongst religious Jews regarding the nature of the Messiah and the Messianic Age • Common and divergent views, beliefs and attitudes in Judaism about the nature and coming of the Messiah • Common and divergent emphases placed on the concept of Messiah and the Messianic Age by different Jewish groups, including the Messianic Age as an era of global peace and harmony • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Micah 4:1–3 • Genesis 12:1–3 • Isaiah 11:11–12 • Ezekiel 37:24–28

Promised Land	• The concept of the Promised Land: to whom was it promised and in return for what? • The origins of a belief in the Promised Land in the Covenant with Abraham • The significance of the Covenant with Abraham • The role of Abraham and his importance in Judaism • Issues related to the Promised Land, including whether this concept is equally important for all religious Jews • Common and divergent emphases placed on the concept of the Promised Land by different Jewish groups, including attitudes towards the State of Israel • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Micah 4:1–3 • Genesis 12:1–3 • Isaiah 51:3

Key moral principles	• The meaning of the term Mitzvot
	• The significance of the Mitzvot
	• Different groupings of Mitzvot including:
	  ○ Positive commandments (aseh) that say what must be done/followed
	  ○ Negative commandments (ta'ashe) that say what must be avoided
	• The meaning of Divine Providence for Jews
	• The relationship between free will and the Mitzvot
	• Issues related to key moral principals, including the preservation of human life as a principle that takes precedence over all other commandments (Pikuach Nefesh)
	• Common and divergent emphases placed on the concept of the Mitzvot by different Jewish groups, including the importance of interpersonal relationships as the principle underlying some Mitzvot
	• Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
		• Exodus 20:2–14
		• Deuteronomy 30:19
		• Job 42:2
		• The message of the Book of Jonah: Divine Providence

Ethical and ritual Mitzvot	• The concepts of ethical and ritual Mitzvot and how they create relationship between Man and G-d and/or man and man • The difference between ethical and ritual Mitzvot • The significance of ethical Mitzvot • Issues related to the Mitzvot, including the existence of different lists of Mitzvot compiled by scholars • Common and divergent emphases placed on the concept of ethical and ritual Mitzvot by different Jewish groups	• Exodus 20:2–14 • Deuteronomy 11:18–21 • Numbers 15:37–41

	• Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	
Sanctity of life	• The meaning and concept of sanctity of life • The siginifcance that Judaism places on the sanctity of human life • The concept and meaning of Pikuach Nefesh (the obligation to save life) • The significance of Pikuach Nefesh in Jewish personal, social and community life • Issues related to the sanctity of life, including what kinds of life are sacred • Common and divergent emphases placed on the concept of the sanctity of life by different Jewish groups, including the difference between human and non-human lives • Common and divergent emphases placed on the concept of Pikuach Nefesh by different Jewish groups, including whether the principle extends to relieving suffering/illness • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Genesis 1:27 • Exodus 20:13 • Leviticus 19:16
Eschatological beliefs and teachings	• The concepts and meaning for Jews of: ◦ The distinction between soul and the body ◦ Resurrection ◦ Judgement ◦ Sheol ◦ Gan Eden ◦ Gehenna • The relationship between the soul and the body • The significance of ideas about the soul and the body for Jewish attitudes towards life after death • The importance of beliefs about life after death • Issues related to eschatological beliefs and teachings, including different ideas about the resurrection of the body • Common and divergent emphases placed on the concept of Judgement by different Jewish groups, including different ideas about the role of judgement in determining the nature of life after death • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Genesis 2:7 • Daniel 12:2–3

Practices		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Worship	• The structure of the synagogue service
	• The importance of the synagogue, in relation to the following religious features:
	  ◦ Design
	  ◦ Artefacts
	  ◦ Synagogue services
	  ◦ The role of the synagogue within the Jewish community
	  ◦ Worship in the home
	  ◦ The place of worship in the home
	• The significance of the Ark, the Bimah, the lack of representation of G-d, the Ner Tamid and the Mikveh
	• The nature and importance of the Torah readings, other readings, prayers and sermons
	• The connection between the synagogue and the Temple
	• Issues related to worship and the synagogue, including the length and structure of synagogue services and different uses of Hebrew in the service
	• Common and divergent emphases placed on the features of a synagogue by different Jewish groups, including separating women and men in an Orthodox synagogue
	• Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
		• Ezekiel 11:16
		• Exodus 20:4

Prayer	• The role and importance of prayer in Jewish worship, including the Amidah (the standing prayer)
	• The role and importance of private prayer for Jews
	• The importance of:
	  ◦ The three daily periods of prayer
	  ◦ The concept of spontaneous prayer
	  ◦ Recitation of the Shema
	  ◦ Recitation of Grace after meals
	  ◦ Teaching children to pray
	  ◦ The direction faced when praying
	  ◦ Prayer and the observance of the Mitzvot in the home
	• The importance of prayer for praise, confession, thanksgiving and supplication
		• Deuteronomy 6:4

	• Issues related to prayer, including the purpose of prayer • Common and divergent emphases placed on prayer by different Jewish groups, including appropriate attire for prayer • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	
Law	• The form and content of the Tenakh (the Written Law) • The Chumash and the Sefer Torah • The nature of the Talmud (the Oral Law) • The relationship between the Talmud and the Torah, including the ways in which the Talmud is used in relation to the Torah • The use of the Torah in the synagogue • The use of the Tenakh in private worship • The way that the Torah provides structure to the life of a Jew, including the use of the Neviim and Ketuvim in public and private worship • The significance of the use in daily life of the Tenakh and the Talmud • Issues related to the law, including the different views held amongst religious Jews regarding the nature of the Torah and the Talmud • Common and divergent emphases placed on the Tenakh and Talmud by different Jewish groups • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Deuteronomy 10:12–13
Shabbat	• The meaning, origins and significance of Shabbat • The traditions and Mitzvot associated with Shabbat • The meaning and significance of elements of Shabbat, including the preparation, the lighting of candles, the Shabbat meal, Havdalah and the Kiddush • The form of Shabbat services in the synagogue • The form of Shabbat services in the home • Issues related to the observance of Shabbat, including different understandings of what is prohibited by the Mitzvot in the modern world • Common and divergent emphases placed on Shabbat and Shabbat traditions by different Jewish groups, including attitudes towards the literal observance of Shabbat traditions • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Genesis 2:1–3 • Exodus 20:8–11

Festivals	• The origins and importance of Rosh Hashanah, including Teshuva, the Shofar, symbolic foods, the synagogue service and Tashlich • The origins and importance of Yom Kippur, including the connection to Rosh Hashanah, the Book of Life, Kapparah, the rules of Yom Kippur, the importance and nature of fasting, the synagogue services and Neilah • The origins and importance of the Pilgrim Festivals, including the story of the Exodus, the importance of chametz and the Seder meal • The origins and importance of Sukkot, inlcuding the building of sukkah and the four species • The origins and importance of Hanukkah • The origins and importance of Pesach • The origins and importance of Shavuot • Issues related to Jewish festivals, including issues with the reconciling of dates in different calendars • Common and divergent emphases placed on festivals by different Jewish groups • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Numbers 29:1 • Micah 7:19 • Leviticus 16:29 • Exodus 12:5–8 • Exodus 12:14–15 • Leviticus 23:15–17 • Leviticus 23:42–43 • Leviticus 23:40
Dietary laws	• The origin and nature of dietary laws • The mitzvot and traditions regarding the slaughter and consumption of animals • The mitzvot and traditions regarding the consumption of poultry, fish, fruit and vegetables • The mitzvot and traditions regarding the consumption of meat and milk together • The importance and impact of dietary laws on Jewish lifestyle • The meaning of the terms Kosher and Terefah • Issues related to the dietary laws, including pikuach nefesh and breaking the laws of kashrut • Common and divergent emphases placed on the dietary laws by different Jewish groups, including the preparation of food by non-Jews • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Leviticus 7:26–27 • Leviticus 11 • Deuteronomy 14:21

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Rituals	• The meaning and importance of rites of passage • The form and meaning of Jewish birth ceremonies including: ◦ The welcoming of a baby girl ◦ The connection between Brit Milah and the covenant with Abraham ◦ The circumcision ◦ The roles of the father ◦ Mohel and Sandek ◦ The importance of birth rituals for the community • The form and meaning of Bar/Bat Mitzvah including: ◦ The preparation ◦ The nature of the service ◦ Subsequent preparations ◦ The meaning and nature of Bat Chayil • The meaning and importance of Kiddushin as the betrothal ceremony before the marriage • The nature and importance of: ◦ The Ketubah ◦ The Huppah ◦ The drinking of wine ◦ The ring ◦ The breaking of the glass ◦ The blessings • The meaning and importance of burial rites including: ◦ The nature of burial ◦ The tearing of clothes ◦ The Kaddish • Issues related to rites of passage, including the different attitudes towards the presence and role of women in rites of passage • Common and divergent emphases placed on rites of passage by different Jewish groups, including different attitudes towards Bat Mitzvah • Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups	• Genesis 17:9–12 • Genesis 2:24

Buddhism - Beliefs and teachings & Practices (J625/04)

Learners will need to be familiar with the expectations laid out on page 6 of the specification.

Beliefs and teachings		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Buddha and Enlightenment	• The life of Buddha
	  ◦ The early life of Buddha
	  ◦ The Four Sights
	  ◦ Defeat of Mara
	  ◦ Enlightenment
	  ◦ Nibbana
	• Issues related to the life of Buddha, including the importance of Buddha for Buddhists in the modern world
	• Common and divergent emphases placed on the life of Buddha by different Buddhist groups
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups
		• Anguttara Nikaya (AN) 3.38
		• Samyutta Nikaya (SN) 35.199
		• Majjhima Nikaya (MN) 36
		• Samyutta Nikaya (SN) 56.11

The Dhamma	• The meaning of the term Dhamma (eternal law and Buddha's teachings)
	• The Dhamma as one of the Three Jewels
	• The meaning of the term: dependent origination or conditionality
	• The relationship between dependent origination and the cycle of samsara (rebirth)
	• The Three Marks of Existence and their meaning:
	  ◦ Dukkha
	  ◦ Impermanence (anicca/anitya)
	  ◦ No fixed self or soul (anatta/anataman)
	• The significance of the three marks of existence for Buddhists
	• The 12 links (nidanas) and how one leads to the next over three lifetimes
	• Issues related to the Dhamma, including the importance of Dhamma for Buddhists in the modern world
	• Common and divergent emphases placed on the Dhamma by different Buddhist groups, including different definitions of the Dhamma
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups
		• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion)
		• Dhammapada 35–36 and 334–336
		• Nandakovada Sutta 7–10
		• The Tibetan Wheel of Life

The First Noble Truth	• The First Noble Truth about the nature of life as suffering (dukkha)
	• The three different types of suffering:
	  ○ Painful experiences (dukkha-dukkha)
	  ○ The changing nature of things (viparinama-dukkha)
	  ○ All pervasive suffering (sankhara-dukkah)
	• The nature and significance of the different forms of suffering in Buddhist teaching
	• Issues related to the First Noble Truth, including the interconnections between different forms of suffering
	• Common and divergent emphases placed on dukkha by different Buddhist groups, including whether all sentient beings can be liberated from suffering
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups
		• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion)

The Second Noble Truth	• The second Noble Truth about the cause of suffering (dukkha) and its forms • The nature of unsatisfactoriness (samudaya) and the way it creates dukkha • The nature of craving (tanha) and the way it creates dukkha • The form and significance in Buddhist teaching of the three poisons/fires (Lobha – attachment, Dosa – aversion/aggression, Moha – ignorance) • The relationship between the three poisons/ fires and suffering • Issues related to the Second Noble Truth, including the positive or opposite qualities to the three poisons/fires • Common and divergent emphases placed on the Second Noble Truth by different Buddhist groups, including different ways of understanding ignorance (as confusion or delusion), attachment (as desire, greed or passion) and aversion (as anger or hatred) • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion) • Dhammapada 334–336

The Third Noble Truth	• The Third Noble Truth about the end of suffering (dukkah) • The meaning of the term nibbana (to extinguish) • Common and divergent ways of understanding nibbana, including as extinguishing the three poisons/fires • The different meanings given to the term Enlightenment • Common and divergent ways of understanding the term Enlightenment • The cessation of craving/desire (tanha/ trsna) • Issues related to the Third Noble Truth, including different ways of understanding the relationship between nibbana and the cycle of rebirth • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion) • Dhammapada 1–2 and 336–337 • Udana 8–1 and 8–3
The Fourth Noble Truth	• The Fourth Noble Truth about the way to eliminate suffering (dukkah) • The elements of the Eightfold Path (magga) • The importance of the Eightfold Path for Buddhists • The grouping of the steps of the Eightfold Path for Buddhists • The elements of the Threefold Way for Buddhists, including ethics (sila), meditation (samadhi) and wisdom (panna) • The importance of the Threefold Way for Buddhists • Issues related to the Fourth Noble Truth, including the relationship between the different elements of the Eightfold Path and the Threefold Way • Common and divergent emphases placed on the ways to eliminate suffering by different Buddhist groups, including different ways of putting the Eightfold path into practice in everyday life • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion) • Magga-vibhanga Sutta (Samyutta Nikaya 45–8) • Dhamapada 111

The Human Personality	• The concept of the five aggregates (khandas) in Theravada Buddhism • The relationship between the khandas and the concepts of anicca, anatta and dependent origination • The Mahayana concept of sunyata (emptiness) • The Mahayana concept of tathagatagarbha (the potential to become a buddha) • The Mahayana concept of buddha-nature (the inherent buddhahood of all sentient beings) • The relationship between these concepts and the Four Noble Truths • The relationship between these concepts and Buddhist practices • Common and divergent emphases placed on human personality by different Buddhist groups • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• The Heart Sutta • The Diamond Sutta 3
Human destiny	• The meaning of the terms Arahant/Arhat, Boddhisattvas and Buddhas • The characteristics of Arhants/Arhats, Boddhisattvas and Buddhas • The paths, and the stages on the paths, by which these states are achieved • Buddhist attitudes towards human destiny, including: ◦ Bodhisattva ideals ◦ Buddhahood ◦ Pure Land • Issues related to the Human Destiny, including the distinction between an arhat and a buddha, and the role they play in relation to other sentient beings • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Santideva's Bodhicaryavatara 3:6–20 and 8:90–99 • The story of Amida Buddha
Ethical teachings	• The meanings of the following terms: ◦ Kamma/Karma and rebirth/rebecomming (punabbhava) ◦ Compassion (karuna) ◦ Loving kindness (metta/maitri) ◦ Five Precepts (pancha sila) ◦ Six perfections/virtues (paramitas) • The role and significance of ethical principles in Buddhism, including the Five Precepts and the Six Perfections	• Karaniya Metta Sutta (Sutta Nipatta 1:8) • Diamond Sutta 4 and 23

	• The relationship between kamma and the eightfold path, rebirth (samsara) and nibbana • The relationship between the eightfold path and ethical principles • Issues related to ethical teachings, including the importance of balancing compassion with wisdom • Common and divergent emphases placed on ethical teachings by different Buddhist groups, including views about the existence of other perfections/virtues • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	
The application of Buddhist principles in modern life	• The concept of internalisation of virtue • The concepts of skilful and unskilful action • The relationship between skilful and unskilful action, kamma and rebirth • The importance of the Middle Way for Buddhists' moral conduct and daily life • Abstaining from immoral conduct • Issues related to the application of ancient Buddhist principles and the Precepts in relation to modern philosophical and ethical issues • Common and divergent emphases placed on the application of Buddhist principles in modern life by different Buddhist groups • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion) • Dhammapada 183
Practices		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Worship	• The role and significance of different forms of worship including: ◦ Meditation ◦ Chanting ◦ Puja and devotional ritual ◦ Mantra ◦ Malas ◦ Offerings ◦ The significance of worship in the temple ◦ The significance of worship in the home • The purpose of devotional ritual	• Dhammapada 273–276

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	• The relationship between devotional woship and the aim of ending dukkha
	• Common and divergent emphases placed on worship by different Buddhist groups, including the importance and meaning of artefacts like malas
	• The form, focus and aim of the following types of meditation:
	  ◦ Samatha
	  ◦ Maitri or metta bhavana
	  ◦ Vipassana
	  ◦ Zazen
	  ◦ Mindfulness
	  ◦ Visualisation
	• The relationship between meditation and the eightfold path
	• Common and divergent emphases placed on different types of meditation by different Buddist groups
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	

Sacred and significant places and spaces for Buddhists	• The importance, features and functions of:
	  ◦ Temples
	  ◦ Gompas and viharas
	  ◦ Shrines
	  ◦ Sites of pilgrimage
	  ◦ Artefacts and offerings
	  ◦ Retreats
	• The events that take place in different significant places, including Bodh Gaya and the Deer Park at Sarnath
	• The meaning and significance of key artefacts and offerings made at different significant places, including the different images of the Buddha and his hand positions (mudras)
	• The purpose and form of retreats
	• The importance of undertaking pilgrimages
	• Common and divergent emphases placed on significant places and spaces by different Buddhist groups, including the role and importance of retreats
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups
		• Local Buddhist communities and centres

The Sangha	• The meaning of the term Sangha as one of the Three Jewels • The role and importance of: ◦ Monastic sangha ◦ Lay sangha • The Ten Precepts observed by monks and nuns • The ordination of women into the monastic sangha • The common and divergent emphases placed on the sangha by different Buddhist groups, including the rules observed within monasteries • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Dhammapada 360–369
Festivals	• The origins, associated stories and customs of the following festivals: ◦ Wesak or Hanamatsuri (Therevada/ Mahayana) ◦ Vassa/Rain Retreat (Therevada) ◦ Uposatha Days (Therevada) ◦ Parinirvana day (Mahayana) ◦ Lama Tsong Khapa Day (Tibetan) • The importance of marking different parts of the Buddha's life • The purpose of Vassa and its observance by lay Buddhists today • The purpose of Uposatha days • The purpose of festivals not connected to the Buddha directly, the popularity of these festivals and their place within Buddhism, including the Lama Tsong Khapa day • The influence of local culture on practices associated with Buddhist festivals • Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups	• Information about the origin and celebration of these events can be found in a wide variety of sources, including: ◦ http://www.thebuddhistsociety.org/ ◦ http://www.religionfacts.com/buddhism/holidays ◦ http://www.buddhanet.net/ ◦ http://www.bbc.co.uk/religion/religions/buddhism/

Attitudes to death and mourning	• Ceremonies and rituals associated with death and mourning:
	  ◦ In Theravada communities
	  ◦ In Tibet: Tibetan Book of the Dead
	  ◦ In Japan: Obon
	• The significance of death and death customs in Buddhism
	• Buddhist beliefs about death and rebirth
	• The influence of local culture on practices associated with Buddhist death and mourning rituals
	• The importance of death rituals for the person who has died and for their family
	• The meaning and significance of death rituals within the framework of Buddhist concepts including Kamma, rebirth and the six realms of existence
	• The significance of the Tibetan Book of the Dead, and the transition period between life and death (Bardo)
	• The events and significance of Obon
	• Death and the Buddha's teaching about impermanence
	• Different interpretations and emphases given to sources of wisdom and authority by different Buddhist groups
		• The Tibetan Book of the Dead
		• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion)
		• Dhammapada 37 and 170–171

Hinduism

Beliefs and teachings & Practices (J625/05)

Learners will need to be familiar with the expectations laid out on page 6 of the specification.

2

Beliefs and teachings		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Eternal self	• Atman as the eternal self, the part that is liberated from Samsara • Atman as identical with Brahman • Atman as distinct from Brahman • Common and divergent understandings of the atman and liberation (moksha) by different Hindu groups • Common and divergent understandings of the relationship/connection between atman and Brahman by different Hindu groups • Common and divergent understandings to the approaches of different yogas by different Hindu groups • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Bhagavad Gita II 22 • Brihadaranyaka Upanishad III, 7, 15–23 • Mahabharata XII 149 • Dialogue between Uddalaka and Svetaketu (Chandogya Upanishad)

The cycle of birth, life and death	• The meaning of the terms:
	  ○ Samsara
	  ○ Maya
	  ○ Detachment
	  ○ Moksha
	• The significance and interconnection of Samsara, Maya, Detachment and Moksha
	• The relationship between rebirth in samsara and karma
	• Common and divergent understanding and emphases given to these concepts by different Hindu groups, including the possibility of being jivan mukti (liberated while alive)
	• Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups
		• Bhagavad Gita II 11–13
		• Bhagavad Gita II 27
		• Mahabharata XII 240

Karma	• The meaning of the term karma and the role it plays in Hindu life and rebirth • Karma as causality and a form of cosmic justice • Karma as the connection between action and consequence • The state of jivan mukti and its relationship to karma • The relationship of karma with samsara • The effect of positive and negative karma within samsara (parabdha karma) • The creation of karma through choices and actions in the current lifetime (kriyamana karma) and its connection with moral/ethical thinking • Sakam karma (with results in mind) and nishkam karma (desireless/fruitless) and the way these relate to rebirth and liberation • Common and divergent emphases given to karma by different Hindu groups • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Bhagavad Gita III, 3–9 • Bhagavad Gita III, 29–30
The nature of reality	• The meanings of the terms: Maya, Loka, Devas and Asuras • The concept of Loka (world/realm/space) and the ways the Lokas are divided • The heavenly realms of the Tri-Murti: Brahma-Loka, Shiva-Loka and Vishnu-Loka/Vaikuntha • The inhabitants of the different realms, including the belief that people are born into different realms as a result of karma • The nature of the material world • The meaning of prakriti, purusha and the trigunas • The role and relationship of prakritim purusha and the trigunas in the creation and constitution of the material world • The cycle of creation and destruction as it applies to the universe, including the roles of the Trimurti and the Mahayuga • Common and divergent teachings and beliefs about worlds and their diverse inhabitants, including Maya, Loka, Devas and Asuras • The nature of reality, including the way gunas interact to determine the nature of things • Common and divergent understandings of cosmology and creation by different Hindu groups, including: ○ the cyclical universe, trimurti, aum and mahayuga	• The Nasadiya Sukta (Rig Veda) • Katha Upanishad III 10–11 • Chandogya Upanishad III 14 • Bhagavad Gita XIII 19–20

	○ the relationship between the material world and the concept of Maya • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	
Manifestations of the divine	• Different ways of understanding Brahman, with attributes (Saguna Brahman) and without attributes (Nirguna Brahman) • The connection between concepts of Brahman and Hindu practices, including Hindu deities as manifestations of Saguna Brahman • The role and importance of the Trimurti and the Tridevi, including the concept of Shakti and the relationship between male and female deities • The role and importance of Avatara as the incarnation or manifestation of deities in a particular physical form • The role and importance of Murti as the focus of worship and as an expression of an actual presence • The significance of Avatara in different Hindu traditions • Common and divergent emphases placed on manifestations of the divine by different Hindu groups • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Smriti and shruti scriptures • Stories of the gods acting within the world • The avatars of Vishnu • The Ramayana • The Bhagavad Gita • Jesus and the Buddha as avatars
Three features of the divine	• The concept of Brahman as the eternal, omnipresent and all-pervading divinity, unlimited, infinite and impersonal (nirguna) and as the personal deity manifested in forms (saguna) • The nature of Brahman as both all-pervading and within the heart of an individual (antaryami) • Brahman as the supreme person (Bhagvan, or Ishvara) living in a spiritual realm • The significance of different ways of understanding Brahman and how this relates to other concepts, including liberation (moksha) • Common and divergent emphases placed on features of the divine by different Hindu groups, including the importance of the relationship to a personal deity • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Chandogya Upanishad IV, x, 4–5 • Chandogya Upanishad V, x, 3 • Kena Upanishad I

The four aims of human life (Purusharthas)	• The meaning of the term Dharma, which is dependent on the context in which it is applied • The role and significance of dharma in Hindu life • The relationship between dharma and other concepts such as varna, ashrama, artha, karma and moksha • Sanatana dharma (the eternal dharma) as a name some Hindus give to their religion, including the idea of ancient and universal truths contained within the religion • The relationship between an individual's dharma and the concept of karma • Common and divergent emphases placed on the four aims of human life by different Hindu groups, including different ways of understanding varna and its function in society • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Katha Upanishad II 1–2 • Bhagavad Gita II 62–65
Human concerns	• Hindu understanding of the concepts of free will, suffering and virtue, including their relationship to karma and samsara • The meaning and importance of Hindu virtues/ moral duties (yamas), including harmlessness/ non-violence (Ahimsa), compassion (daya), self-control/restraint (dama) and giving (dana) • The relationship between virtues and particular elements of dharma • Common and divergent emphases placed on human concerns by different Hindu groups, including which virtues are identified as of core importance • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	• Mahabharata V 39 • Bhagavad Gita XVI, 1–3 • Bhagavad Gita VIII 8–12

Practices		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Ways of living	• The meaning of the four margas:
	  ○ Jnana yoga
	  ○ Bhakti yoga
	  ○ Karma yoga
	  ○ Astanga or raja yoga
	• Different Hindu understandings of living a good life and seeking liberation
	• The approach and practices associated with the different margas
	• The significance of Varnashra-madharma for individals and society
	• The relationship between these ways of living and the concepts of karma and moksha
	• The role and importance of Hindu approaches to social concerns:
	  ○ Svadharma (personal duty)
	  ○ Sewa (service)
	  ○ Dana (giving)
	• The common and divergent emphases put on these ways of living by different Hindu groups, including the possiblity of following more than one yoga
	• Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups
		• Bhagavad Gita II 31
		• Bhagavad Gita V 16
		• Bhagavad Gita II 47 (karma yoga), IX 26–28 (bhakti yoga), III 29, 38–41 (jnana yoga), VI 5–7 (raja yoga)
		• The Purusha Sukta (Rig Veda)

Approaching deity	• Different Hindu understandings of the role, forms and importance of the following types of worship:
	  ○ Havan or homa
	  ○ Puja
	  ○ Meditation
	  ○ Japa
	  ○ Bhajan or kirtan
	  ○ Darshan
	• The nature and importance of sacred places and spaces for Hindu worship:
	  ○ Temples
	  ○ Shrines
	  ○ Sites of pilgrimage
	  ○ Outdoors
	  ○ Hills and rivers
		• Bhagavad Gita XII 5
		• The Bhagavad Gita iX 13–14
		• Gayatri Mantra

	• The role and importance of holy people, including gurus and sadhus/sadhvis • The role and importance of sacred plants and animals • The purpose and practice of pilgrimage • Sites of pilgrimage, including varansi and the river Ganges, and the purpose of pilgrimage to different sites • The significance of pilgrimage and practices for Hindus, and their relationship to the different yogas • The importance of darshan and the different forms it can take in relation to murti, holy people and sites of holy places • Common and divergent emphases given to the sources of wisdom and authority by different Hindi groups • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	
Special occasions	• Hindu festivals, their origins, associated deities, stories and customs: ◦ Holi ◦ Navaratri ◦ Diwali ◦ Maha Shivatrari ◦ Ganesh Chaturthi ◦ Raksha Bandhan • Different Hindu attitudes to these festivals, their meaning and importance. • Why Ganesh Chaturthi is so widely celebrated • Common and divergent emphases placed on festivals by different Hindu groups, including their popularity and importance across different branches of Hinduism • Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups	Information about the origin and celebration of these events can be found in a wide variety of sources, including: • http://hinduonline.co/hinduCulture.html • http://www.bbc.co.uk/schools/religion/hinduism/index.shtml • http://hinduism.about.com

Ethical Concerns	• Hindu attitudes to, and beliefs and teachings about, the environment and the natural world, including:
	  ○ The treatment of animals
	  ○ The treatment of the environment
	• Hinduism and social issues:
	  ○ Social responsibility
	  ○ Social inclusion
	  ○ Womens rights
	• The ways Hindu attitudes, beliefs and teachings are put into practice through charitable projects, including:
	  ○ Hinduism and the Assissi Declarations on nature (1986)
	  ○ The protection of sacred cows through goshallas, the Ahimsa Foundation for Cattle Protection
	  ○ Sewa International (Sewa UK)
	• Different interpretations and emphases given to sources of wisdom and authority by different Hindu groups
		• The Purusha Sukta (Rig Veda)
		• The Bhagavad Gita
		• The work and example of Gandhi
		• Karma and the cycle of samsara
		• Yamas (virtues) especially daya (compassion), dama (restraint) and kshama (patience/tolerance)
		• Mahabharata XVIII 113 8
		• Mahabharata III 29
		• Myths and stories about the deities associated with ethical concerns

2c. Content of Religion, philosophy and ethics in the modern world from a religious perspective (J625/06–10)

Introduction to Component Group 2

In these components learners will approach the study of religion, philosophy and ethics in the modern world through a study of **four** key themes.

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

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

Learners are required to follow this thematic approach through **one** of the religions they have chosen to study from Component Group 1.

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

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

For Buddhism and Hinduism, learners should be aware that suggested sources of wisdom and authority are examples of references to core Buddhist/Hindu concepts made within Buddhist/Hindu writings. Modern understandings of these concepts are constructed from multiple sources and tradition, rather than being based on a single text.

Learners should be able to:

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

Religion, philosophy and ethics in the modern world from a Christian perspective (J625/06)

Learners will need to be familiar with the expectations laid out on page 45 of the specification.

Relationships and families		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to any **appropriate** sources of wisdom and authority)

Relationships and Families
Key philosophical and ethical concepts:
• Fidelity
• Understandings of sexuality
• Ethical modes of relationship
	• Christian attitudes towards the role and purpose of the Christian family
	• Christian attitudes towards the importance and purposes of marriage
	• Significance of beliefs and teachings reflected in a Christian marriage ceremony
	• Reasons for differences in practice
	• Same-sex marriage
	• Consideration of beliefs, teachings and attitudes relating to:
	  ○ Civil partnership
	  ○ Pre-marital sex
	  ○ Cohabitation
	  ○ Celibacy
	  ○ Contraception
	  ○ The ethics of divorce, annulment and remarriage
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Genesis 2:22–25
		• Matthew 19:4–6
		• Matthew 5:31–32
		• Mark 10:11–12
		• Exodus 20:14
		• 1 Corinthians 7:10–11

Men and women
Key philosophical and ethical concepts:
• Equality of men and women
• Freedom of choice and restrictions on it
• Duty to family and community
	• Consideration of beliefs, teachings and attitudes relating to the roles of men and women in:
	  ○ Christian family relationships
	  ○ Christian communities
	  ○ Religious upbringing of children
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Colossians 3:18–19
		• Ephesians 5:25 & 28
		• 1 Timothy 2:11–14
		• Genesis 2
		• 1 Peter 2:1–7
		• 1 Corinthians 14:34–35

Christian understandings of equality Key philosophical and ethical concepts: • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities	• Christian teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Christian views and attitudes on the importance of equality for individuals, communities and society • Christian attitudes and beliefs about prejudice and discrimination on the basis of gender • Christian teachings about equality and discrimination in relation to gender Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.	• Genesis 1:27 • Acts 10:34–35, 17:26 • John 13:34 • Matthew 7:12 • Galatians 3:28 • Luke 10:30–37 • James 2:8–9 • Archbishop Tutu's Truth and reconciliation Commission in South Africa
The existence of God		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The Question of God
 	
Key philosophical concepts:
• The nature of the Christian God
• The problem of the existence of evil and a world designed by a God who is good
	• Christian understandings of the concept of God, including:
	  ○ Different Christian teachings and beliefs about what God is like
	  ○ Different Christian teachings and beliefs about God's relationship with the world
	  ○ Different Christian teachings and beliefs about God's relationship with humanity
	  ○ Reasons for different views
	• Christian beliefs and views on God as good
	• Christian understandings of the meaning of goodness in the context of God's actions
	• Christian beliefs, teachings and views on the relationship between God and human suffering
	
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Gen 1:31
		• Psalm 22:1
		• Jeremiah 5:19
		• Exodus 34:14
		• Luke 15:11–32
		• 1 John 4:8

The nature of reality
 	
Key philosophical concepts:
• Arguments about the existence of God
• Ideas about the purpose of the world
• Ethical living
	• Christian philosophical views on the nature of reality and the reasons for belief in God, including:
	  ○ The world as designed and the argument from the evidence of design and purpose
	  ○ The world as requiring a cause and the argument from the concept of first cause
	  ○ The world as formed for humanity, as expressed in Genesis by the Anthropic principle
	  ○ The world and moral consequence, soul-making and judgement
	• The value and importance of arguments for the existence of God
	
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Psalm 14:1
		• Genesis 1:1:
		  ○ The Cosmological argument
		  ○ The First Cause argument
		  ○ The teleological argument
		  ○ The moral argument
		• Evidence from experiences of awe and wonder

Experiencing God
 	
Key philosophical concepts:
• Revelation by the divine
• Miracles
• Perception of the divine
	• Different ways in which Christians believe God might be revealed, including:
	  ○ Meeting inspirational people
	  ○ Through scripture/the Word of God
	  ○ Jesus Christ
	  ○ Figures from Christian history
	  ○ God acting in the world
	  ○ Conscience
	  ○ Miracles
	• Different forms of religious experience, including:
	  ○ Conversion
	  ○ Mystical
	  ○ Charismatic and ecstatic
	  ○ Visions
	  ○ Worship and the sacraments
	
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Saul's Conversion Acts 9:1–6
		• Jesus' teachings and actions
		• The Bible as the word of God
		• Pentecostalists and glossolalia
		• Sacramental services such as Mass or Holy Communion
		• John 1:14
		• Biblical miracles and modern day miracles

Religion, peace and conflict		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Violence and conflict Key philosophical and ethical concepts: • Forms of violence • War • Justification of violence • Just War theory	• The way religious teachings about violence are applied and understood by individuals and Christian communities • The role and understanding of religious teachings about violence in society • The role of Christian individuals, communities and society in violent conflicts • Causes of terrorism • The relationship between religion, politics and terrorism in the 21st century • Different Christian attitudes towards terrorism and the causes of terrorism • Justifications for waging war – Just War Theory • The concept of Holy War • Religious attitudes to behaviours during war • Different Christian attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear) Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.	• Joel 3:9–11 • Joshua 8:1 • Matthew 5:43–44 • Psalm 18:37–39 • Micah 4:3 • Matthew 5:9 • Role model of Jesus Christ • Thomas Aquinas and the conditions for war to be just

Peace and peace making
Key philosophical and ethical concepts:
• Pacifism
• Non-violence as force
• Value of peace
	• The concept of pacifism, including:
	  ○ Absolute pacifism
	  ○ Conditional pacifism
	• Different Christian teachings, beliefs and attitudes in relation to pacifism
	• Different ways individuals, communities and society work for peace, including:
	  ○ The way religious teachings about peace are applied and understood by individuals and Christian communities
		• Quaker declaration 1660
		• The Sermon on the Mount Matthew 5:38–42
		• The Sermon on the Mount Matthew 5:43–44
		• Gandhi

	◦ Different Christian attitudes to the use of violence to achieve peace ◦ Working for peace and justice in situations, communities and society ◦ Whether working for peace should be the most important activity for Christians ◦ Non-violent action Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.	• Martin Luther King • Desmond Tutu • CCND
Forgiveness and reconciliation Key philosophical and ethical concepts: • Forgiveness • Justice, fairness and injustice • Reconciliation	• The concepts of forgiveness and reconciliation • Different Christian teachings and beliefs about justice, forgiveness and reconciliation • The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society • Whether forgiveness is either possible or desirable • Different Christian attitudes towards justice, forgiveness and reconciliation • The concepts of justice and injustice, including: ◦ The relationship between peace and a just society ◦ Social justice and injustice ◦ Ways in which Christians work for social justice ◦ Ways in which Christians view social injustice Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.	• Matthew 9:9 • Matthew 6:12 • Matthew 6:14 • Matthew 18:35 • Psalm 11:7 • Amos 5:21 • The example of the Truth and Reconciliation Commission of South Africa

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Dialogue between religious and non-religious beliefs and attitudes		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Challenges for religion
Key philosophical and ethical concepts:
• Secularism as a mode of thought and being
• Tolerance
• Freedom of belief
• Freedom of expression
• Freedom of practice
• Equality in society
• The value of human life
• Self-determination
	• The importance of the Christian religious traditions in British society
	• Christianity as the established religion in a country of diverse religious traditions
	• The Monarch as Supreme Governor of the Church of England
	• The role of religion in public life, including:
	  ○ Bishops in the House of Lords
	  ○ Christian services to mark key events
	  ○ Public holidays based on Christian celebrations
	  ○ Church schools
	• The concept of secularisation, including:
	  ○ The place of religion in a secular society
	  ○ The effects of secularisation on religion
	  ○ The rise of humanism
	• Potential clashes between religious and secular values in education, including:
	  ○ Secular ethics and values in school
	  ○ Faith schools
	• Potential clashes between religion, tradition and secular law, including:
	  ○ Religious teachings and attitudes about marriage
	  ○ Responses to forced, arranged and child marriages
	  ○ Religious attitudes to equality
	  ○ Potential clashes with equality laws
	• Potential clashes between religious teachings and scientific development in medical ethics, including:
	  ○ Euthanasia and the right to die
	  ○ Abortion
	  ○ Issues of genetic manipulation
	  ○ The creation of life
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• The Church of England 'Facts and Stats'
		• The British Humanist Association
		• The National Secular Society
		• The Sunday Assembly
		• Education Act of 1988: RE and Assemblies
		• Statements from the Roman Catholic and Anglican churches on potential clashes between religious teachings and scientific development in medical ethics
		• Abortion Education
		• SPUC
		• Exodus 20:13
		• Psalm 139:13

Dialogue within and between religious groups
 	
Key philosophical and ethical concepts:
• Consensus
• Diversity
• Uniformity
• Freedom of choice
• Freedom of expression
	• Different teachings, beliefs and attitudes of Christians towards each other and towards other religious groups, including:
	  ○ Exclusivism
	  ○ Inclusivism
	  ○ Pluralism
	  ○ Ecumenism
	  ○ Intra-faith communication
	  ○ Inter-faith dialogue
	• The importance of inter-faith dialogue in 21st century Britain
	• The relationship between religion and wider society, including:
	  ○ Religion and national identity
	  ○ Proselytisation
	
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Matthew 22:37–40
		• Matthew 28:18–20
		• John 3:16
		• John 14:6
		• John 14:2

Dialogue between religious and non-religious groups
 	
Key philosophical and ethical concepts:
• Beliefs
• Religious values
• Secular values
	• Different Christian views and attitudes towards non-religious worldviews
	• Christian values and ideals shared with:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society
	• Whether secular values should take precedence over Christian religious values
	• Potential areas of disagreement and difference between Christianity and the following:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of these potential areas of disagreement and difference for individuals, communities and society.
	
	Learners should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations.
		• Matthew 22:37–40
		• John 14:2
		• The British Humanist Association
		• The National Secular Society
		• The Tony Blair Foundation

Religion, philosophy and ethics in the modern world from a Muslim perspective (J625/07)

Learners will need to be familiar with the expectations laid out on page 45 of the specification.

Relationships and families		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Relationships and families Key philosophical and ethical concepts: • Fidelity • Understandings of sexuality • Ethical modes of relationship	• Muslim attitudes towards the role and purpose of the Muslim family • Muslim attitudes towards the importance and purposes of marriage • Significance of beliefs and teachings and attitudes reflected in a Muslim marriage • Reasons for differences in practice • Same-sex marriage • Consideration of beliefs, teachings and attitudes relating to: ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• The Prophet Muhammad had several wives and children. This emphasises the importance of family and marriage for Muslims. • Surah 17:23–24 • Surah Ar-Rum 30:21 • Surah Al-A'raf 7:189 • Surah An-Nisa 4:3 • Surah Al-An'am 6:151 • Surah Al-Baqarah 2:228–232
Men and women Key philosophical and ethical concepts: • Equality of men and women • Freedom of choice and restrictions on it • Duty to family and community	• Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: ◦ Muslim family relationships ◦ Muslim communities ◦ Religious upbringing of children Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• Teaching of the Prophet Muhammad in the Surah An-Nahl 16:97

Muslim understandings of equality Key philosophical and ethical concepts: • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities	• Muslim teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Muslim views and attitudes on the importance of equality for individuals, communities and society • Muslim attitudes and beliefs about prejudice and discrimination on the basis of gender • Muslim teachings about equality and discrimination in relation to gender Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• Surah Al-Mumtahanah 60:8 • The hajj and the concept of ihram • Surah Al-Hujurat 49:13 • Surah Ghafir 40:40 • Surah Al-'Ahzab 33:35 • Surah 30:22 • Surah 49:14
The existence of Allah		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The Question of Allah
 	
Key philosophical and ethical concepts:
• The nature of Allah
• The problem of the existence of evil and a world designed by Allah who is good
	• Muslim understandings of the concept of Allah, including:
	  ○ Different Muslim teachings and beliefs about what Allah is like
	  ○ Different Muslim teachings and beliefs about Allah's relationship with the world
	  ○ Different Muslim teachings and beliefs about Allah's relationship with humanity
	  ○ Reasons for different views
	• Muslim beliefs and views on Allah as good
	• Muslim understandings of the meaning of goodness in the context of Allah's actions
	• Muslim beliefs, teachings and views on the relationship between Allah and human suffering
	
	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.
		• The nature of Allah – the 99 names
		• Surah Al-A'raf 7:180
		• Surah Al-Baqarah 2:29 and 117
		• Surah Al-Hashr 59:24

The nature of reality
 	
Key philosophical and ethical concepts:
• Arguments about the existence of Allah
• Ideas about the purpose of the world
• Ethical living
	• Muslim philosophical views on the nature of reality and the reasons for belief in Allah, including:
	  ◦ The world as designed and the argument from the evidence of design and purpose
	  ◦ The world as requiring a cause and the argument from the concept of first cause
	  ◦ The world as formed for humanity
	  ◦ Khalifa (custodian/steward)
	  ◦ The world and moral consequence, testing and judgement
	• The value and importance of arguments for the existence of Allah
	
	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.
		• The Cosmological argument
		• The First Cause argument
		• The teleological argument
		• The moral argument
		• Evidence from experiences of awe and wonder

Experiencing Allah
 	
Key philosophical and ethical concepts:
• Revelation by the divine
• Miracles
• Perception of the divine
	• Different ways in which Muslims believe Allah might be revealed, including:
	  ◦ Meeting inspirational people
	  ◦ Through scripture
	  ◦ Figures from Muslim history
	  ◦ Allah acting in the world
	  ◦ Conscience
	  ◦ Miracles
	• Different forms of religious experience, including:
	  ◦ Fitrah and reversion
	  ◦ Mystical
	  ◦ Charismatic and ecstatic
	  ◦ Visions
	  ◦ Worship
	
	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.
		• Surah Al-'Alaq
		• Surah An-Nisa 4:163
		• Surah Ar-Rum 30:8
		• Surah Al-Isra 17:88
		• Surah Ar-Ra'd 13:28
		• The teaching of the Prophet Muhammad about the importance of prayer as one of the pillars of Islam

Religion, peace and conflict		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Violence and conflict Key philosophical and ethical concepts: • Forms of violence • War • Justification of violence • Just War theory	• The way religious teachings about violence are applied and understood by individuals and Muslim communities • The role and understanding of religious teachings about violence in society • The role of Muslim individuals, communities and society in violent conflicts • Causes of terrorism • The relationship between religion, politics and terrorism in the 21st century • Different Muslim attitudes towards terrorism and the causes of terrorism • Justifications for waging war – lesser Jihad • The concept of Holy War • Religious attitudes to behaviours during war • Different Muslim attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear) Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• Surah Al-Baqarah 2:244 • Surah Al-Baqarah 2:256 • Surah Al-'An'an 6:151 • Surah Al-'Anfal 8:17–18 • Surah Ali Imran 3:166

Peace and peace making
Key philosophical and ethical concepts:
• Pacifism
• Non-violence as force
• Value of peace
	• The concept of pacifism, including:
	  ◦ Absolute pacifism
	  ◦ Conditional pacifism
	• Different Muslim teachings, beliefs and attitudes in relation to pacifism
	• Different ways individuals, communities and society work for peace, including:
	  ◦ The way religious teachings about peace are applied and understood by individuals and Muslim communities
	  ◦ Different Muslim attitudes to the use of violence to achieve peace
	  ◦ Working for peace and justice in situations, communities and society
	  ◦ Whether working for peace should be the most important activity for Muslims
	  ◦ Non-violent action
		• Surah Al-An'am 6:151
		• Surah 8:61
		• Surah Al-Isra 17:33

	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	

Forgiveness and reconciliation
 	
Key philosophical and ethical concepts:
• Forgiveness
• Justice, fairness and injustice
• Reconciliation
	• The concepts of forgiveness and reconciliation
	• Different Muslim teachings and beliefs about justice, forgiveness and reconciliation
	• The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society
	• Whether forgiveness is either possible or desirable
	• Different Muslim attitudes towards justice, forgiveness and reconciliation
	• The concepts of justice and injustice, including:
	  ○ The relationship between peace and a just society
	  ○ Social justice and injustice
	  ○ Ways in which Muslims work for social justice
	  ○ Ways in which Muslims view social injustice
	
	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.
		• According to the hadith, Muhammad said that he forgave people who wronged him
		• Surah Al-Bagarah 2:109
		• Surah Ash-Shuraa 42:40

Dialogue between religious and non-religious beliefs and attitudes		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Challenges for religion
 	
Key philosophical and ethical concepts:
• Secularism as a mode of thought and being
• Tolerance
• Freedom of belief
	• The importance of the Christian religious traditions in British society
	• Christianity as the established religion in a country of diverse religious traditions
	• The Monarch as Supreme Governor of the Church of England
	• The role of religion in public life, including:
	  ○ Bishops in the House of Lords
	  ○ Christian services to mark key events
		• The Church of England 'Facts and Stats'
		• The British Humanist Association
		• The National Secular Society
		• The Sunday Assembly

• Freedom of expression • Freedom of practice • Equality in society • The value of human life • Self-determination	◦ Public holidays based on Christian celebrations ◦ Church schools • The concept of secularisation, including: ◦ The place of religion in a secular society ◦ The effects of secularisation on religion ◦ The rise of humanism • Potential clashes between religious and secular values in education, including: ◦ Secular ethics and values in school ◦ Faith schools • Potential clashes between religion, tradition and secular law, including: ◦ Religious teachings and attitudes about marriage ◦ Responses to forced, arranged and child marriage ◦ Religious attitudes to equality ◦ Potential clashes with equality laws • Potential clashes between religious teachings and scientific development in medical ethics, including: ◦ Euthanasia and the right to die ◦ Abortion ◦ Issues of genetic manipulation ◦ The creation of life Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• Education Act of 1988: RE and Assemblies • Surah 3:145 • Surah 5:32 • Surah 16:61 • Surah 17:32 • Surah 17:33 • Surah 4:29 • Abortion Education • SPUC
Dialogue within and between religious groups Key philosophical and ethical concepts: • Consensus • Diversity • Uniformity • Freedom of choice • Freedom of expression	• Different teachings, beliefs and attitudes of Muslims towards each other and towards other religious groups, including: ◦ Exclusivism ◦ Inclusivism ◦ Pluralism ◦ Intra-faith communication ◦ Inter-faith dialogue • The importance of inter-faith dialogue in 21st century Britain • The relationship between religion and wider society, including: ◦ Religion and national identity ◦ Proselytisation	• The Five Pillars highlight the concept of brotherhood within the ummah - Ihram as an aspect of hajj and the unifying aspects of zakat and sawm • The Constitution of Madinah contains guidelines on the treatment of other religions. The first article states that Jews, Christians and pagans are all one nation

	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.	• Surah Al-Ma'idah 5:69 • Surah Al-Baqarah 2:221 • Surah 30:22 • Surah 49:14

Dialogue between religious and non-religious groups
 	
Key philosophical and ethical concepts:
• Beliefs
• Religious values
• Secular values
	• Different Muslim views and attitudes towards non-religious worldviews
	• Muslim values and ideals shared with:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society
	• Whether secular values should take precedence over Muslim religious values
	• Potential areas of disagreement and difference between Islam and the following:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of these potential areas of disagreement and difference for individuals, communities and society.
	
	Learners should be aware of the justifications Muslims give for different views, attitudes and understandings, from the perspectives of different Muslim groups.
		• Surah Al-Baqarah 2:256 states that religion should not be forced on people
		• The British Humanist Association
		• The National Secular Society

Religion, philosophy and ethics in the modern world from a Jewish perspective (J625/08)

Learners will need to be familiar with the expectations laid out on page 45 of the specification.

Relationships and families		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Relationships and families
Key philosophical and ethical concepts:
• Fidelity
• Understandings of sexuality
• Ethical modes of relationship
	• Jewish attitudes towards the role and purpose of the Jewish family
	• Jewish attitudes towards the importance and purposes of marriage
	• Significance of beliefs and teachings reflected in a Jewish marriage ceremony
	• Reasons for differences in practice
	• Same-sex marriage
	• Consideration of beliefs, teachings and attitudes relating to:
	  ◦ Civil partnership
	  ◦ Pre-marital sex
	  ◦ Cohabitation
	  ◦ Celibacy
	  ◦ Contraception
	  ◦ The ethics of divorce, annulment and remarriage
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• Genesis 2:24
		• Exodus 20:14
		• Deuteronomy 24:1
		• Proverbs 6:20

Men and women
Key philosophical and ethical concepts:
• Equality
• Freedom of choice and restrictions on it
• Duty to family and community
	• Consideration of beliefs, teachings and attitudes relating to the roles of men and women in:
	  ◦ Jewish family relationships
	  ◦ Jewish communities
	  ◦ Religious upbringing of children
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• Genesis 15:5
		• Genesis 2:18
		• Genesis 2:24
		• Leviticus 15:19
		• Leviticus 18:19
		• Proverbs 31:10–31

Jewish understandings of equality Key philosophical and ethical concepts: • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities	• Jewish teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Jewish views and attitudes on the importance of equality for individuals, communities and society • Jewish attitudes and beliefs about prejudice and discrimination on the basis of gender • Jewish teachings about equality and discrimination in relation to gender Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Genesis 1:27 • Genesis 3:16 • Genesis 3:20 • Leviticus 19:33–34 • Micah 6:8

The existence of G-d		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The Question of G-d
 	
Key philosophical and ethical concepts:
• The nature of G-d in Judaism
• The problem of the existence of evil
• Human suffering
	• Jewish understandings of the concept of G-d, including:
	  ○ Different Jewish teachings and beliefs about what G-d is like
	  ○ Different Jewish teachings and beliefs about G-d's relationship with the world
	  ○ Different Jewish teachings and beliefs about G-d's relationship with humanity
	  ○ Reasons for different views
	• Jewish beliefs and views on G-d as good
	• Jewish understandings of the meaning of goodness in the context of G-d's actions
	• Jewish beliefs, teachings and views on the relationship between G-d and human suffering
	
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• Genesis 1:1
		• Exodus 20:1–4
		• Deuteronomy 5:6–7
		• Deuteronomy 6:4–9
		• Deuteronomy 11:13–21
		• Deuteronomy 20:19
		• Numbers 15:37–41
		• Numbers 35:2
		• Psalm 24:1
		• Psalm 28:7
		• Psalm 112:7

The nature of reality Key philosophical and ethical concepts: • Arguments about the existence of G-d • Ideas about the purpose of the world • Ethical living	• Jewish philosophical views on the nature of reality and the reasons for belief in G-d, including: ◦ The world as designed and the argument from the evidence of design and purpose ◦ The world as requiring a cause and the argument from the concept of first cause ◦ The world as formed for humanity, as expressed in Genesis and by the Anthropic principle ◦ The world and moral consequence, covenant relationship and judgement • The value and importance of arguments for the existence of G-d Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Psalm 14:1 • Genesis 1:1 • The Cosmological argument • The First Cause argument • The teleological argument • The moral argument • Evidence from experiences of awe and wonder
Experiencing G-d Key philosophical and ethical concepts: • Revelation by the divine • Miracles • Perception of the divine	• Different ways in which Jews believe G-d might be revealed, including: ◦ Meeting inspirational people ◦ Through scripture ◦ Figures from Jewish history ◦ G-d acting in the world ◦ Conscience ◦ Miracles • Different forms of religious experience, including: ◦ Mystical ◦ Charismatic and ecstatic ◦ Visions ◦ Worship ◦ Jewish community Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Exodus 25:31–40 • Exodus 27:21 • Leviticus 19:27 • Numbers 15:38 • Deuteronomy 6:4–9 • Deuteronomy 11:18 • Deuteronomy 22:12 • Biblical miracles and modern day miracles

Religion, peace and conflict		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Violence and conflict Key philosophical and ethical concepts: • Forms of violence • War • Justification of violence • Justified warfare	• The way religious teachings about violence are applied and understood by individuals and Jewish communities • The role and understanding of religious teachings about violence in society • The role of Jewish individuals, communities and society in violent conflicts • Causes of terrorism • The relationship between religion, politics and terrorism in the 21st century • Different Jewish attitudes towards terrorism and the causes of terrorism • Justifications for waging war - Reshut • The concept of Holy War – Melchemet Mitzvah • Religious attitudes to behaviours during war • Different Jewish attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear) Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Exodus 15:3 • Exodus 17:16 • Deuteronomy 20:10–13 • Deuteronomy 20:19–20 • Joshua 1:2–3 • Proverbs 25:21
Peace and peace making Key philosophical and ethical concepts: • Pacifism • Non-violence as force • Value of peace	• The concept of pacifism, including: ◦ Absolute pacifism ◦ Conditional pacifism • Different Jewish teachings, beliefs and attitudes in relation to pacifism • Different ways individuals, communities and society work for peace, including: ◦ The way religious teachings about peace are applied and understood by individuals and Jewish communities ◦ Different Jewish attitudes to the use of violence to achieve peace ◦ Working for peace and justice in situations, communities and society ◦ Whether working for peace should be the most important activity for Jews ◦ Non-violent action Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Exodus 20:13 • 2 Kings 6:21–23 • Psalm 34:15 • Isaiah 2:4 • Isaiah 9:5–6 • Micah 4:1–3 • Joel 3:9

Forgiveness and reconciliation Key philosophical and ethical concepts: • Forgiveness • Justice, fairness and injustice • Reconciliation	• The concepts of forgiveness and reconciliation • Different Jewish teachings and beliefs about justice, forgiveness and reconciliation • The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society • Whether forgiveness is either possible or desirable • Different Jewish attitudes towards justice, forgiveness and reconciliation • The concepts of justice and injustice, including: ◦ The relationship between peace and a just society ◦ Social justice and injustice ◦ Ways in which Jews work for social justice ◦ Ways in which Jews view social injustice Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.	• Genesis 9:6 • Exodus 21:23–24 • Numbers 14:19–21 • Isaiah 1:18
Dialogue between religious and non-religious beliefs and attitudes		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Challenges for religion Key philosophical and ethical concepts: • Secularism as a mode of thought and being • Tolerance • Freedom of expression • Freedom of practice • Equality	• The importance of the Christian religious traditions in British society • Christianity as the established religion in a country of diverse religious traditions • The Monarch as Supreme Governor of the Church of England • The role of religion in public life, including: ◦ Bishops in the House of Lords ◦ Christian services to mark key events ◦ Public holidays based on Christian celebrations ◦ Church schools	• The Church of England 'Facts and Stats' • The British Humanist Association • The National Secular Society • The Sunday Assembly

• The value of human life
• Self-determination
	• The concept of secularisation, including:
	  ◦ The place of religion in a secular society
	  ◦ The effects of secularisation on religion
	  ◦ The rise of humanism
	• Potential clashes between religious and secular values in education, including:
	  ◦ Secular ethics and values in school
	  ◦ Faith schools
	• Potential clashes between religion, tradition and secular law, including:
	  ◦ Religious teachings and attitudes about marriage
	  ◦ Responses to forced, arranged and child marriage
	  ◦ Religious attitudes to equality
	  ◦ Potential clashes with equality laws
	• Potential clashes between religious teachings and scientific development in medical ethics, including:
	  ◦ Euthanasia and the right to die
	  ◦ Abortion
	  ◦ Issues of genetic manipulation
	  ◦ The creation of life
	
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• Education Act of 1988: RE and Assemblies
		• Reconstructionist Judaism
		• Torah im Derech Eretz
		• Board of Deputies of British Jews
		• Genesis 1:26–28
		• Exodus 21:22–25
		• Exodus 20:13
		• Psalm 139:13
		• Abortion Education
		• SPUC

Dialogue within and between religious groups
 	
Key philosophical and ethical concepts:
• Consensus
• Diversity
• Uniformity
• Freedom of choice
• Freedom of expression
	• Different teachings, beliefs and attitudes of Jews towards each other and towards other religious groups, including:
	  ◦ Exclusivism
	  ◦ Inclusivism
	  ◦ Pluralism
	  ◦ Intra-faith communication
	  ◦ Inter-faith dialogue
	• The importance of inter-faith dialogue in 21st century Britain
	• The relationship between religion and wider society, including:
	  ◦ Religion and national identity
	  ◦ Proselytisation
	
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• The Noachide Laws
		• Chabad Lubavitch
		• Council of Christians and Jews
		• Children of Abraham
		• Three Faiths Forum

Dialogue between religious and non-religious groups
 	
Key philosophical and ethical concepts:
• Beliefs
• Religious values
• Secular values
	• Different Jewish views and attitudes towards non-religious worldviews
	• Jewish values and ideals shared with:
	  ◦ Atheism
	  ◦ Agnosticism
	  ◦ Humanism
	  ◦ Secularism
	• The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society
	• Whether secular values should take precedence over Jewish religious values
	• Potential areas of disagreement and difference between Judaism and the following:
	  ◦ Atheism
	  ◦ Agnosticism
	  ◦ Humanism
	  ◦ Secularism
	• The significance of these potential areas of disagreement and difference for individuals, communities and society.
	
	Learners should be aware of the justifications Jews give for different views, attitudes and understandings, from the perspectives of different Jewish groups.
		• The British Humanist Association
		• The National Secular Society
		• Torah im Derech Eretz
		• Board of Deputies of British Jews
		• The Tony Blair Foundation

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Religion, philosophy and ethics in the modern world from a Buddhist perspective (J625/09)

Learners will need to be familiar with the expectations laid out on page 45 of the specification.

Relationships and families		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Relationships and families Key philosophical and ethical concepts: • Fidelity • Understandings of sexuality • Ethical modes of relationship	• Buddhist attitudes towards the role and purpose of the Buddhist family • Buddhist attitudes towards the importance and purposes of marriage • The influence of culture on Buddhist marriage practices • Reasons for differences in practice • Same-sex marriage • The concept of sexual misconduct (Third Precept) and the ways it is related to questions of marriage and sexuality • Consideration of beliefs, teachings and attitudes relating to: ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• the Sigalova sutta • Composite stories taken from the Pali Canon about Queen Malika • Samyutta Nikaya 3.16 • Mahayana views of developing the six paramitas through family relationships
Men and women Key philosophical and ethical concepts: • Equality • Freedom of choice and restrictions on it • Duty to family and community	• Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: ◦ Buddhist family relationships ◦ Buddhist communities, including the existence of different rules for monks and nuns living in religious communities ◦ Religious upbringing of children Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• Sigalova sutta - Digha Nikaya 31 (The Householders Vinaya) • Dhammapada 360–369

Buddhist understandings of equality Key philosophical and ethical concepts: • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities	• Buddhist teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Buddhist views and attitudes on the importance of equality for individuals, communities and society • Buddhist attitudes and beliefs about prejudice and discrimination on the basis of gender • Buddhist teachings about equality and discrimination in relation to gender Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• The Buddha spoke out against in equality in the caste system: "Not by birth is one a Bramana, nor is one by birth no Bramana; by work (kammana) one is a Bramana, by work one is no Brâmana." (Sutta Nipata Book 3 Chapter 9:7) • Mahayana views of karuna in the six paramitas • The stories about Queen Mallika show the Buddha as opposed to gender discrimination • Samyutta Nikaya 5.2 (Soma Sutta 129)
The existence of Ultimate Reality		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The Question of Ultimate Reality (dhamma)
 	
Key philosophical and ethical concepts:
• The nature of Ultimate Reality in Buddhism
• The existence of evil in the world
• Human suffering
	• Buddhist understandings of the concept of Ultimate Reality, including:
	  ○ Different Buddhist teachings and beliefs about the nature of Ultimate Reality
	  ○ Different Buddhist teachings and beliefs about the nature of the world and humanity
	  ○ The relationship between humanity, the world and Ultimate Reality
	  ○ Reasons for different views
	• Buddhist beliefs and views on the role of skilful action in relation to questions of goodness
	• Buddhist beliefs and views on the relationship of nibbana and goodness
		• Dhammapada v188 the Buddha states that people created God because they live in a world of fear and danger
		• The six realms of existence – the higher realms contain gods
		• Mahayana cosmology:
		  ○ The different Buddha worlds, such as Amida Buddha's Pure Land and the eternal Nature of Amida Buddha

	• Buddhist understandings of the meaning of goodness in the context of the actions of the buddhas, bodhisattvas and arhats • Buddhist beliefs, teachings and views on the relationship between Ultimate Reality and human suffering • Whether the experience of suffering is related to the existence of evil Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• The story of Amida Buddha is in the Sukhvata sutras

The nature of reality
 	
Key philosophical and ethical concepts:
• Arguments about cause
• Ideas about the purpose of the world
• Ethical living
	• Buddhist philosophical views on the nature of reality and the reasons for belief, including:
	  ○ The world as designed or requiring a cause, unanswered questions and Buddha's Noble Silence
	  ○ The world as cyclical, Samsara and dependent origination
	  ○ The human realm, the balance of pleasure and pain and the rarity of human rebirths
	  ○ The world and moral consequence, Samsara and Kamma
	• The value and importance of arguments about cause
	
	Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.
		• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion)
		• The parable of the Poisoned Arrow (Cula-Malunkyovada Sutta)

Experiencing Ultimate Reality
 	
Key philosophical and ethical concepts:
• Revelation
• Miracles
• Perception of ultimate truth
	• Different ways in which Buddhists believe Ultimate Reality might be revealed, including:
	  ○ Meeting inspirational people
	  ○ Through scripture
	  ○ Figures from Buddhist history
	  ○ Bodhisattvas and arhats
	  ○ Cetana
	  ○ Meditation
	• Whether meditation is the most important practice for Buddhists
	• Different forms of religious experience, including:
	  ○ Conversion and taking the Refuges
	  ○ Mystical
	  ○ Detachment and Enlightenment
	  ○ Visions
	  ○ Worship and puja
	
	Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.
		• Meditation leads to a greater understanding of the Buddha's teachings on Nirvana
		• The four form jhanas and four formless jhanas. These are experiences of states approaching an enlightened mind or seeing into ones true nature
		• In Zen Buddhism the concepts of Kensho and Satori is similar in that it is a flash of enlightenment, but this is a different sort of experience than the jhanas although it is also seeing into ones true nature
		• Majjhima Nikaya 26:34–42, Ariyapariyesana Sutta shows the jhanas, in particular the formless jhanas

Religion, peace and conflict		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Violence and conflict Key philosophical and ethical concepts: • Forms of violence • War • Justification of violence • Justified warfare	• The way religious teachings about violence are applied and understood by individuals and Buddhist communities • The role and understanding of religious teachings about violence in society • The role of Buddhist individuals, communities and society in violent conflicts • Causes of terrorism • The relationship between religion, politics and terrorism in the 21st century • Different Buddhist attitudes towards terrorism and the causes of terrorism • Justifications for waging war – application of the Middle Way • The concept of Holy War • Religious attitudes to behaviours during war • Different Buddhist attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear) Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• The Five Precepts • Sangama Sutta: Samyutta Nikaya 3:15: ○ "And so, through the cycle of action, he who has plundered gets plundered in turn." • The Upayakausalya Sutra which tells the story of one of the Buddha's past lives as a sea captain, who killed a would-be murderer and also stopped his passenger from becoming murderers themselves
Peace and peace making Key philosophical and ethical concepts: • Pacifism • Non-violence as force • Value of peace	• The concept of pacifism, including: ○ Absolute pacifism ○ Conditional pacifism • Different Buddhist teachings, beliefs and attitudes in relation to pacifism • Different ways individuals, communities and society work for peace, including: ○ The way religious teachings about peace are applied and understood by individuals and Buddhist communities	• The five precepts • Right action from the Eightfold Path • Buddhist teaching abut harmlessness • Mahayana ideas of acting in the most skilful and wise way possible (Upaya) • Anguttara Nikaya 8:39 - The Abhisanda Sutta

	◦ Different Buddhist attitudes to the use of violence to achieve peace ◦ Working for peace and justice in situations, communities and society ◦ Whether working for peace should be the most important activity for Buddhists ◦ Non-violent action (ahimsa) Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	
Forgiveness and reconciliation Key philosophical and ethical concepts: • Forgiveness • Justice, fairness and injustice • Reconciliation	• The concepts of forgiveness and reconciliation • Different Buddhist teachings and beliefs about justice, forgiveness and reconciliation • The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society • Whether forgiveness is either possible or desirable • Different Buddhist attitudes towards justice, forgiveness and reconciliation • The concepts of justice and injustice, including: ◦ The relationship between peace and a just society ◦ Social justice and injustice ◦ Ways in which Buddhists work for social justice ◦ Ways in which Buddhists view social injustice Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.	• Forgiveness can also be seen as a wider part of Mahayana Buddhist ideas concerning compassion and wisdom. Loving kindness (metta-bhavana) • The Dhammapada 1:3–4: ◦ "He abused me, he struck me, he overcame me, he robbed me' – in those who harbour such thoughts hatred will never cease." ◦ "He abused me, he struck me, he overcame me, he robbed me' – in those who do not harbour such thoughts hatred will cease."

Dialogue between religious and non-religious beliefs and attitudes		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

Challenges for religion
Key philosophical and ethical concepts:
• Secularism as a mode of thought and being
• Tolerance
• Freedom of expression
• Freedom of practice
• Equality
• The value of human life
• Self-determination
	• The importance of the Christian religious traditions in British society
	• Christianity as the established religion in a country of diverse religious traditions
	• The Monarch as Supreme Governor of the Church of England
	• The role of religion in public life, including:
	  ○ Bishops in the House of Lords
	  ○ Christian services to mark key events
	  ○ Public holidays based on Christian celebrations
	  ○ Church schools
	• The concept of secularisation, including:
	  ○ The place of religion in a secular society
	  ○ The effects of secularisation on religion
	  ○ The rise of humanism
	• Potential clashes between religious and secular values in education, including:
	  ○ Secular ethics and values in school
	  ○ Faith schools
	• Potential clashes between religion, tradition and secular law, including:
	  ○ Religious teachings and attitudes about marriage
	  ○ Responses to forced, arranged and child marriage
	  ○ Religious attitudes to equality
	  ○ Potential clashes with equality laws
	• Potential clashes between religious teachings and scientific development in medical ethics, including:
	  ○ Euthanasia and the right to die
	  ○ Abortion
	  ○ Issues of genetic manipulation
	  ○ The creation of life
	Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.
		• The Church of England 'Facts and Stats'
		• The British Humanist Association
		• The National Secular Society
		• The Sunday Assembly
		• Education Act of 1988: RE and Assemblies
		• Dhammacakkappavattana sutta (Setting the Wheel of the Dhamma in motion)
		• Kalama Sutta
		• The First Precept
		• The Eightfold path
		• Ahimsa
		• Vakkali Sutta
		• Channa Sutta

Dialogue within and between religious groups
 	
Key philosophical and ethical concepts:
• Consensus
• Diversity
• Uniformity
• Freedom of choice
• Freedom of expression
	• Different teachings, beliefs and attitudes of Buddhists towards each other and towards other religious groups, including:
	  ○ Exclusivism
	  ○ Inclusivism
	  ○ Pluralism
	  ○ Intra-faith communication
	  ○ Inter-faith dialogue
	• The importance of inter-faith dialogue in 21st century Britain
	• The relationship between religion and wider society, including:
	  ○ Religion and national identity
	  ○ Proselytisation
	
	Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.
		• King Asoka
		• The teaching of the Buddha
		• Dalai Lama
		• Tony Blair Foundation

Dialogue between religious and non-religious groups
 	
Key philosophical and ethical concepts:
• Beliefs
• Religious values
• Secular values
	• Different Buddhist views and attitudes towards non-religious worldviews
	• Buddhist values and ideals shared with:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society
	• Whether secular values should take precedence over Buddhist religious values
	• Potential areas of disagreement and difference between Buddhism and the following:
	  ○ Atheism
	  ○ Agnosticism
	  ○ Humanism
	  ○ Secularism
	• The significance of these potential areas of disagreement and difference for individuals, communities and society.
	
	Learners should be aware of the justifications Buddhists give for different views, attitudes and understandings, from the perspectives of different Buddhist groups.
		• The Insight Meditation Society which aims to present Buddhism "without the complications of rituals, robes, chanting and the whole religious tradition"
		• Secular Buddhism
		• The British Humanist Association
		• The National Secular Society

Religion, philosophy and ethics in the modern world from a Hindu perspective (J625/10)

Learners will need to be familiar with the expectations laid out on page 45 of the specification.

Relationships and families		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Relationships and families Key philosophical and ethical concepts: • Fidelity • Understandings of sexuality • Ethical models of relationship	• Hindu attitudes towards the role and purpose of the Hindu family • Hindu attitudes towards the importance and purposes of marriage • Significance of beliefs and teachings relected in a Hindu marriage ceremony • Reasons for differences in practice • Same-sex marriage • Consideration of beliefs, teachings and attitudes relating to: ◦ Civil partnership ◦ Pre-marital sex ◦ Cohabitation ◦ Celibacy ◦ Contraception ◦ The ethics of divorce, annulment and remarriage Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Rig Veda X 37–38 • Artharva Veda XIV 42–44 • Manusmriti IX 1–11
Men and women Key philosophical and ethical concepts: • Equality • Freedom of choice and restrictions on it • Duty to family and community	• Consideration of beliefs, teachings and attitudes relating to the roles of men and women in: ◦ Hindu family relationships ◦ Hindu communities ◦ Religious upbringing of children Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Manusmriti III 55–57 • Manusmriti IX 101–103 • Rama and Sita in the Ramayana • Svadharma (personal duty) and Stridharma (women's duty) • The ashramas

Hindu understandings of equality Key philosophical and ethical concepts: • Relationship between religion and culture • Justification of equality • Equality and difference • Gender inequalities • Embedded inequalities	• Hindu teachings and beliefs about equality • The influence of culture on attitudes and views about equality • Hindu views and attitudes on the importance of equality for individuals, communities and society • Hindu attitudes and beliefs about prejudice and discrimination on the basis of gender • Hindu teachings about equality and discrimination in relation to gender Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Vikruti Evam Prakriti (diversity is what nature is all about), Rig Veda • Mohini (female avatar of Vishnu) • Hijra or the third gender; Shiva as Ardhanari (half-woman) • Varna and ashrama • The Purusha Sukta • The margas (paths to liberation)
The existence of Ultimate Reality and Deity		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)

The question of deity
 	
Key philosophical and ethical concepts:
• The nature of deity and Ultimate Reality in Hinduism
• The existence of evil in the world
• Human suffering
	• Hindu understandings of the concept of deity - God, gods and Ultimate Reality including:
	  ○ Different Hindu teachings and beliefs about what Brahman is like
	  ○ Different Hindu teachings and beliefs about Brahman's relationship with the world
	  ○ Different Hindu teachings and beliefs about Brahman's relationship with humanity
	  ○ The role and significance of other deities
	  ○ Reasons for different views
	• The relationship between concepts of deity and Ultimate Reality
	• Hindu beliefs and views on Brahman and goodness
		• Maya (delusion)
		• Cycle of samsara and rebirth within it
		• God as Ultimate Reality – Brahman and Atman
		• Nirguna and saguna Brahman
		• Shakti/Devi
		• Individual deities and the ways they are understood e.g. The Tri Murti/Tri Devi

	• Hindu understandings of the meaning of goodness in the context of Brahman and the actions of deities in the world • Hindu beliefs, teachings and views on the relationship between God, gods and ultimate realities, and human suffering Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	

The nature of reality
 	
Key philosophical and ethical concepts:
• Arguments about cause and creation
• Ideas about the purpose of the world
• Ethical living
	• Hindu philosophical views on the nature of reality and the reasons for belief, including:
	  ○ The world as designed or caused, Brahmanda and Aum
	  ○ The world as cyclical, the Trimurti
	  ○ The world formed for humanity, Samsara
	  ○ The world and moral consequence, Karma
	• The value and importance of arguments about cause and creation
	
	Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.
		• Purusha sukta
		• Rig Veda
		• Bhagavad Gita 12:6
		• Different philosophical arguments (including telelogical, cosmological, first cause and moral, and how these connect with Hindu worldviews)
		• Evidence from experiences of awe and wonder

Experiencing God
 	
Key philosophical and ethical concepts:
• Revelation by the divine
• Miracles
• Perception of the divine by humans
	• Different ways in which Hindus believe Ultimate Reality might be revealed, including:
	  ○ Meeting inspirational people
	  ○ Through scripture
	  ○ Figures from Hindu history
	  ○ Epic and heroic stories
	  ○ Svadharma
	  ○ Avatars and their actions
	• Different forms of religious experience, including:
	  ○ Conversion
	  ○ Mystical
	  ○ Detachment and liberation
	  ○ Visions
	  ○ Worship and murti puja
	
	Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.
		• Smriti and shruti scriptures
		• Stories of the gods acting within the world
		• The avatars of Vishnu
		• The Ramayana
		• The Bhagavad Gita
		• Jesus and the Buddha as avatars

Religion, peace and conflict		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Violence and conflict Key philosophical and ethical concepts: • Forms of violence • War • Justification of violence • Justified warfare	• The way religious teachings about violence are applied and understood by individuals and Hindu communities • The role and understanding of religious teachings about violence in society • The role of Hindu individuals, communities and society in violent conflicts • Causes of terrorism • The relationship between religion, politics and terrorism in the 21st century • Different Hindu attitudes towards terrorism and the causes of terrorism • Justifications for waging war – dharma yudh • The concept of Holy War • Religious attitudes to behaviours during war • Different Hindu attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear) Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Dharma • Ahimsa (non-violence) and daya (compassion) • Karma • Satyagraha • The Bhagavad Gita • Rig Veda X 191:2 • Manusmriti VII 1- 2, 10, 32-33 and 87 • Dharma Yuddha (righteous warfare and the conditions required for it) • Dharma and the roles of the varnas (particularly Kshatriyas) • Rig Veda VI 75 and I 39 • Bhagavad Gita II 22, II 25, II 37-38 and II 47-48
Peace and peace-making Key philosophical and ethical concepts: • Pacifism • Non-violence as force • Value of peace	• The concept of pacifism, including: ◦ Absolute pacifism ◦ Conditional pacifism • Different Hindu teachings, beliefs and attitudes in relation to pacifism • Different ways individuals, communities and society work for peace, including: ◦ The way religious teachings about peace are applied and understood by individuals and Hindu communities ◦ Different Hindu attitudes to the use of violence to achieve peace ◦ Working for peace and justice in situations, communities and society	• The work and example of Gandhi during both World Wars • Ahmisa (harmlessness) and daya (compassion) • Dharma • Artharva Veda X 191 4

	◦ Whether working for peace should be the most important activity for Hindus ◦ Non-violent action Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	
Forgiveness and reconciliation Key philosophical and ethical concepts: • Forgiveness • Justice, fairness and injustice • Reconciliation	• The concepts of forgiveness and reconciliation • Different Hindu teachings and beliefs about justice, forgiveness and reconciliation • The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society • Whether forgiveness is either possible or desirable • Different Hindu attitudes towards justice, forgiveness and reconciliation • The concepts of justice and injustice, including: ◦ The relationship between peace and a just society ◦ Social justice and injustice ◦ Ways in which Hindus work for social justice ◦ Ways in which Hindus view social injustice Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• The work and example of Gandhi • Karma and the cycle of samsara • Yamas (virtues) - especially daya (compassion), dama (restraint) and kshama (patience/ tolerance) • Mahabharata XVIII 113 8 • Mahabharata III 29
Dialogue between religious and non-religious beliefs and attitudes		
Area of study	**Content** Learners should have studied the following:	**Suggested sources of wisdom and authority** (Learners will be given credit for referring to **any appropriate** sources of wisdom and authority)
Challenges for religion Key philosophical and ethical concepts: • Secularism as a mode of thought and being	• The importance of the Christian religious traditions in British society • Christianity as the established religion in a country of diverse religious traditions • The Monarch as Supreme Governor of the Church of England • The role of religion in public life, including: ◦ Bishops in the House of Lords ◦ Christian services to mark key events	• The Church of England 'Facts and Stats' • The British Humanist Association • The National Secular Society

• Tolerance • Freedom of expression • Freedom of practice • Equality • The value of human life • Human right of self-determination	◦ Public holidays based on Christian celebrations ◦ Church schools • The concept of secularisation, including: ◦ The place of religion in a secular society ◦ The effects of secularisation on religion ◦ The rise of humanism • Potential clashes between religious and secular values in education, including: ◦ Secular ethics and values in school ◦ Faith schools • Potential clashes between religion, tradition and secular law, including: ◦ Religious teachings and attitudes about marriage ◦ Responses to forced, arranged and child marriage ◦ Religious attitudes to equality ◦ Potential clashes with equality laws • Potential clashes between religious teachings and scientific development in medical ethics, including: ◦ Euthanasia and the right to die – whether enabling terminally ill people to die with dignity, which might be considered a loving act, is more appropriate than following the commandment not to kill ◦ Abortion ◦ Issues of genetic manipulation ◦ The creation of life Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• The Sunday Assembly • Education Act of 1988: RE and Assemblies • Laws of Manu • Garbha Upanishad • Dharma • Karma • Ahimsa • Abortion Education • SPUC
Dialogue within and between religious groups Key philosophical and ethical concepts: • Consensus • Diversity • Uniformity • Freedom of choice • Freedom of expression	• Different teachings, beliefs and attitudes of Hindus towards each other and towards other religious groups, including: ◦ Exclusivism ◦ Inclusivism ◦ Pluralism ◦ Intra-faith communication ◦ Inter-faith dialogue • The importance of inter-faith dialogue in 21st century Britain • The relationship between religion and wider society, including: ◦ Religion and national identity ◦ Proselytisation	• Hinduism as pluralist or inclusivist – diverse margas, multiplicity of gods, Rig Veda 1.164.46 and Bhagavad Gita 4.11 • Hinduism as exclusivist – vidya/ avidya (knowledge/ ignorance), caste, karma and samsara

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	Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Accepting converts, diksha, Hindu proselytising and ISKCON • The Inter-faith Network and affiliated Hindu bodies (Hindu Council UK and Hindu Forum of Britain) • The Hindu Christian Forum • Tony Blair Foundation
Dialogue between religious and non-religious groups Key philosophical and ethical concepts: • Beliefs • Religious values • Secular values	• Different Hindu views and attitudes towards non-religious worldviews • Hindu values and ideals shared with: ◦ Atheism ◦ Agnosticism ◦ Humanism ◦ Secularism • The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society • Whether secular values should take precedence over Hindu religious values • Potential areas of disagreement and difference between Hinduism and the following: ◦ Atheism ◦ Agnosticism ◦ Humanism ◦ Secularism • The significance of these potential areas of disagreement and difference for individuals, communities and society Learners should be aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different Hindu groups.	• Hindu views about God and gods, Brahman and ultimate truths; Ishvara and atheist or non-theist Hinduism • Hindu principles and secular society – varnas (castes) and ashramas (stages of life), the yamas (virtues) • Maya (delusion), vidya (knowledge) and avidya (ignorance) • The British Humanist Association • The National Secular Society

2d. Prior knowledge, learning and progression

Learners in England who are beginning a GCSE (9–1) course a likely to have followed a course of study based on their local area requirements.

No prior knowledge or qualification in the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills acquired at Key Stage 3.

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

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

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

3a. Forms of assessment

Component Group 1 (Components 01–05) Religious Beliefs and teachings & Practices

Learners will undertake two externally assessed components. Question paper structure will be identical across the components. Each question paper will be 1 hour in duration. Each assessment will address both Assessment Objectives, with an overall weighting of AO1 60% AO2 40%.

Learners will answer **two** compulsory questions for each component, each question being divided into five parts. The first three part questions are short answer responses with low mark tariffs. The fourth part question is a medium length response targeting AO1. The fifth part question is an extended response question, targeting both AO1 and AO2, weighted towards AO2.

Spelling, Punctuation and Grammar, will be assessed in the first extended response part question. The overall mark total for each component is 63.

Component Group 2 (Components 06–10) Religion, philosophy and ethics in the modern world from a religious perspective

Learners will undertake one externally assessed component, from one of the two religions chosen in Component Group 1. Question paper structure will be identical across these components. The question paper will be 2 hours in duration. Each assessment will address both Assessment Objectives, with an overall weighting of AO1 40% AO2 60%.

Learners will answer **four** compulsory questions; each question addresses one of the four themes from the subject content. Each question is divided into four parts.

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

Spelling, Punctuation and Grammar will be assessed in the first two extended response part questions. The overall mark total for each Component is 126.

Command words

Within all components the following command words will be used:

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

3b. Assessment objectives (AO)

There are two Assessment Objectives in OCR GCSE (9–1) in Religious Studies. These are detailed in the table below.

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of religion and belief including • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and their beliefs.
AO2	Analyse and evaluate aspects of religion, including their significance and influence.

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

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

Component	% of overall GCSE (9–1) in Religious Studies (J625)	
	AO1	AO2
(First religion) Beliefs and teachings & Practices (J625/01–05) (Second religion) Beliefs and teachings & Practices (J625/01–05)	30	20
Religion, philosophy and ethics in the modern world from a (religious) perspective (J625/06–10)	20	30
Total	50%	50%

3c. Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study, and assessment. The total qualification time for GCSE Religious Studies is 140 hours. The total guided learning time is 120-140 hours.

3d. Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

3e. Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

3f. Assessment availability

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

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

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

3g. Retaking the qualification

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

They retake all components of the qualification.

3h. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

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

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

There will be 3 marks available for SPaG within components 01 to 05 and 6 marks available for SPaG in components 06 to 10. The tasks in which SPaG is assessed will be extended responses and will be clearly indicated on assessment materials.

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

3j. Synoptic assessment

- Synoptic assessment is the learners understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE (9–1) course.
- The specification offers opportunities for learners to understand the organic connections within a religion between beliefs, teaching and practice and the issues addressed in the philosophical themes.
- The emphasis of synoptic assessment is to encourage the understanding of Religious Studies as a discipline and enables learners to explore the significance of religion for individuals, communities and societies.

3k. Calculating qualification results

A learner's overall qualification grade for OCR GCSE (9–1) in Religious Studies will be calculated by adding together their marks from Component Group 1 and Component Group 2 to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

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

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

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

4a. Pre-assessment

Final entries

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

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

All learners taking a GCSE (9–1) in Religious Studies must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J625 AA	Religious Studies Option AA	01	Christianity Beliefs and teachings & Practices	External Assessment
		02	Islam Beliefs and teachings & Practices	External Assessment
		06	Religion, philosophy and ethics in the modern world from a Christian perspective	External Assessment
J625 AB	Religious Studies Option AB	01	Christianity Beliefs and teachings & Practices	External Assessment
		03	Judaism Beliefs and teachings & Practices	External Assessment
		06	Religion, philosophy and ethics in the modern world from a Christian perspective	External Assessment
J625 AC	Religious Studies Option AC	01	Christianity Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		06	Religion, philosophy and ethics in the modern world from a Christian perspective	External Assessment
J625 AD	Religious Studies Option AD	01	Christianity Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		06	Religion, philosophy and ethics in the modern world from a Christian perspective	External Assessment
J625 AE	Religious Studies Option AE	01	Christianity Beliefs and teachings & Practices	External Assessment
		02	Islam Beliefs and teachings & Practices	External Assessment
		07	Religion, philosophy and ethics in the modern world from a Muslim perspective	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J625 AF	Religious Studies Option AF	01	Christianity Beliefs and teachings & Practices	External Assessment
		03	Judaism Beliefs and teachings & Practices	External Assessment
		08	Religion, philosophy and ethics in the modern world from a Jewish perspective	External Assessment
J625 AG	Religious Studies Option AG	01	Christianity Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		09	Religion, philosophy and ethics in the modern world from a Buddhist perspective	External Assessment
J625 AH	Religious Studies Option AH	01	Christianity Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		10	Religion, philosophy and ethics in the modern world from a Hindu perspective	External Assessment
J625 BA	Religious Studies Option BA	02	Islam Beliefs and teachings & Practices	External Assessment
		03	Judaism Beliefs and teachings & Practices	External Assessment
		07	Religion, philosophy and ethics in the modern world from a Muslim perspective	External Assessment
J625 BB	Religious Studies Option BB	02	Islam Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		07	Religion, philosophy and ethics in the modern world from a Muslim perspective	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J625 BC	Religious Studies Option BC	02	Islam Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		07	Religion, philosophy and ethics in the modern world from a Muslim perspective	External Assessment
J625 BD	Religious Studies Option BD	02	Islam Beliefs and teachings & Practices	External Assessment
		03	Judaism Beliefs and teachings & Practices	External Assessment
		08	Religion, philosophy and ethics in the modern world from a Jewish perspective	External Assessment
J625 BE	Religious Studies Option BE	02	Islam Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		09	Religion, philosophy and ethics in the modern world from a Buddhist perspective	External Assessment
J625 BF	Religious Studies Option BF	02	Islam Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		10	Religion, philosophy and ethics in the modern world from a Hindu perspective	External Assessment
J625 CA	Religious Studies Option CA	03	Judaism Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		08	Religion, philosophy and ethics in the modern world from a Jewish perspective	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J625 CB	Religious Studies Option CB	03	Judaism Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		08	Religion, philosophy and ethics in the modern world from a Jewish perspective	External Assessment
J625 CC	Religious Studies Option CC	03	Judaism Beliefs and teachings & Practices	External Assessment
		04	Buddhism Beliefs and teachings & Practices	External Assessment
		09	Religion, philosophy and ethics in the modern world from a Buddhist perspective	External Assessment
J625 CD	Religious Studies Option CD	03	Judaism Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		10	Religion, philosophy and ethics in the modern world from a Hindu perspective	External Assessment
J625 DA	Religious Studies Option DA	04	Buddhism Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		09	Religion, philosophy and ethics in the modern world from a Buddhist perspective	External Assessment
J625 DB	Religious Studies Option DB	04	Buddhism Beliefs and teachings & Practices	External Assessment
		05	Hinduism Beliefs and teachings & Practices	External Assessment
		10	Religion, philosophy and ethics in the modern world from a Hindu perspective	External Assessment

Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: https://www.ocr.org.uk/administration/general-qualifications/assessment/

4b. Special consideration

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

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

4c. External assessment arrangements

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

'The two one-hour exams for Beliefs and teachings & Practices will be timetabled in the same session and are sat consecutively. It's a centre decision which of the two exams is sat first. The completed integrated question and answer booklets from the first exam must be collected from candidates before the question papers for the second exam are handed out.'

Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that all candidates at the centre have had the opportunity to undertake the prescribed course activities.

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

Private candidates

Private candidates may enter for OCR assessments.

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

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

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

4d. Results and certificates

Grade Scale

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

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

Results

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

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

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

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

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

4e. Post-results services

A number of post-results services are available:

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

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a Grade descriptors

1. Grade 8

1.1 To achieve Grade 8 candidates will be able to:

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

2. Grade 5

2.1 To achieve Grade 5 candidates will be able to:

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

3. Grade 2

3.1 To achieve Grade 2 candidates will be able to:

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

5b. Overlap with other qualifications

There is no overlap between the content of this specification and those for other GCSE (9–1) level Qualifications.

5c. Accessibility

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

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

Summary of updates

Date	Version	Section	Title of section	Change
April 2018	1.1	i) Front Cover ii) 4d iii) Multiple	i) Disclaimer ii) Results and Certificates: Results	i) Addition of Disclaimer ii) Amend to Certification Titling iii) Changes to typographical errors throughout the specification. No changes have been made to any assessment requirements.
July 2019	1.2	i) 3a ii) 3b	i) Forms of assessment ii) Assessment objectives	i) Amendments to the AO weightings and to the command words table ii) Amendments to the AO weightings
January 2020	1.3	i) 1d ii) 4e	i) How do I find out more information? ii) Post-results services	i) Insertion of link to the new Online Support Centre. ii) Enquiry about results changed to Review of results.
February 2021	1.4			Update to specification covers to meet digital accessibility standards
January 2022	1.5	3f	Spelling, punctuation and grammar (SPaG) and the use of specialist terminology	Correction of minor typographical errors of component numbers
December 2022	1.6	4c	External assessment arrangements	Amendment of regulations governing examination arrangements.
February 2023	1.7	3	Assessment of GCSE (9-1) in Religious Studies (J625)	Insertion of new section 3c. Total qualification time.
February 2024	1.8	3d, 3e 4a Checklist	Qualification availability, Language Pre-assessment	Inclusion of disclaimer regarding availability and language Update to include resilience guidance Inclusion of Teach Cambridge
July 2026	2.0	Covers, page footers, section 1a and 4d 4a	 Pre-assessment	Updated covers, footers and certificate title to reflect the new Cambridge OCR brand. Inside cover includes statement: 'About our new name'. Minor rewording in generic section 1a. Removal of estimated entries wording.

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