



# **GCSE TEACHERS' GUIDE**

**New Specifications:  
for teaching from September 2009**

Religious Studies  
Specification B  
(Full & Short Course)



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# 1. INTRODUCTION

The WJEC GCSE Religious Studies specification has been modified and updated for delivery from September 2009. The first GCSE Short Course awards will be made in Summer 2010 and the first full course awards in Summer 2011. The specification can be delivered and assessed in centres throughout the UK.

The revised subject criteria for GCSE Religious Studies issued by the regulators have necessitated a change in the course assessment structure from the current AO1 80% and AO2 20% to an equal weighting of each.

This Guide is one of a number of ways in which WJEC provides assistance to teachers delivering the new specification. Also essential to its introduction are the Specimen Assessment Materials (question papers and marking schemes) and professional development (INSET) conferences.

Other provisions which you will find useful are:

- Examiners' reports on each examinations series
- Free access to past question papers via the WJEC secure website
- Easy access to specification and other key documents on main website
- Regular INSET delivered by Chief Examiners
- Easy access to both the Subject Officer and to administrative sections

Contact Points for GCSE Religious Studies are as follows:

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(Administrative Support Officer)

Subject page [www.wjec.co.uk](http://www.wjec.co.uk)

INSET Section [inset@wjec.co.uk](mailto:inset@wjec.co.uk)  
[www.wjec.co.uk/professionaldevelopment](http://www.wjec.co.uk/professionaldevelopment)

## 1.1 Rationale

This specification provides opportunity for candidates to obtain a qualification in

- either: GCSE Religious Studies (Full Course)
- or: GCSE Religious Studies (Short Course)

The specification is consistent with the requirements of the non-statutory *National Exemplar Programme of Study for Religious Education* in Wales and the non-statutory *National Framework for Religious Education* (England) and should assist schools in both countries to meet their legal obligations for the provision of Religious Education at Key Stage 4 as required in section 375(3) of the 1996 Education Act and section 28 of the 1944 Education Act for England and Wales; and article 13 of the Education Reform Order 1989 for Northern Ireland.

The aims and assessment objectives are compatible with the aims and attainment targets of the local authority agreed syllabuses currently operating in Wales and with many of those in England. Schools that intend to use this specification to meet all or part of their statutory obligation to provide religious education will need to check whether there are local agreed syllabus requirements that the specification does not meet.

It provides opportunities for candidates to follow a course that is coherent and that balances the breadth of religion(s) and/or belief(s) studied with the depth of understanding.

It provides opportunity for a course of study that:

- **either** reflects the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of the other principal religions represented in Great Britain (without requiring more than two principal religions in addition to Christianity)
- **or** supports the study of Christianity and/or one or two other principal religions only.

Its distinctive feature is that it involves a thematic study of some central questions and issues in human life and experience and explores the relevance of religious beliefs, practices, values and traditions to these questions and issues. It provides continuity for centres that have used the WJEC's GCSE Religious Studies course since its introduction in 1996.

The specification is designed to meet the need for certification of:

- statutory religious education where an agreed syllabus requires the study of Christianity and one other religion at Key Stage 4;
- statutory religious education where an agreed syllabus requires the study of Christianity and one other religion in post-16 education (Key Stage 5);
- religious education at Key Stage 4 or in post-16 education (Key Stage 5) in voluntary aided schools, including Roman Catholic schools;
- a course of further study of religion in schools which meet the statutory requirements for religious education in other ways;
- a course of study for independent schools and further education institutions.

Where candidates take one short course unit at Key Stage 4 and another in post-16 education there is need for an indication to be given that the two courses are different in content.

The short course content has been selected to ensure it is capable of being taught in 5% of curriculum time (60-70 hours). The full course content has been selected to ensure it is capable of being taught in 10% of curriculum time (120-140 hours). The GCSE course reflects the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of other principal religions represented in Great Britain. The GCSE course and the agreed syllabus both seek to engage the student in reflecting upon and responding to human experience and the issues raised by being human. Both seek to develop in each student a knowledge and understanding of how religions have responded to these experiences and issues through the beliefs, values, practices and traditions which help to shape and give meaning to the lives of their followers. In religious education students learn about religion and from religion in their quest to make sense of and find meaning in their own experience of life. In this process students need to be developing those skills and critical faculties which are embodied in the aims and assessment objectives of this specification and locally agreed syllabuses.

The subject content is appropriate to the subject in terms of its concepts, topics, criteria, structure and manageability in terms of time available to candidates for its study. The content is sufficient to enable the assessment objectives to be attained. It is also of sufficient depth and breadth to permit authentic knowledge and understanding of the areas of study and to facilitate the development of Key Skills, especially those of written communication. Marks awarded will take into account the candidates' skills in written communication either in English or in Welsh.

Coherence is achieved not only by adherence to the required skills and assessment objectives in all units but also by each area of study making a positive contribution to the understanding and illumination of religion and of religious perspectives on aspects of life.

## **1.2 Overview of the Specification**

This specification is divided into a total of 4 units. The weightings are the same for both the short course and the full course.

The units are as follows, each with a unique entry code:

- Religion and Life Issues
  - Relationships
  - Is it fair?
  - Looking for Meaning
  - Our World
- Religion and Human Experience
  - Religion and Conflict
  - Religion and Medicine
  - Religious Expression
  - Authority – Religion and State

For a short course qualification candidates will take one of the units. For a full course they will take a second unit.

### **1.3 Changes to the specification for delivery in September 2009**

- The number of topics has been reduced to 4 in each unit.
- The topics within the units have been changed.
- There is no longer a choice of questions.
- The duration of the papers is now 1 hour 45 minutes.
- The wording of AO2 questions has been altered.
- It is no longer to offer coursework instead of one topic.
- The raw mark allocations have been reduced to 96.
- All questions are now marked by Level of Response.
- Each question has a separate Level of Response grid of up to four levels.

## **2. DELIVERING THE SPECIFICATION**

This Religious Studies specification was designed primarily to meet the needs of candidates studying both as an option subject and part of their statutory lessons. It is recognised that while some candidates will have a religious background, others will not. The specification therefore does not assume any prior knowledge.

Some teachers may see an opportunity to use the GCSE to provide statutory RE , and it is certainly suitable for this purpose.

In planning provision, therefore, the needs of the following categories of potential candidates ought to be considered:

- Main subject RS: one year short course plus one year short course  
OR two year full course.
- Statutory RE: one year short course  
OR two year short course  
OR two year full course

How many of these can be accommodated obviously depends upon timetable constraints and the availability of staff and resources. The categories of students targeted will influence the choice of options.

### **2.1 Pathways through the specification**

Key points in organising classes and programmes of study are that:

- topics may be taken in any order.
- there is no facility for resitting units, but candidates may take a short course and subsequently both units of the full course at a subsequent examination.
- There is no minimum requirement for the length of the course, nor any lower nor upper age limit on candidates.

## 2.2 Examples of Approaches

### Plan 1: Full Course over Two Years Sequential

Period	Teaching Course	Earliest exam opportunity
Year 10	1 <sup>st</sup> Unit	May/June: 1 <sup>st</sup> Unit
Year 11	2 <sup>nd</sup> Unit	May/June: 2 <sup>nd</sup> Unit

Suitable for:

- Nearest possible to true modularity: examinations follow soon after teaching of each module
- Allows a short course/full course certification if they take both modules in Year 11

### Plan 2: Full Course over Two Years Concurrent

Period	Teaching Course	Earliest exam opportunity
Year 10	Both Units	
Year 11	Both Units	May/June: Both Units

Features:

- Allows cross referencing between Units
- Allows topics to follow sequentially

### Plan 3: Short Course over Two Years

Period	Teaching Course	Earliest exam opportunity
Year 10/11	Chosen Unit	May/June in Year 11: Chosen Unit

Suitable for:

- Certification of statutory RE

### Plan 4: Short Course over One Year

Period	Teaching Course	Earliest exam opportunity
Year 10	Chosen Unit	May/June: Chosen Unit

Suitable for:

- Allows for examination after taking module.
- Allows for students arriving late into the centre.

### Plan 5: Full Course over One Year

Period	Teaching Course	Earliest exam opportunity
Year 10	Both Units	May/June: Both Units

Suitable for:

- Exceptionally able candidates.



## 3. SUPPORT FOR TEACHERS

The lists of resources which follow each Unit are intended to help teachers and students to find suitable resources. The books and websites listed are not exhaustive, nor should their content be seen as having WJEC approval unless stated in the book or on the website. It is not expected that teachers or students will use all of them. The lists are not exhaustive: other materials may be suitable, particularly new publications specifically written to support GCSE courses. All publications were in print at the time of publication of this list.

For other enquiries or information, visit

[www.wjec.co.uk](http://www.wjec.co.uk)

### 3.1 Sources

**Amazon.co.uk** sells books at discounted prices. Their website provides an excellent search facility for books in print, and often includes reviews.

[www.amazon.co.uk](http://www.amazon.co.uk)

**W. H. Smith's** website is very good at showing British books currently in print.

[www.whsmith.co.uk](http://www.whsmith.co.uk)

**Abebooks** is useful for finding second-hand and out-of-print books.

[www.abebooks.co.uk](http://www.abebooks.co.uk)

**Religious Education Exchange Service** provides links to many relevant sites.

[www.re-xs.ucsm.ac.uk](http://www.re-xs.ucsm.ac.uk)

#### Websites

Many websites associated with a specific religion are listed in this Guide. In addition, search engines using key words/phrases will locate many useful websites, although discernment is needed to separate the factual and informative from the biased and polemic.

The BBC eclips website is a very useful resource.

[www.bbc.co.uk/wales/eclips](http://www.bbc.co.uk/wales/eclips)

### 3.2 National Grid for Learning - Cymru

A particular source of resources and support for teachers of WJEC Religious Studies GCSE has been created on the National Grid for Learning Cymru by teachers of Religious Studies.

<http://www.ngfl-cymru.org.uk>

Teachers will find a wide range of supporting materials.

Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own candidates and centres.

The list of websites is comprehensive and the links are checked regularly to ensure that they are still live and of use to teachers. Please contact NGfL Cymru if you become aware of new and useful sites.

Please keep returning to this site as new materials become available. It is hoped that teachers will be willing to contribute their own work and ideas to this site for the benefit of colleagues in other centres.

### **3.3 INSET and Courses**

[www.wjec.co.uk](http://www.wjec.co.uk)

The WJEC Website offers recent information on courses and Inset.

## **4. UNIT GUIDES**

### **4.1 UNIT 1 RELIGION AND LIFE ISSUES**

This GCSE Religious Studies course involves a thematic study of some central questions and issues in human life and experience and explores the relevance of religious beliefs, practices, values and traditions to these questions and issues. The course relates to many contemporary issues that can be found throughout the media.

#### **RELATIONSHIPS**

At the core of this topic is the study of human relationships, with a particular focus on marriage and other relationships in the context of contemporary society. A general study of the importance of family life leads naturally to a consideration of the commitments and responsibilities within family life. Candidates need to consider the importance of family life within religious traditions. This leads to an investigation of the topic of marriage. Candidates should be able to describe actual marriage ceremonies from different religious traditions, and also demonstrate an understanding of the beliefs which underline these ceremonies. Within the context of marriage candidates need to understand how adultery is regarded by different religious traditions. Conflict is part of the stresses and strains of human relationships, and candidates should be able to describe examples. Candidates should also be able to explore ways of reconciliation and the importance of this within religious beliefs and teachings. Cohabitation and same sex relationships are aspects of modern life that need to be considered within the beliefs and teachings of different religious traditions and how these relationships may change people's perceptions of the importance and value of marriage. Candidates will need to study different religious viewpoints on divorce and reflect on how divorce may be an issue for people who want to remarry. It is important that candidates understand there are different types of love and are able to demonstrate an understanding of the central place of unconditional love within the Christian tradition.

#### **IS IT FAIR?**

At the core of this topic is the way which human beings live out their lives. Candidates should study religious beliefs and teachings about human dignity and the various issues of justice and injustice within the world in which we live. Candidates should consider the extent religious belief has contributed to making a fairer society in terms of social responsibility, the use of wealth, an equal and just society. It is important that candidates consider these issues within the context of society not only in terms of Britain but also in the worldwide community. Candidates should study the religious teachings which are the basis for action. The teaching of this topic needs to focus on the religious basis for action, the religious commitment to create a more just society, and the religious response to injustice. Examples used to highlight action should focus on religious individuals and the religious motivation behind the work of those organizations helping to promote social justice and equality. In the use of wealth candidates need to explore religious teachings and look at how wealth is used today in terms of what people need and what people want. It is appropriate to look at how the media represents the issues contained within this topic, both in Britain and throughout the world, and the role of the media in raising issues of prejudice and discrimination. Candidates should be able to offer examples. Candidates need to look at how religious believers have attempted to create a more just society by how they have dealt with different issues of prejudice and discrimination.

## LOOKING FOR MEANING

At the core of this topic is humankind's search for God. Within this search, candidates should examine different religious beliefs about the existence and nature of God. In an increasingly secular society candidates also need to understand that many people do not appear to believe in God and consider the reasons for this. They need also to consider the place of a religious faith within a secular society. They also need to consider how people experience God today. It is important to consider the notion of revelation in human society and how belief in God may lead to a sense of vocation. Candidates should be able to give examples of this. In an attempt to express ideas about God religion uses a variety of symbolism and imagery to represent God, which often reflect religious beliefs, and candidates should be aware of the religious beliefs behind the symbols. Symbols and imagery are also used to create and reflect a sense of awe in terms of God, and again candidates should be able to give examples of this. It is important to look at how symbols and images are used to represent God from the perspective of different religious traditions. This will also include looking at how religious believers respond to God through different forms of worship, and how symbolism and imagery are used. Faith is at the centre of religious belief and it is important to look at how faith is expressed through worship. Faith should also be considered in terms of beliefs about the afterlife, and how these beliefs are expressed through mourning and funeral rites. Candidates should be able to describe the actual ceremonies but also display understanding of the religious beliefs that are the basis of such ceremonies and for belief in the afterlife.

## OUR WORLD

At the core of this topic are the ultimate questions about the purpose of human existence on the Earth and how the universe began, the purpose of human life and what it is that makes us distinctly human. The idea of the soul is central to our understanding of the purpose of human life. Candidates should consider the religious beliefs and teachings about the spiritual dimension of human life. Candidates also should consider different viewpoints on how the Earth and universe came into existence as expressed in religious literature, and how these beliefs are interpreted by religious believers today. This should include the creation of humanity. With an increasing awareness of the fragility of our world, candidates should consider the place of animals in creation and consider what rights animals have to co-exist with humanity. In terms of the bigger picture candidates should be able to explore the major issues of conservation for the world and give examples of how the Earth's resources are used and the issues this raises. Any examples used should focus on how human beings need to balance a sense of God-given dominion in creation with responsibility for the world around us. Candidates should consider how religious teachings are based on a notion of stewardship and relate these teachings to the creation stories in different religious traditions. The purpose of humankind on the Earth raises the issue of how best people use their talents. Candidates should be able to give example of how human beings use their talents.

## COMMAND WORD

The following word will act as command or 'trigger' words for questions:

<b>Explain</b>	Set out reasons for
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## GLOSSARY

*The glossary is composed of the key terms used in the specification in the order of the topics in which the key words are listed. Teachers may find the following definitions of the key words, in the context of this specification, useful for teaching and learning purposes.*

## RELATIONSHIPS

<b>Chastity</b>	no sex before marriage – to remain sexually pure for marriage
<b>Commitment</b>	a sense of dedication and obligation to someone or something
<b>Conflict</b>	the stresses and strains that take place within all human relationships
<b>Love</b>	one of the most powerful human emotions that joins people together
<b>Reconciliation</b>	saying sorry and making up after an argument
<b>Responsibilities</b>	actions you are expected to carry out

## IS IT FAIR?

<b>Authority</b>	power over others through position or moral teaching
<b>Discrimination</b>	the actions of treating groups of people differently
<b>Equality</b>	the belief or state that everyone should have equal rights
<b>Identity</b>	the sense of who you are in terms of attitudes, character and personality
<b>Injustice</b>	where everyone is not treated with fairness
<b>Prejudice</b>	judging people to be inferior or superior without cause

## LOOKING FOR MEANING

<b>Afterlife</b>	a belief that human existence continues after death
<b>Awe</b>	a sense of wonder in relation to God's creation or presence
<b>Community</b>	a group of people who are joined together because they share something in common
<b>God</b>	the ultimate and supreme power given worship
<b>Revelation</b>	the ways in which God chooses to reveal himself to people
<b>Symbolism</b>	a representation of an idea through actions or images

## OUR WORLD

<b>Creation</b>	the way in which something is uniquely made
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<b>Dominion</b>	being in charge and having power over others
<b>Environment</b>	the surroundings of the place in which human beings live
<b>Humanity</b>	all of the people who live on the Earth
<b>Soul</b>	the part of human nature which is spiritual in form and influences an individual's personality
<b>Stewardship</b>	God given responsibility to care for the world

## RESOURCES

Although schools may have their own resources, the following have been written specifically for the course:

Craig, G. and White, J., *Believing and Living*, (2009) Hodder Murray ISBN 978-0340975572

Craig, G. & White, J., *Believing and Experiencing*, (2009) Hodder and Stoughton ISBN 978-0340975589

Owens C., Bartley H., Burridge L., Hill T., *WJEC GCSE Religious Studies B Unit 1: Religion & Life Issues*, (2009) Heinemann ISBN 9780435501617

Owens C., Bartley H., Burridge L., Hill T., Sharpe, D., *WJEC GCSE Religious Studies B Unit 2: Religion and Human Experience*, (2009) Heinemann ISBN 9780435501600

Taylor I., *Religion and Life Issues in Christianity and Islam* (2009) Folens ISBN 9781850084358

## **4.2                      UNIT 2                      RELIGION AND HUMAN EXPERIENCE**

This GCSE Religious Studies course involves a thematic study of some central questions and issues in human life and experience and explores the relevance of religious beliefs, practices, values and traditions to these questions and issues. The course relates to many contemporary issues that can be found throughout the media.

### **RELIGION AND CONFLICT**

At the core of this topic is the study of religion and conflict with a particular focus on peace, forgiveness and attitudes towards war. Through the practices and teachings of two different religious traditions candidates will explore and respond to issues of peace, reconciliation, suffering, forgiveness, non-violent protest and attitudes to war. No specific teachings are required so pupils may use evidence from textual references or faith dictats.

Candidates will be expected to be able to refer to an individual or community working for peace. The choice can be local, national or international and the focus on their learning must be how and why they have worked for peace. Examples could include Martin Luther King; Gandhi; Pax Christi; Windows for Peace; Neve Shalom; Children of Abraham etc. Examples of practices can refer to historical or contemporary examples.

Candidates should be able to identify two different traditions' attitudes to suffering and explore some key fundamental questions concerning why suffering exists and how suffering can be relieved. Candidates should be able to refer to actual practices within religious traditions that support those suffering. This may include charity work, work of hospices etc.

A general study of attitudes to wars and non-violent protest will require candidates to understand the concept of just war and pacifism. This will lead to an investigation of attitudes to non-violent protest and pacifism. It is important that candidates understand that even within one tradition there will be a range of beliefs and practices.

### **RELIGION AND MEDICINE**

At the core of this topic is the way which issues of medical ethics has impacted on personal choices. Central to the topic is an understanding of sanctity of life and the role that conscience plays in making life and death choices. Through two different traditions candidates should explore practices and teachings concerning abortion, euthanasia, IVF and contraception. They will be expected to identify the role of religious beliefs in making ethical decisions.

Candidates may refer in their answers to a range of different medical ethics e.g. cloning, transplants, but a detailed understanding is not a requirement of the specification. Candidates should consider the dilemmas faced by scientific advancements for doctors and society in general. They should have a clear understanding of the Hippocratic Oath and the dilemma that can be caused when considering life and death issues. In their answers candidates may refer to different cases and examples that they have studied during their course which exemplify rights of the unborn child, dilemmas faced by scientific advancements and moral issues related to the sanctity of life.

## **RELIGIOUS EXPRESSION**

At the core of this topic is the different ways that people express their faith. Candidates will be expected to show how the work of a religious charity or organisation exemplifies faith and religious beliefs through its actions and motivation.

Questions will not be asked concerning the history of the organisation but on the ways that the religious charity or organisation expresses their faith through their action. Local, national or international charities or organisations can be selected for study but they must have a religious affiliation.

Candidates will be required to explore how faith can be expressed through what people wear. This will require candidates to consider why religious believers may want to make their faith explicit. They also need to consider the role of symbols and art as a means of expression and their role in generating an atmosphere conducive to worship.

Candidates will need to explore through two different traditions how faith can be expressed through pilgrimage. The emphasis of the specification is on the role of pilgrimage in a person's spiritual growth and not on the history or geographical details concerning the place of pilgrimage.

Through an exploration of evangelism and interfaith dialogue candidates will explore the different ways and ethical considerations concerning the ways that people share their faith with others. Examples may include the role of the media, interfaith organisations and evangelistic activities.

## **AUTHORITY - RELIGION AND STATE**

At the core of this topic is an exploration of the impact of authority on religion and society. Candidates will be expected to have a clear understanding of what is meant by the key concept of authority and the dilemmas that can be caused between the demand of religion and state.

Through the practices of two different religious traditions candidates will recognise the importance of human rights in religious traditions and their attitude to punishment and duty. The topic requires the study of a religious believer who has worked to secure human rights for others.

Candidates will be expected to understand the impact of sacred texts in believers' lives. They will not be required to know the composition of the sacred texts or the historical background but be able to explain the range of ways a believer's personal and public life may be impacted upon.

Candidates will be expected to refer to contemporary situations where there are conflicts between personal convictions or beliefs and authority. They will be expected to identify the dilemmas caused when law conflicts with religious beliefs and the role of personal conviction, duty and authority.



## COMMAND WORD

The following word will act as command or 'trigger' words for questions:

**Explain**            Set out reasons for

## GLOSSARY

*The glossary is composed of the key terms used in the specification in the order of the topics in which the key words are listed. Teachers may find the following definitions of the key words, in the context of this specification, useful for teaching and learning purposes.*

## RELIGION AND CONFLICT

<b>Conflict</b>	clashes and breakdowns of relationships
<b>Interfaith Dialogue</b>	exploring common grounds between different faith groups
<b>Just War</b>	a war undertaken to protect the innocent or those being violated and to restore justice and peace
<b>Non-Violent Protest</b>	showing disapproval without damaging property or causing any threat
<b>Pacifism</b>	the belief that any form of violence or war is unacceptable
<b>Reconciliation</b>	bringing harmony to a situation of disagreement and discord

## RELIGION AND MEDICINE

<b>Conscience</b>	an innate moral sense that guides actions and responses
<b>Free will</b>	the belief that nothing is determined
<b>Hippocratic Oath</b>	A special promise made by those working in medicine to do their best to preserve a life
<b>Medical Ethics</b>	the moral principles that affect medical issues and practice
<b>Quality of life</b>	the extent to which life is meaningful and pleasurable
<b>Sanctity of life</b>	life is precious and utterly priceless

## RELIGIOUS EXPRESSION

<b>Community</b>	a group of people who are joined together because they share something in common
<b>Evangelism</b>	spreading a faith or religion to others
<b>Faith</b>	to have trust or confidence

<b>Identity</b>	the sense of who you are in terms of attitudes, character and personality
<b>Pilgrimage</b>	a form of spiritual adventure
<b>Sacred</b>	something to be revered or respected above other things

## **AUTHORITY – RELIGION AND STATE**

<b>Authority</b>	right or power over others
<b>Duty</b>	something you do because it is the accepted pattern of behaviour
<b>Human Rights</b>	something a person is entitled to because they are human
<b>Justice</b>	where everyone has equal provisions and opportunity
<b>Personal Conviction</b>	something a person strongly feels or believes in
<b>Punishment</b>	a penalty given to someone for a crime or wrong they have done

## **RESOURCES**

Although schools may have their own resources, the following have been written specifically for the course:

Craig, G. & White, J., *Believing and Experiencing*, (2009) Hodder and Stoughton ISBN 978-0340975589

Owens C., Bartley H., Burridge L., Hill T., *WJEC GCSE Religious Studies B Unit 2: Religion and Human Experience*, (2009) Heinemann ISBN 9780435501600

## **5. ASSESSMENT GUIDANCE**

### **What are examiners looking for?**

- Question (a)  
A short accurate definition of the term.
- Question (b)  
Two different reasons which may or may not be linked.
- Question (c)  
Show religious people's understanding of a point of view.  
It is not necessary to reach a conclusion or to comment on the point of view.  
Candidates may give two points from the same point of view or one from two different view points.
- Question (d)  
This is an explanation question and so must give reasons for the points made.  
To gain full marks there must be reference to two teachings OR the attitude of two religious traditions.  
In the case of two teachings they can be from the same religion, unless otherwise stated in the question.  
There must be specific religious content in the answer to questions about the teachings or practices of religious traditions, even though it seems easier to write about more general cultural traditions or understandings.
- Question (e)  
A carefully planned, well written answer. This question carries the QWC marks.  
Clear expression of thoughts with reasons for them, with either good examples or illustrations, or specific religious teaching to support a point of view.  
This is an essay question. Candidates should aim to fill all the 16 lines.

### **Supporting your candidates:**

- Make sure they are clear about which religions they are advised to refer to in answers.
- Encourage them to learn the key terms.
- Encourage them to write neatly.
- Encourage them to spell accurately – 'threat' and 'treat' are different words with completely different meanings.
- Encourage them to answer the question set.
- Encourage them to read the question carefully
- Encourage them to use quotations from sacred texts to support their answer.

**Ensure candidates avoid:**

- describing a picture stimulus.
- using a 'cover all', or 'generic', type of answer that covers any religion.
- generalizing. Use 'some Christians' or 'most Christians' and not just 'Christians'.
- in question (a) using the word given to define itself, e.g. Reconciliation means to be reconciled with someone.
- in question (b) rewriting the same reason in different words.
- in question (c) not making reference to a religious viewpoint. It does not have to be the same religion's point of view for both reasons.
- in question (d) when giving an answer about a religion's teachings or practices, be sure to give specific examples. Too many candidates do not describe the contents clearly, or write in sufficient detail.  
When referring a festival and celebration try to recall only the key elements and the important aspects and remember the underlying focus of the question.
- in question (e) not reaching a conclusion. Candidates are asked 'Do you agree?' and they must state their point of view.  
Candidates are advised not to begin their answer with 'I agree' or 'I do not agree'.

## ***Contributors to the Teachers' Guide***

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