

Religious Studies B (Philosophy and/or Applied Ethics)

OCR GCSE in Religious Studies B (Philosophy and Applied Ethics) J621

OCR GCSE (Short Course) in Religious Studies B (Philosophy and/or Applied Ethics) J121

Version 4 January 2011

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Changes in Version 4:

Vertical black lines indicate a significant change to the previous printed version. Changes can be found on page 39.

Unit B604, Judaism, Social Injustice (page 35) – the 4th bullet point ‘Attitudes to people who leave the faith’ has been removed.

1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Religious Studies B (Philosophy and/or Applied Ethics) for teaching from September 2009.

This OCR GCSE (Short Course) and GCSE specification in Religious Studies, with their emphasis on Philosophy and applied Ethics, provide an opportunity for candidates to build upon the foundations laid down by following a Locally Agreed Syllabus in Religious Education (where applicable). They enable candidates to continue their study of Religious Education from the earlier Key Stages, although it does not require or assume any prior knowledge in the area of Religious Education. It is possible to deliver the specifications in conjunction with a Locally Agreed Syllabus in Religious Education.

These specifications provide the opportunity for candidates to follow a course that is coherent and that balances the breadth of religion(s) and/or beliefs studied with the depth of understanding. It reflects the fact that the religious tradition of Great Britain is in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

These specifications support the study of Christianity and/or one or more other principal religions (up to a maximum of three). Candidates have the opportunity to develop their knowledge, skills and understanding of religion through exploration of the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. Candidates may also learn to express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

This is reflected in the subject content and also in the question format where students are required to explicitly and distinctly address these skills. In the final part of each question candidates will have the opportunity to express not only their personal views but also their understanding of other religions and beliefs including Humanism, Bahai, Jain and Zoroastrianism.

These specifications consist of units, **two** for GCSE (Short Course) and **four** for GCSE, which can be examined in different examination series (at least 40% of units must be taken when aggregating).

These specifications are consistent with the requirements of the non-statutory framework for religious education (England), the national exemplar framework for religious education (Wales), and the equivalent requirements for Northern Ireland.

These specifications are distinctive in that they enable candidates to study the philosophical and ethical aspects of one or more religions.

The Short Course can be delivered in conjunction with the associated GCSE and Entry Level Certificate specifications.

These specifications offer all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background; they are accessible to candidates of any religious persuasion or none.

Both specifications complement courses in Personal, Social and Health Education and/or Citizenship, and provide potentially rich sources of evidence for attainment in five of the six Key Skills; they also contribute to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

These specifications allow progression into general post-16 education and provide candidates with an appropriate foundation for study at Advanced Subsidiary GCE and Advanced GCE in Religious Studies, particularly for the OCR specifications at these levels.

OCR has taken great care in the preparation of these specifications and assessment material to avoid bias of any kind.

1.1 GCSE (Full Course)

From September 2009, the GCSE is made up of four units. **Two** of these units may be carried forward from the Short Course but this is not compulsory. These units are externally assessed.

1.2 GCSE (Short Course)

The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009, the GCSE (Short Course) is made up of a choice of two units which are externally assessed and form 50% of the corresponding GCSE (Full Course). Centres can choose any two units.

1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Religious Studies B (Philosophy and Applied Ethics)
- OCR GCSE (Short Course) in Religious Studies B.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4 Aims and Learning Outcomes

GCSE specifications in Religious Studies should encourage candidates to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges young people and equips them to lead constructive lives in the modern world.

GCSE specifications in Religious Studies must enable candidates to:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and well being
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

1.5 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an 'Entry 3' at Entry Level within the National Qualifications Framework.

1.6 Restrictions

Candidates may study between **one** and **three** religions only. It is **not** possible for candidates to study more than three religions.

2 Summary of Content

2.1 GCSE and GCSE (Short Course) Units

The GCSE Short Course is made up of any **two** units.

The GCSE Full Course is made up of all **four** units.

Unit B601: *Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)*

- Belief about deity
- Religious and spiritual experience
- The end of life

Unit B602: *Philosophy 2 (Good and Evil, Revelation, Science)*

- Good and evil
- Religion, reason and revelation
- Religion and science

Unit B603: *Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)*

- Religion and human relationships
- Religion and medical ethics
- Religion, poverty and wealth

Unit B604: *Ethics 2 (Peace and Justice, Equality, Media)*

- Religion, peace and justice
 - Religion and equality
 - Religion and the media
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3 Content

3.1 Unit B601: *Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to explore the significance and impact of religions and support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

The final part of each question gives candidates the opportunity to express not only their personal views but also their understanding of other religions and beliefs including Humanism, Bahai, Jain and Zoroastrianism.

Buddhism

Belief about deity

Nature of gods

- Beliefs about the nature of the gods
- Reasons for views on the limited status of the gods

Belief in gods

- Reasons given in support of belief

Miracles

- Concept of miracles, including different beliefs within the religion
- Gods, Buddhas and bodhisattvas intervening in the world and their relative importance

Religious and spiritual experience

Public and private worship

- Concept of worship
- Worship in a vihara and at home
- The use and significance of symbolism in worship

Meditation

- Concept of meditation
- Its purpose and use to deepen faith

Food and fasting

- Concept of fasting
- Use of food and fasting as a spiritual discipline
- Food for festivals

The end of life

Body and soul

- Concept of anatta
- The relationship between the body and soul

Life after death

- Concept of reincarnation/rebirth
- Understandings of:
 - Samsara
 - Kamma
 - Nibbana
- Relationship between moral behaviour and future rebirths

Christianity

Belief about deity

Nature of God

- Beliefs about the nature of God

Belief in God

- Reasons given in support of belief

Miracles

- Concept of miracles, including different beliefs within the religion
- God intervening in the world through:
 - Miracles
 - Jesus
 - Holy Spirit

Religious and spiritual experience

Public and private worship

- Concept of worship
- Worship in a Christian place of worship and at home
- The use and significance of symbolism in worship
- Use of art and music to express beliefs about God

Prayer and meditation

- Concept of prayer
- The purpose and use of prayer to deepen faith
- The power of prayer and answered prayers

Food and fasting

- Concept of fasting

- Responses to God
- Food for festivals

The end of life

Body and soul

- Concept of soul
- The relationship between the body and soul

Life after death

- Concept of life after death
- Beliefs about:
 - Heaven
 - Hell
 - Purgatory
 - Salvation
 - Redemption
 - The suffering of Christ
 - Resurrection
- God as judge
- Relationship between God the judge, life on earth and the afterlife

Funeral rites

- Funeral rites
- The ways funeral rites reflect belief and aim to support the bereaved

Hinduism

Belief about deity

Nature of God(s)

- Religious pluralism
- God as the ultimate reality manifesting as the universe (Brahman) and as mankind (Atman)
- God as a Super personality
- Brahman as personal and impersonal, with and without form
- Individual deities (Gods and Goddesses) and the different ways in which they are understood
- The Trimurti and the importance to some of the Goddess

Belief in God(s)

- Reasons given in support of belief (religious and spiritual experience including meditation and the authority of the sacred texts)

Miracles

- Concept of miracles, including different beliefs within the religion
- God intervening in the world through:
 - Avatars
 - Krishna and Rama
 - Living avatars
- The rationale for avatars
- The role and significance of miracles

Religious and spiritual experience

Public and private worship

- Concept of worship
- Puja in a mandir and at home
- The use and significance of symbolism in puja, arti and murtis
- Ways in which symbols are used to express belief
- Use of art, music and drama to reflect beliefs

Prayer and meditation

- Concept of prayer and meditation
- The role and importance of prayer and meditation
- Bhakti
- Meditation as a path to moksha and jnana
- Importance of prayer, puja and devotion

Food and fasting

- Concept of fasting
- Use of food and fasting in response to the divine
- Food for festivals and puja (including prashad)
- Fasting and asceticism

The end of life

Body and soul

- Concept of soul
- The relationship between the body and atman

Life after death

- Concept of life after death
- In relation to life after death, understanding of:
 - Karma
 - Samsara
 - Moksha
- Relationship between moral behaviour including dharma and varnashramadharma and future rebirths
- Action in this life affects the next life
- Moksha as an ultimate goal
- Disinterested or unattached action

Funeral rites

- Funeral rites in the UK and India
- The ways funeral rites reflect belief and aim to support the bereaved

Islam

Belief about deity

Nature of Allah

- Beliefs about the nature of Allah

Belief in Allah

- Reasons given in support of belief

Miracles	<ul style="list-style-type: none"> • Concept of miracles, including different beliefs within the religion • Allah intervening in the world • The creation of the world • Teaching of Muhammad ﷺ
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Religious and spiritual experience

Public and private worship	<ul style="list-style-type: none"> • Concept of worship • Worship in the mosque and at home • Concepts of tawhid and shirk • Absence of symbols • The use of calligraphy to express belief
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Prayer and meditation	<ul style="list-style-type: none"> • Concept of prayer • Prayer and its role as a Pillar of Islam
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Food and fasting	<ul style="list-style-type: none"> • Concept of fasting/Ramadan • Responses to Allah • Food for festivals • Haram and halal as they relate to food
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The end of life

Body and soul	<ul style="list-style-type: none"> • Concept of soul • The relationship between the body and soul
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Life after death	<ul style="list-style-type: none"> • Concept of life after death • Beliefs about: <ul style="list-style-type: none"> • Paradise • Hell • Allah as judge • Relationship between obedience and the afterlife
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Funeral rites	<ul style="list-style-type: none"> • Funeral rites and mourning customs • The ways funeral rites reflect belief and aim to support the bereaved
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Judaism

Belief about deity

Nature of G-d	<ul style="list-style-type: none"> • Beliefs about the nature of G-d
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Belief in G-d	<ul style="list-style-type: none"> • Reasons given in support of belief
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Miracles	<ul style="list-style-type: none"> • Concept of miracles, including different beliefs within the religion • G-d intervening in the world • Accounts of miracles in the Jewish scriptures
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Religious and spiritual experience

Public and private worship

- Concept of worship
- Worship in the synagogue and at home
- The use and significance of symbolism in worship
- Representations of G-d and humanity forbidden
- Restrictions on the use of the divine name

Prayer and meditation

- Concept of prayer
- Prayer and contemplation

Food and fasting

- Concept of fasting
- Responses to G-d
- Food for festivals
- Kosher and terefah as they relate to food

The end of life

Body and soul

- Concept of soul
- The relationship between the body and soul

Life after death

- Concept of life after death
- Beliefs about:
 - Heaven
 - Sheol
- Relation between moral behaviour and life after death

Funeral rites

- Funeral rites and mourning customs
- The ways funeral rites reflect belief and aim to support the bereaved

Sikhism

Belief about deity

Nature of Waheguru

- Beliefs about the nature of Waheguru

Belief in Waheguru

- Reasons given in support of belief

Miracles

- Concept of miracles, including different beliefs within the religion
- Waheguru intervening in the world
- Miracles in the lives of the Gurus

Religious and spiritual experience

Public and private worship

- Concept of worship
- Worship in the gurdwara and at home
- The use and significance of symbolism in worship
- Use of art and music to express beliefs about Waheguru

Prayer and meditation

- Concept of prayer
- Prayer and nam simran

Food and fasting

- Concept of fasting
- Rejection of fasting
- Food for festivals
- The use of parshad
- The importance of langar

The end of life

Body and soul

- Concept of soul
- The relationship between the body and atma

Life after death

- Concept of life after death
- Beliefs about:
 - Samsara
 - Karma
 - Rebirth
- Relation between moral behaviour and future rebirths

Funeral rites

- Funeral rites
 - The ways funeral rites reflect belief and aim to support the bereaved
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3.2 Unit B602: *Philosophy 2 (Good and Evil, Revelation, Science)*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to explore the significance and impact of religions and support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide-range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

The final part of each question gives candidates the opportunity to express not only their personal views but also their understanding of other religions and beliefs including Humanism, Bahai, Jain and Zoroastrianism.

Buddhism

Good and evil

Good and evil

- Concepts of good and evil
- Skilful and unskilful actions
- The role of Mara

Buddhist beliefs about the causes of evil

- Concepts of natural and moral evil
- Approaches to why there is evil and suffering in the world
- Responses to the problem
- Kamma and rebirth

Coping with suffering

- Understanding ways of coping with suffering through:
 - Kamma
 - Meditation
 - Detachment
 - The three refuges

Sources and reasons for moral behaviour

- The scriptures

- The three refuges
- The example of Buddha
- The eightfold path

Religion, reason and revelation

Form and nature of revelation

- Concept of revelation
- Revelation of ultimate truths through Buddhas and bodhisattvas
- How nibbana might be known:
 - Scriptures
 - Meditation
 - Buddhas
 - Bodhisattvas

Authority and importance of sacred texts

- The origins of the Buddhist scriptures
- Significance and importance of the Buddhist scriptures

Religion and science

Origins of the world and life

- Scientific theories about the origins of the world and humanity
- Why Buddhists may not accept scientific theories
- The relationship between scientific and religious understandings of the origins of the world and humanity
- The cyclical nature of the universe
- The refusal to answer questions on causation
- The cycle of dependent origination

People and animals

- The place of humanity in relation to animals
- Attitudes to animals and their treatment

Environmental issues

- Responses to environmental issues
- Religious teachings relating to environmental issues

Christianity

Good and evil

Good and evil

- Concepts of good and evil
- God and the Devil (Satan)
- The Fall, original sin and redemption

The problem of evil

- Concepts of natural and moral evil
- Approaches to why there is evil and suffering in the world
- Responses to the problem

Coping with suffering

- Understanding ways of coping with suffering

Sources and reasons for moral behaviour	<ul style="list-style-type: none"> • The Bible • Conscience • Faith in Christ
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Religion, reason and revelation

Form and nature of revelation	<ul style="list-style-type: none"> • Concept of revelation • Revelation through mystical and religious experience • Revelation of God through the world • Revelation of God in the person of Jesus
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Authority and importance of sacred texts	<ul style="list-style-type: none"> • Authority of the Bible and reasons for it • Significance and importance of the Bible
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Religion and science

Origins of the world and life	<ul style="list-style-type: none"> • Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity • The relationship between scientific and religious understandings of the origins of the world and humanity
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People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
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Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Concept of stewardship • Religious teachings relating to environmental issues
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Hinduism

Good and evil

Good and evil	<ul style="list-style-type: none"> • Concepts of good and evil • Beliefs about good and evil as different parts of the nature of deity, and as illusory • Different aspects of the divine, represented through different deities • Devas and asuras
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The problem of evil	<ul style="list-style-type: none"> • Concepts of natural and moral evil • Approaches to why there is evil and suffering in the world • Responses to the problem • Belief about karma, dharma and samsara
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Coping with suffering	<ul style="list-style-type: none"> • Understanding ways of coping with suffering: <ul style="list-style-type: none"> • Charity and care for the disadvantaged • Compassion and dana • Detachment and renunciation
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Sources and reasons for moral behaviour	<ul style="list-style-type: none"> • The scriptures • Examples of gods and goddesses and heroes in scripture • Dharma (including varnashramadharma), religious leaders, gurus and important figures • Conscience • Reasons why Hindus try to follow a moral code • Samsara and bhakti
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Religion, reason and revelation

Form and nature of revelation	<ul style="list-style-type: none"> • Concept of revelation • Revelation through mystical and religious experience • Revelation of the divine through the world
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Authority and importance of sacred texts	<ul style="list-style-type: none"> • Multiplicity of scriptures • Authority of scriptures • Shruti • Smriti • Beliefs about the authority of the Vedas, Upanishads and Bhagavad Gita
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Religion and science

Origins of the world and life	<ul style="list-style-type: none"> • Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity • The relationship between scientific and religious understandings of the origins of the world and humanity • Creation stories • The idea of the universe as cyclical • An understanding of Purusha Shukta
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People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
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Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Ahimsa as it relates to environmental issues • The teachings of M.K. Gandhi and Krishna • Religious teachings relating to environmental issues
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Islam

Good and evil

Good and evil	<ul style="list-style-type: none"> • Concepts of good and evil • Allah and Shaytan/Iblis • Original sin
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The problem of evil	<ul style="list-style-type: none"> • Concepts of natural and moral evil • Approaches to why there is evil and suffering in the world • Responses to the problem, submission to the will of Allah
Coping with suffering	<ul style="list-style-type: none"> • Understanding ways of coping with suffering • Submission to the will of Allah and prayer
Sources and reasons for moral behaviour	<ul style="list-style-type: none"> • The Holy Qur'an • The example of Muhammad ﷺ • Conscience • Reasons why Muslims try to follow a moral code
Religion, reason and revelation	
Form and nature of revelation	<ul style="list-style-type: none"> • Concept of revelation • Allah's revelations to humanity since the creation of the world • The final revelation of the Qur'an to Muhammad ﷺ • Revelation through mystical and religious experience • Revelation of Allah through the world
Authority and importance of sacred texts	<ul style="list-style-type: none"> • Authority of the Qur'an and reasons for it • Significance and importance of the Qur'an
Religion and science	
Origins of the world and life	<ul style="list-style-type: none"> • Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Concept of khalifah • Religious teachings relating to environmental issues

Judaism

Good and evil

Good and evil	<ul style="list-style-type: none"> • Concepts of good and evil • G-d and Satan • The idea of sin
The problem of evil	<ul style="list-style-type: none"> • Concepts of natural and moral evil • Approaches to why there is evil and suffering in the world

	<ul style="list-style-type: none"> • Responses to the problem • Responses to the Holocaust
Coping with suffering	<ul style="list-style-type: none"> • Understanding ways of coping with suffering • Coping through acceptance and prayer
Sources and reasons for moral behaviour	<ul style="list-style-type: none"> • The Torah and the Talmud • Conscience • Reasons why Jews try to follow a moral code

Religion, reason and revelation

Form and nature of revelation	<ul style="list-style-type: none"> • Concept of revelation • Beliefs about G-d's revelations to Abraham, Moses and the prophets • Revelation through mystical and religious experience • Revelation of G-d through the world
Authority and importance of sacred texts	<ul style="list-style-type: none"> • Authority of the Torah and Talmud and reasons for it • Significance and importance of the Torah and Talmud

Religion and science

Origins of the world and life	<ul style="list-style-type: none"> • Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • Concept of stewardship • The ideals of Tikkun Olam • Religious teachings relating to environmental issues

Sikhism

Good and evil

Good and evil	<ul style="list-style-type: none"> • Concepts of good and evil • Waheguru and the causes of evil
The problem of evil	<ul style="list-style-type: none"> • Concepts of natural and moral evil • Approaches to why there is evil and suffering in the world • Responses to the problem: <ul style="list-style-type: none"> • Maya • Haumai • Karma • Rebirth

Coping with suffering	<ul style="list-style-type: none"> • Understanding ways of coping with suffering • Coping through nam simran, prayer and bhakti
Sources and reasons for moral behaviour	<ul style="list-style-type: none"> • The Guru Granth Sahib Ji • The lives of the Sikh Gurus • Reasons why Sikhs try to follow a moral code
Religion, reason and revelation	
Form and nature of revelation	<ul style="list-style-type: none"> • Concept of revelation • Revelation of Sikh teachings by Guru Nanak Dev Ji • Revelation through the nine Sikh Gurus • Revelation through mystical and religious experience • Revelation of Waheguru through the world • The inclusion of compositions of Hindu and Muslim saints in the Guru Granth Sahib Ji
Authority and importance of sacred texts	<ul style="list-style-type: none"> • Authority of the Guru Granth Sahib Ji and reasons for it • Significance and importance of the Guru Granth Sahib Ji
Religion and science	
Origins of the world and life	<ul style="list-style-type: none"> • Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	<ul style="list-style-type: none"> • The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	<ul style="list-style-type: none"> • Responses to environmental issues • The importance of sewa as it relates to environmental issues • Religious teachings relating to environmental issues

3.3 Unit B603: *Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to explore the significance and impact of religions and support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

The final part of each question gives candidates the opportunity to express not only their personal views but also their understanding of other religions and beliefs including Humanism, Bahai, Jain and Zoroastrianism.

Buddhism

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none">• Roles of men and women in a Buddhist family• Roles of men and women in the vihara
Marriage	<ul style="list-style-type: none">• The ways in which the beliefs about marriage reflect and emphasise Buddhist beliefs within the local community• Responses to civil partnerships
Divorce	<ul style="list-style-type: none">• Beliefs about the ethics of divorce• The variety of attitudes to divorce within Buddhist communities• Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none">• Beliefs about sexual relationships• Beliefs about contraception• Celibacy and the monastic sangha

Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none">• Different attitudes towards abortion• Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none">• Responses to issues raised by fertility treatment and cloning

Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research
Religion, poverty and wealth	
Religious views of wealth and the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	<ul style="list-style-type: none"> • Buddhist teaching about caring for others • Understandings of 'charity' • Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (e.g. gambling, lending) • Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none"> • Concept of moral and immoral • Teachings about moral and immoral occupations • Impact of teachings on believers

Christianity

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none"> • Roles of men and women in a Christian family • Roles of men and women in the Church family
Marriage and marriage ceremonies	<ul style="list-style-type: none"> • Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Christian teaching about marriage • Responses to civil partnerships
Divorce	<ul style="list-style-type: none"> • Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none"> • Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and of the causes of hunger, poverty and disease

- Wealth
- Causes of hunger, poverty and disease
- Responses to the needs of the starving, the poor and the sick

Concern for others

- Biblical teaching about caring for others
- Understandings of 'charity'
- Different ways charity is put into practice

The uses of money

- Teachings about the use of money (e.g. gambling, lending)
- Giving to charity

Moral and immoral occupations

- Concept of moral and immoral
- Teachings about moral and immoral occupations
- Impact of teachings on believers

Hinduism

Religion and human relationships

Roles of men and women in the family

- Roles of men and women in a Hindu family
- Roles of other family members according to the demands of varnashramadharma and the scriptures

Marriage and marriage ceremonies

- Marriage ceremonies in India and the UK
- The symbolism and the meaning of the various features of the ceremonies
- The ways in which the ceremonies reflect and emphasise Hindu teaching about marriage
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce in India and the UK
- Beliefs about the ethics of re-marriage in India and the UK

Sexual relationships and contraception

- Attitudes towards sexual relationships as they relate to varnashramadharma and kama as a valid life goal during the grihastha ashrama
- Teachings about celibacy and renunciation including the tapas and the teachings of M.K Gandhi:
- Beliefs about contraception, including the idea of ahimsa
- Social concerns about contraception

Religion and medical ethics

Attitudes to abortion

- Different attitudes towards abortion, including the ideas of the atman and karma
- Reasons for different attitudes

Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning, including the ideas of the atman and karma
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes • The idea of ahimsa and teachings about samsara in relation to euthanasia and suicide
Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research • The idea of ahimsa and teachings about samsara in relation to research
Religion, poverty and wealth	
Religious views of wealth and the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Poverty and disease related to pollution and environmental conditions • Responses to the needs of the starving, the poor and the sick
Concern for others	<ul style="list-style-type: none"> • Teachings about dana and samsara in relation to caring for others • Understandings of 'charity', including atathi • Prashad • Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (e.g. gambling, lending) • Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none"> • Concept of moral and immoral • Teachings about moral and immoral occupations, including dharma and varnashramadharma and the concept of ahimsa • Impact of teachings on believers

Islam

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none"> • Roles of men and women in a Muslim family • Roles of men and women in the Mosque
Marriage and marriage ceremonies	<ul style="list-style-type: none"> • Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Muslim teaching about marriage • Responses to civil partnerships
Divorce	<ul style="list-style-type: none"> • Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none">• Different attitudes towards abortion• Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none">• Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	<ul style="list-style-type: none">• Different attitudes towards euthanasia• Different attitudes towards suicide• Reasons for different attitudes
Using animals in medical research	<ul style="list-style-type: none">• Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and the causes of hunger, poverty and disease	<ul style="list-style-type: none">• Wealth• Causes of hunger, poverty and disease• Responses to the needs of the starving, the poor and the sick
Concern for others	<ul style="list-style-type: none">• Qur'anic teaching about caring for others• Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none">• Teachings about the use of money (e.g. gambling, lending)• Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none">• Teachings about moral and immoral occupations• Impact of teachings on believers

Judaism

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none">• Roles of men and women in a Jewish family• Roles of men and women in the synagogue
Marriage and marriage ceremonies	<ul style="list-style-type: none">• Marriage ceremonies• The ways in which the ceremonies reflect and emphasise Jewish teaching about marriage• Responses to civil partnerships
Divorce	<ul style="list-style-type: none">• Beliefs about the ethics of divorce• Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none">• Beliefs about sexual relationships• Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none">• Different attitudes towards abortion• Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none">• Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	<ul style="list-style-type: none">• Different attitudes towards euthanasia• Different attitudes towards suicide• Reasons for different attitudes

Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research
Religion, poverty and wealth	
Religious views of wealth and of the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	<ul style="list-style-type: none"> • Torah and Talmudic teaching about caring for others • Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none"> • Teachings about the use of money (e.g. gambling, lending) • Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none"> • Teachings about moral and immoral occupations • Impact of teachings on believers

Sikhism

Religion and human relationships

Roles of men and women in the family	<ul style="list-style-type: none"> • Roles of men and women in a Sikh family • Roles of men and women in the gurdwara
Marriage and marriage ceremonies	<ul style="list-style-type: none"> • Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Sikh teaching about marriage • Responses to civil partnerships
Divorce	<ul style="list-style-type: none"> • Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	<ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	<ul style="list-style-type: none"> • Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	<ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	<ul style="list-style-type: none"> • Beliefs about the use of animals in medical research

Religion, poverty and wealth

Religious views of wealth and the causes of hunger, poverty and disease	<ul style="list-style-type: none"> • Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
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Concern for others	<ul style="list-style-type: none">• Teaching from the Guru Granth Sahib Ji about caring for others• Different ways charity is put into practice
The uses of money	<ul style="list-style-type: none">• Teachings about the use of money (e.g. gambling, lending)• Giving to charity
Moral and immoral occupations	<ul style="list-style-type: none">• Teachings about moral and immoral occupations• Impact of teachings on believers

3.4 Unit B604: *Ethics 2 (Peace and Justice, Equality, Media)*

Each of the faiths studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings, sacred texts, beliefs and attitudes of the faiths where appropriate. Candidates should also explore the significance and impact of religions.

In this unit candidates should reflect on the idea that religions have different approaches and attitudes and that there is diversity within each faith, its understanding of texts and its philosophy.

They should consider these issues in relation to the particular religion itself and to its impact on individuals, communities and societies, locally, nationally and globally whilst realising that these particular aspects may vary in significance between religions and communities.

They should also consider the extent to which the particular religion and belief being studied contributes to community cohesion.

Although the large variety of different philosophical and ethical views are not specified for each unit and whereas it would be too demanding for candidates to study a wide-range of different views at this level, nevertheless they should be aware that there is diversity of belief and opinion within each faith.

The final part of each question gives candidates the opportunity to express not only their personal views but also their understanding of other religions and beliefs including Humanism, Bahai, Jain and Zoroastrianism.

Buddhism

Religion, peace and justice

Attitudes to war

- Attitudes towards war
 - The concept of ahimsa
-

Violence and pacifism

- Attitudes towards the use of violence
 - Attitudes towards pacifism
 - Reasons for these attitudes
-

Crime and punishment

- Concept of justice
 - Aims of punishment
 - Attitudes towards capital punishment
 - Beliefs about the treatment of criminals
 - Responses to the treatment of criminals
-

Social injustice

- Concept of social justice and injustice
- Beliefs about social injustice
- Responses to social injustice

Religion and equality

Principle of equality	<ul style="list-style-type: none">• Buddhist teachings about equality, including the rejection of the caste system
Attitudes towards racism	<ul style="list-style-type: none">• Different views about prejudice and equality in relation to race• Practices in relation to racism
Attitudes towards gender	<ul style="list-style-type: none">• Different views about prejudice and equality in relation to gender• The role of women in Buddhist society
Attitudes to religion	<ul style="list-style-type: none">• Attitudes towards other religions with reference to:<ul style="list-style-type: none">• Conversion to Buddhism• The attitude of Asoka to non-Buddhists• The status of non-Buddhist religions
Forgiveness and reconciliation	<ul style="list-style-type: none">• Beliefs about forgiveness• Impact of beliefs about forgiveness on believers• Beliefs about reconciliation• Impact of beliefs about reconciliation on believers

Religion and the media

Relationship with the media	<ul style="list-style-type: none">• The different forms of media• The influence of the media• Portrayal of Buddhism in the media• Portrayal of important religious figures• Responses and attitudes towards films which focus on religious/philosophical messages• Responses and attitudes towards books and comics which focus on religious/philosophical messages
Use of the media	<ul style="list-style-type: none">• Using the media to represent Buddhism• To educate both Buddhists and non-Buddhists
Censorship/freedom of speech	<ul style="list-style-type: none">• Concept of censorship and freedom of speech• Beliefs and attitudes towards the portrayal of violence and sex• Attitudes and responses to issues raised by freedom of speech

Christianity

Religion, peace and justice

Attitudes to war	<ul style="list-style-type: none">• Attitudes towards war• The Just War theory
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Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
Crime and punishment	<ul style="list-style-type: none"> • Concept of justice • Aims of punishment • Attitudes towards capital punishment • Beliefs about the treatment of criminals • Responses to the treatment of criminals
Social injustice	<ul style="list-style-type: none"> • Concept of social justice and injustice • Beliefs about social injustice • Responses to social injustice
Religion and equality	
Principle of equality	<ul style="list-style-type: none"> • Biblical teaching about equality
Attitudes towards racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race • Practices in relation to racism
Attitudes towards gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Christian society
Attitudes to religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: <ul style="list-style-type: none"> • Missionary work • Evangelism • Ecumenism
Forgiveness and reconciliation	<ul style="list-style-type: none"> • Beliefs about forgiveness • Impact of beliefs about forgiveness on believers • Beliefs about reconciliation • Impact of beliefs about reconciliation on believers
Religion and the media	
Relationship with the media	<ul style="list-style-type: none"> • The different forms of media • The influence of the media • Portrayal of Christianity in the media • Portrayal of important religious figures • Responses and attitudes towards films which focus on religious/philosophical messages • Responses and attitudes towards books and comics which focus on religious/philosophical messages
Use of the media	<ul style="list-style-type: none"> • Using the media to represent Christianity • To educate both Christians and non-Christians

Censorship/freedom of speech	<ul style="list-style-type: none"> • Concept of censorship and freedom of speech • Beliefs and attitudes towards the portrayal of violence and sex • Attitudes and responses to issues raised by freedom of speech
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Hinduism

Religion, peace and justice

Attitudes to war	<ul style="list-style-type: none"> • Attitudes towards war • The concept of ahimsa • Ahimsa and Satyagraha as developed and used by MK Gandhi
Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism and ahimsa • The traditional roles of the different varnas, particularly kshatriyas • Reasons for these attitudes
Crime and punishment	<ul style="list-style-type: none"> • Concept of justice • Aims of punishment • Attitudes towards capital punishment • Beliefs about the treatment of criminals • Responses to the treatment of criminals • Samsara, as applied to this issue
Social injustice	<ul style="list-style-type: none"> • Concept of social justice and injustice • Beliefs about social injustice • Responses to social injustice
Religion and equality	
Principle of equality	<ul style="list-style-type: none"> • Attitudes towards varnashramadharma as they relate to caste and discrimination • Approaches towards caste and equality
Attitudes towards racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race and the status of foreigners • Practices in relation to racism
Attitudes towards gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Hindu society
Attitudes to religion	<ul style="list-style-type: none"> • Attitudes towards other religions to promote tolerance and equality
Forgiveness and reconciliation	<ul style="list-style-type: none"> • Beliefs about forgiveness • Impact of beliefs about forgiveness on believers • Beliefs about reconciliation • Impact of beliefs about reconciliation on believers

Religion and the media

Relationship with the media

- The different forms of media
- The influence of the media
- Portrayal of Hinduism in the media
- Portrayal of important religious figures
- Responses and attitudes towards films which focus on religious/philosophical messages
- Responses and attitudes towards books and comics which focus on religious/philosophical messages

Use of the media

- Using the media to represent Hinduism
- To convert non-believers
- To educate both Hindus and non-Hindus

Censorship/freedom of speech

- Concept of censorship and freedom of speech
- Beliefs and attitudes towards the portrayal of violence and sex
- Attitudes and responses to issues raised by freedom of speech

Islam

Religion, peace and justice

Attitudes to war

- Attitudes towards war
- Concept of jihad

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism
- Reasons for these attitudes

Crime and punishment

- Concept of justice
- Aims of punishment
- Attitudes towards capital punishment
- Beliefs about the treatment of criminals
- Responses to the treatment of criminals

Social injustice

- Concept of social justice and injustice
- Beliefs about social injustice
- Responses to social injustice

Religion and equality

Principle of equality

- Teaching about equality from the Qur'an

Attitudes towards racism

- Different views about prejudice and equality in relation to race
- Practices in relation to racism

Attitudes towards gender

- Different views about prejudice and equality in relation to gender
- The role of women in Muslim society

Attitudes to religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: <ul style="list-style-type: none"> • Conversion to Islam • The status of non-Muslim religions
Forgiveness and reconciliation	<ul style="list-style-type: none"> • Beliefs about forgiveness • Impact of beliefs about forgiveness on believers • Beliefs about reconciliation • Impact of beliefs about reconciliation on believers
Religion and the media	
Relationship with the media	<ul style="list-style-type: none"> • The different forms of media • The influence of the media • Portrayal of Islam in the media • Islamaphobia • Portrayal of important religious figures • Responses and attitudes towards films which focus on religious/philosophical messages • Responses and attitudes towards books and comics which focus on religious/philosophical messages
Use of the media	<ul style="list-style-type: none"> • Using the media to represent Islam • To convert non-believers • To educate both Muslims and non-Muslims
Censorship/freedom of speech	<ul style="list-style-type: none"> • Concept of censorship and freedom of speech • Beliefs and attitudes towards the portrayal of violence and sex • Attitudes and responses to issues raised by freedom of speech

Judaism

Religion, peace and justice

Attitudes to war	<ul style="list-style-type: none"> • Attitudes towards war • The concept of being victims of war
Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
Crime and punishment	<ul style="list-style-type: none"> • Concept of justice • Aims of punishment • Attitudes to punishments prescribed in the Torah • Attitudes towards capital punishment • Beliefs about the treatment of criminals • Responses to the treatment of criminals

Social injustice	<ul style="list-style-type: none"> • Concept of social justice and injustice • Beliefs about social injustice • Responses to social injustice
Religion and equality	
Principle of equality	<ul style="list-style-type: none"> • Teaching about equality from the Torah
Attitudes towards racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race • Practices in relation to racism
Attitudes towards gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Jewish society
Attitudes to religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: <ul style="list-style-type: none"> • Conversion to Judaism • The status of non-Jewish religions
Forgiveness and reconciliation	<ul style="list-style-type: none"> • Beliefs about forgiveness • Impact of beliefs about forgiveness on believers • Beliefs about reconciliation • Impact of beliefs about reconciliation on believers
Religion and the media	
Relationship with the media	<ul style="list-style-type: none"> • The different forms of media • The influence of the media • Portrayal of Judaism in the media • Portrayal of important religious figures • Responses and attitudes towards films which focus on religious/philosophical messages • Responses and attitudes towards books and comics which focus on religious/philosophical messages
Use of the media	<ul style="list-style-type: none"> • Using the media to represent Judaism • To educate both Jews and non-Jews
Censorship/freedom of speech	<ul style="list-style-type: none"> • Concept of censorship and freedom of speech • Beliefs and attitudes towards the portrayal of violence and sex • Attitudes and responses to issues raised by freedom of speech

Sikhism

Religion, peace and justice

Attitudes to war	<ul style="list-style-type: none"> • Attitudes towards war • Concept of dharma yudh
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Violence and pacifism	<ul style="list-style-type: none"> • Attitudes towards the use of violence • Attitudes towards pacifism • Reasons for these attitudes
Crime and punishment	<ul style="list-style-type: none"> • Concept of justice • Aims of punishment • Attitudes towards capital punishment • Beliefs about the treatment of criminals • Responses to the treatment of criminals
Social injustice	<ul style="list-style-type: none"> • Concept of social justice and injustice • Beliefs about social injustice • Responses to social injustice
Religion and equality	
Principle of equality	<ul style="list-style-type: none"> • Teaching about equality from the Guru Granth Sahib Ji
Attitudes towards racism	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to race • Practices in relation to racism
Attitudes towards gender	<ul style="list-style-type: none"> • Different views about prejudice and equality in relation to gender • The role of women in Sikh society
Attitudes to religion	<ul style="list-style-type: none"> • Attitudes towards other religions with reference to: <ul style="list-style-type: none"> • Composition of the Guru Granth Sahib Ji • Tolerance and the Singh Sabha movement • The status of non-Sikh religions
Forgiveness and reconciliation	<ul style="list-style-type: none"> • Beliefs about forgiveness • Impact of beliefs about forgiveness on believers • Beliefs about reconciliation • Impact of beliefs about reconciliation on believers
Religion and the media	
Relationship with the media	<ul style="list-style-type: none"> • The different forms of media • The influence of the media • Portrayal of Sikhism in the media • Portrayal of important religious figures • Responses and attitudes towards films which focus on religious/philosophical messages • Responses and attitudes towards books and comics which focus on religious/philosophical messages
Use of the media	<ul style="list-style-type: none"> • Using the media to represent Sikhism • To educate both Sikhs and non-Sikhs

Censorship/freedom of speech

- Concept of censorship and freedom of speech
 - Beliefs and attitudes towards the portrayal of violence and sex
 - Attitudes and responses to issues raised by freedom of speech
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4 Schemes of Assessment

4.1 GCSE and GCSE (Short Course) Scheme of Assessment

GCSE Religious Studies B (Philosophy and Applied Ethics) J621

GCSE (Short Course) Religious Studies B (Philosophy and/or applied Ethics) J121

The GCSE Short Course consists of any **two** units.

The GCSE Full Course consists of **four** units.

Unit B601: *Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)*

Unit B602: *Philosophy 2 (Good and Evil, Revelation, Science)*

Unit B603: *Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)*

Unit B604: *Ethics 2 (Peace and Justice, Equality, Media)*

Each individual unit equals 25% of the total GCSE marks (50% of the GCSE Short Course).

1 hr written paper

48 marks

Each question paper has **six** questions on each of the 3 topics and each question contains **five** parts. Candidates are required to answer **two** questions from any **two** topic areas.

Candidates should answer **all** parts of the questions chosen.

Candidates must answer their **two** questions from **two different** topic areas.

Parts a, b and c of all questions are point marked.

Part d of all questions asks candidates to describe, explain and analyse in their answers.

Part e of all questions requires the use of evidence and reasoned argument in the candidates' answers.

All units are externally assessed.

4.2 Entry Options

GCSE (Short Course) candidates must be entered for any **two** units.

GCSE candidates must be entered for all **four** units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the appropriate certification codes from the following list:

OCR GCSE in Religious Studies B (Philosophy and Applied Ethics) – J621

OCR GCSE (Short Course) in Religious Studies B – J121

4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4 Assessment Availability

There are two examination series each year in January (unit B603: Ethics 1 and B604: Ethics 2) and June (all units).

In January, Units B603 and B604 can be assessed.

In June, all Units can be assessed.

Unit	January 2010	June 2010	January 2011	June 2011	January 2012 etc
B601	x	✓	x	✓	x
B602	x	✓	x	✓	x
B603	✓	✓	✓	✓	✓
B604	x	✓	x	✓	✓

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Demonstrate Knowledge, Understanding and Analysis

- Describe, explain and analyse, using knowledge and understanding.

AO2 Use of Evidence, Evaluation and Argument

- Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.

AO weightings – GCSE

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE		Total
	AO1	AO2	
Unit B601: <i>Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)</i>	12.5	12.5	25
Unit B602: <i>Philosophy 2 (Good and Evil, Revelation, Science)</i>	12.5	12.5	25
Unit B603: <i>Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)</i>	12.5	12.5	25
Unit B604: <i>Ethics 2 (Peace and Justice, Equality, Media)</i>	12.5	12.5	25
Total:	50	50	100

AO weightings – GCSE (Short Course)

Unit	% of GCSE		Total
	AO1	AO2	
Unit B601: <i>Philosophy 1 (Deity, Religious and Spiritual Experience, End of Life)</i>	25	25	50
Unit B602: <i>Philosophy 2 (Good and Evil, Revelation, Science)</i>	25	25	50
Unit B603: <i>Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)</i>	25	25	50
Unit B604: <i>Ethics 2 (Peace and Justice, Equality, Media)</i>	25	25	50
Total:	50	50	100

4.6 Quality of Written Communication

Quality of written communication is assessed in all units and in parts d and e of all questions.

Candidates are expected to:

- Ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- Present information in a form that suits its purpose
- Use a suitable structure and style of writing

5 Technical Information

5.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

It is essential that unit entry codes are quoted in all correspondence with OCR. See Section 4.1 for unit entry codes.

5.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

5.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualification an unlimited number of times.

5.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessments. If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

OCR GCSE in Religious Studies B (Philosophy and Applied Ethics) – J621

OCR GCSE (Short Course) in Religious Studies B – J121

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE (Short Course) certification is available from June 2010.

GCSE certification is available from June 2011.

5.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/50.

The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
25%	50	45	40	35	30	25	20	15	10	0

(GCSE Short Course) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
50%	50	45	40	35	30	25	20	15	10	0

Candidates' uniform marks for each module are aggregated and grades for the specification are generated on the following scale:

Qualification	Qualification Grade									
	Max UMS	A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0

Awarding Grades

The written papers will have a total weighting of 100%.

A candidate's uniform mark for each paper will be combined to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

5.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

5.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.8 Guided Learning Hours

GCSE Religious Studies B (Philosophy and applied Ethics) requires 120–140 guided learning hours in total.

GCSE (Short Course) Religious Studies B requires 60–70 guided learning hours in total.

5.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Religious Studies.

5.10 Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for these specifications is 4610.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

5.11 Disability Discrimination Act Information Relating to these specifications

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

These access arrangements permissible for use in these specifications are in line with QCA's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of assessment
Readers	Y	All written examinations
Scribes	Y	All written examinations
Practical assistants	Y	All written examinations
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	All written examinations
Live speaker	Y	All written examinations
MQ papers	Y	All written examinations
Extra time	Y	All written examinations

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6 Other Specification Issues

6.1 Overlap with other Qualifications

There is a degree of overlap between the content of these specifications and those for GCSE Religious Studies (World Religion(s)). There is one common unit – B603: *Ethics 1*.

6.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. All modules address at least one of these areas directly. Candidates learn about the nature of the spiritual issues and have the opportunity to consider some responses to spiritual questions. For example candidates studying papers Ethics 1 and Ethics 2 will study the basics of religious teachings which may guide the modern Buddhist/Christian/Hindu/Jew/Muslim/Sikh in making decisions about contemporary moral issues such as abortion and divorce.

Candidates studying any of these units will gain an understanding of the beliefs of the faith concerned and of the way these have an impact on cultural and social issues in the community and in the family.

6.4 Sustainable Development, Health and Safety Considerations and European Developments, Consistent with International Agreements

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing these specifications and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

6.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

6.6 Language

These specifications and associated assessment materials are in English only.

6.7 Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B601	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B602	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B603	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
B604	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through these specifications are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Religious Studies B (Philosophy and/or Applied Ethics).

This section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills.

ICT Application / Development	Opportunities for Using ICT During the Course
Search for and select information.	CD-ROM or Web-based research for any aspect of the course, to be used in preparation for class assignments.
Present information.	Information, derived from a variety of electronic or book-based sources, presented for a short class assignment or a longer revision task. There are many opportunities for the use of images in addition to text.

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Citizenship Programme of Study		Opportunities for Teaching Citizenship Issues during the Course
Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.		
1.1 c	Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society	All units include opportunities to learn about the need for mutual respect and understanding of different religious identities.
1.3 b	Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	
These are some of the essential skills and processes in citizenship that students need to learn to make progress. Students should be able to:		
2.1 a	Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	All units include this skill.
2.1 b	Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods	All units include this skill.
2.1 d	Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)	All units include this skill.
2.2 a	Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree	All units include this skill.
2.2 b	Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions	All units include this skill.
2.2 c	Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.	All units include this skill.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates demonstrate basic knowledge and understanding of religion to describe, with some reasons, the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show some awareness of the meaning and importance of the religion(s) and/or beliefs studied, sometimes recognising and making simple connections between religion and people's lives. They communicate their ideas using everyday language.

They present reasons in support of an opinion about the issues studied, and show some understanding of the complexity of the issues by describing different points of view.

Grade C

Candidates demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can describe the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately.

They use argument supported by relevant evidence to express and evaluate different responses to issues studied. They refer to different points of view in making judgements about these issues.

Grade A

Candidates demonstrate detailed knowledge and thorough understanding of religion to describe explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary.

They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.