

**OCR ENTRY LEVEL CERTIFICATE IN RELIGIOUS STUDIES B
(PHILOSOPHY AND ETHICS)**

(3931)

Key Features

- Supported by a new textbook written specifically for the parallel GCSE course
- Clear content requirements, and a straightforward structure
- Fully co-teachable Full Course and Short Course GCSE also available
- Full and regular INSET support

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950)
- Examples of marked work
- A report on the assessment, compiled by senior examining personnel after each assessment session
- Individual feedback to each Centre on the moderation of internally assessed work

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SECTION A: SPECIFICATION SUMMARY

TOPICS

The content of the course is divided into ten topics of study. Candidates will study **four** of the ten topics.

Topic	Title
1	The Nature of God
2	The Nature of Belief
3	Religion and Science
4	Death and the Afterlife
5	Good and Evil
6	Religion and Human Relationships
7	Religion and Medical Ethics
8	Religion and Equality
9	Religion, Poverty and Wealth
10	Religion, Peace and Justice

Candidates study any **four** of Topics 1 – 10.

INTERNAL ASSESSMENT

All assessment in this specification is carried out in the Centre and moderated by an external moderator. Candidates are assessed on their achievement in sixteen pieces of classwork and two pieces of coursework.

First certification will be in Summer 2003.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

The OCR Entry Level Certificate specification in Religious Studies with its emphasis on Philosophy and Ethics provides an opportunity for candidates to build upon the foundation laid by following a Locally Agreed Syllabus in Religious Education (where applicable) and 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 provides the opportunity for candidates to follow a coherent course, balanced in terms of breadth and depth, and supports the study of Christianity and/or one or two other principal religions.

The specification may be delivered in conjunction with a Locally Agreed Syllabus in Religious Education.

It is also designed so that it can be delivered in conjunction with the associated GCSE Full Course and Short Course specifications; the content of the former contains all that of this specification, and the content of the latter is identical, and candidates may transfer from one course to another at almost any point in their period of study.

This specification offers all candidates equal opportunities to demonstrate their attainment, regardless of gender, religion and ethnic and social background; it is accessible to candidates of any religious persuasion or none.

It complements, and may be delivered in conjunction with, courses in Personal, Social and Health Education and/or Citizenship, and provides a potentially rich source of evidence for attainment in five of the six Key Skills; it also contributes to cross-curricular areas of health education, personal and social education, gender and multi-cultural issues.

OCR has taken great care in the preparation of this specification to avoid bias of any kind.

This specification will assess achievement at levels 1, 2, and 3 of the National Curriculum.

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as an Entry Level award as part of the National Qualifications Framework.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR Entry Level Certificate in Religious Studies B

1.3 LEVEL OF QUALIFICATION

All Entry Level Certificate specifications are intended to cater for those candidates unlikely to achieve a grade, in the same subject, at GCSE level. The requirements of the three pass grades available (Entry 1, Entry 2 and Entry 3) are broadly equivalent to the requirements for National Curriculum Levels 1, 2 and 3 and are intended to recognise a level of achievement below that of a grade G at GCSE.

Entry Level Certificate specifications utilise appropriate short term goals and manageable elements and are closely related to the GCSE specifications of the same name, in order to provide a stepping stone for possible progression to GCSE or equivalent.

1.4 RECOMMENDED PRIOR LEARNING

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

There is, however, no prior learning required for this qualification.

1.5 PROGRESSION

This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses within the National Framework for Qualifications.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

The content of OCR GCSE Full and Short Courses in Religious Studies B (Philosophy and Ethics) [1931 and 1031] overlaps entirely with the content of this Entry Level Certificate Course.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Religious Studies in the same examination series.

They may, however, also enter for any GCSE, GNVQ or NVQ.

1.8 SPIRITUAL, MORAL, SOCIAL AND CULTURAL ISSUES

Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. All topics address at least one of these areas directly. Candidates learn about the nature of spiritual issues and have the opportunity to consider some responses to spiritual questions. For example, candidates taking Topic 6 will study the basic teachings of the chosen religion which may guide its adherents in making decisions about contemporary moral issues such as marriage and divorce; candidates taking Topic 7 will similarly study teachings relating to abortion and euthanasia. Candidates studying any of Topics 1, 2, 8, 9, or 10 will gain an understanding of the beliefs of the faith chosen and of the way these have an impact on cultural and social issues in the community.

1.9 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

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 this specification.

1.10 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.

1.11 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with Code of Practice requirements for Entry Level qualifications.

1.12 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation. For candidates in Wales, appropriate notice should be taken of requirements concerning Welsh culture and that there are differences in approaches to Citizenship and PSHE.

OCR will provide specifications and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

This specification gives students opportunities to:

- i acquire knowledge and develop understanding of the beliefs, values and traditions of one or more religions;
- ii consider the influence of the beliefs, values and traditions associated with one or more religions;
- iii consider religious and other responses to moral issues;
- iv identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life;
- v develop skills relevant to the study of religion.

3 Assessment Objectives

As specified in the Subject Criteria, candidates will be assessed, in the specified weightings, for their ability to:

- | | | |
|-----|---|-------|
| AO1 | recall, select, organise and deploy knowledge of the specification content; | [40%] |
| AO2 | describe, analyse and explain the relevance and application of a religion or religions; | [35%] |
| AO3 | evaluate different responses to religious and moral issues, using relevant evidence and argument. | [25%] |

Although the Assessment Objectives are expressed separately they are not wholly discrete. AO1 pervades the other Assessment Objectives.

4 Scheme of Assessment

4.1 TOPICS

Topic	Title
1	The Nature of God
2	The Nature of Belief
3	Religion and Science
4	Death and the Afterlife
5	Good and Evil
6	Religion and Human Relationships
7	Religion and Medical Ethics
8	Religion and Equality
9	Religion, Poverty and Wealth
10	Religion, Peace and Justice

The content of this course is divided into ten topics of study. Candidates study any **four** of the ten topics.

Centres should be aware, where appropriate, of the requirements of their Locally Agreed Syllabus for Religious Education.

Note:

In this specification the spelling of religious words will conform to the Glossary of Terms in the *SCAA Model Syllabuses for Religious Education* published in June 1994.

OCR has ensured that the transliteration of religious terms in this specification does not cause offence to any faith community.

4.2 COMPONENTS

Candidates take the following components:

Component	Name
1	Classwork
2	Coursework

Classwork

Classwork for teacher assessment should be work done by the candidate which is suitable for external moderation, i.e. not teaching notes, and could include some or all of the following: class tests, use of structured questions (similar to GCSE examination questions) and project/topic work. Candidates should be offered opportunities to demonstrate achievement in different ways including extended writing.

The portfolio submitted for assessment should consist of 16 pieces of work – four pieces for each Topic studied.

Coursework

In addition, candidates should produce two pieces of coursework of approximately 250 words each. Each piece of work should relate to one of the topics chosen.

4.3 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the modules and the Assessment Objectives of the scheme of assessment is shown in the following grid.

	AO 1	AO 2	AO 3	Total
Component 1: Classwork	20%	17.5%	12.5%	50%
Component 2: Classwork	20%	17.5%	12.5%	50%
Overall	40%	35%	25%	100%

4.4 AWARDING OF GRADES

The grades awarded for the Entry Level Certificate will be at three levels: Entry 1, Entry 2 and Entry 3.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

For each religion studied, candidates will be expected to demonstrate knowledge and understanding of the specification content. They should be able to describe and explain the responses of the religions studied to the philosophical and moral questions raised in the specification, and should be able to show an understanding of how religious belief affects the outlook of a believer. Candidates should be able to evaluate different religious responses to the issues studied, and present their own views in a coherent way.

5.1 TOPIC 1: THE NATURE OF GOD

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with the fundamental question of belief in a Divine Being. Candidates should be aware of the differing ways in which the religions studied understand this concept. Candidates should also be aware of the ways in which symbols are used by religions to describe God and aid worship.

The nature of God

Reasons people give for belief in God

The authority of sacred texts for believers

Ways in which, according to believers, God can be known –

revelation through scripture and through God's intervention in the world

Christianity

Christian beliefs about the nature of God;

Reasons Christians give in support of their belief in God;

The authority of the Bible for Christians;

Belief in God intervening in the world through miracles and in the person of Christ.

Hinduism

Hindu beliefs about the nature of God;

Reasons Hindus give in support of their belief in God;

The authority for Hindus of the Vedas, Upanishads and Bhagavad Gita –
the distinction between sruti and smriti;

Belief in God intervening in the world through avatars.

Islam

Muslim beliefs about the nature of Allah;

Reasons Muslims give in support of their belief in Allah;

The authority for Muslims of the Qur'an;

Belief in Allah intervening in the world through miracles
and through the teaching of Muhammad ﷺ.

Judaism

Jewish beliefs about the nature of G-d;

Reasons Jews give in support of their belief in G-d;

The authority for Jews of the Torah and Talmud;

Belief in G-d intervening in the world through miracles
and through the words of the prophets.

5.2 TOPIC 2: THE NATURE OF BELIEF

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with the ways in which religious believers try to respond to God and to develop spiritually.

Private and public worship

Prayer, meditation and contemplation

The use of food and fasting as a response to God

Beliefs about the use of art, architecture and music to aid worship

The use of symbol to express belief in God

Christianity

Worship in the church and at home;

Prayer and contemplation;

The use of food and fasting by some Christians as a response to God;

The architecture of the church; the use of music and art in Christian worship;

The ways in which symbols are used in Christianity to express belief.

Hinduism

Worship in the mandir and in the home;

Prayer and meditation;

The use of food and fasting by some Hindus as a response to God;

The architecture of the mandir; the use of music and art in Hindu worship;

The ways in which symbols are used in Hinduism to express belief.

Islam

Worship in the mosque and at home;

Prayer and its role as a Pillar of Islam;

The use of food and fasting by Muslims as a response to Allah;

The architecture of the mosque; the use of calligraphy to express Muslim belief;

Muslim views forbidding representations of Allah and Muhammad ﷺ, the concepts of tawhid and shirk.

Judaism

Worship in the synagogue and in the home;

Prayer and contemplation;

The use of food and fasting by Jews as a response to G-d;

The architecture of the synagogue; the use of music and art in Jewish worship;

The ways in which symbols are used to express Jewish belief; Jewish views forbidding the representation of G-d in art.

5.3 TOPIC 3: RELIGION AND SCIENCE

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious views about the origins of the world and of humanity, and the extent to which these views can be compatible with scientific theories. It also addresses religious understandings of the relationship between humanity and the rest of the planet.

Religious ideas about the origins of the world and of humanity

Scientific ideas about the origins of the world and of humanity

Religious ideas about the purpose of humanity

The relationship between people and the rest of the planet – environmental issues

Christianity

Christian ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Christian views about what sets people apart from animals; Christian ideas about stewardship; Christian responses to environmental issues.

Hinduism

Hindu ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Hindu ideas about the place of humanity in the world in relation to animals; Hindu responses to environmental issues.

Islam

Muslim ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Muslim ideas about the place of humanity in the world and the relation between people and animals; Muslim responses to environmental issues.

Judaism

Jewish ideas about the origins of the world and of humanity;

Scientific ideas about the origins of the world and of humanity: very basic understandings of the Big Bang theory, and of Darwinian evolutionary theory;

Jewish ideas about the place of humanity in the world and the relation between people and animals; Jewish responses to environmental issues.

5.4 TOPIC 4: DEATH AND THE AFTERLIFE

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious concepts of life after death.

Understandings of the distinction between 'body' and 'soul'

Understandings about the afterlife

The concept of reward and punishment

The ways in which funeral rites reflect belief about life after death

Christianity

The ways in which Christians understand the distinction between 'body' and 'soul';

Understandings of heaven, hell and purgatory;

The concept of God as judge, the relation between moral behaviour and the afterlife;

Christian funeral rites, and the ways in which these reflect belief and aim to support the bereaved.

Hinduism

The ways in which Hindus understand the distinction between the body and Atman;

Understandings of the round of samsara, karma and rebirth;

The relation between moral behaviour and future rebirths;

Hindu funeral rites, and the ways in which these reflect belief and aim to support the bereaved.

Islam

The ways in which Muslims understand the relationship between body and soul;

Understandings of heaven and hell;

The relation between moral behaviour and life after death;

Muslim funeral rites and mourning customs, and the ways in which these reflect belief and aim to support the bereaved.

Judaism

The ways in which Jews understand the relationship between the body and soul;

Understandings of heaven and Sheol;

The relation between moral behaviour and life after death;

Jewish funeral rites and mourning customs, and the ways in which these reflect belief and aim to support the bereaved.

5.5 TOPIC 5: GOOD AND EVIL

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with the ways in which religions understand the nature and origins of good and evil, and the ways in which religious believers cope with problems of suffering.

An understanding of ideas about supernatural forces of good and evil

Religious approaches to the question of why there is evil and suffering in the world

Understandings of ways of coping with suffering

Religious approaches to the purpose of moral behaviour

Christianity

Different beliefs about God and the Devil or Satan;

Christian responses to the problem of evil: the suffering of Christ;

Coping with suffering through acceptance and prayer;

Discovering the right way to behave through the Bible, the example of Christ, the conscience;

The reasons why Christians try to follow a moral code.

Hinduism

Beliefs about good and evil as different parts of the nature of God, and as illusory;

Hindu responses to the problem of evil: the doctrine of karma and rebirth;

Coping with suffering through karma, through detachment, through bhakti;

Discovering the right way to behave through dharma, through the scriptures;

The reasons why Hindus try to follow a moral code.

Islam

Beliefs about the goodness of Allah and the nature of Shaytan/Iblis;

Muslim responses to the problem of evil: submission to the will of Allah;

Coping with suffering through submission to the will of Allah and prayer;

Discovering the right way to behave through the Holy Qur'an, the example of Muhammad ﷺ, the conscience;

The reasons why Muslims try to follow a moral code.

Judaism

Beliefs about the goodness of G-d and the nature of Satan;

Jewish responses to the problem of evil: responses to the Holocaust;

Coping with suffering through acceptance and prayer;

Discovering the right way to behave through the teachings of the Torah and Talmud, the conscience;

The reasons why Jews try to follow a moral code.

5.6 TOPIC 6: RELIGION AND HUMAN RELATIONSHIPS

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious responses to ethical questions raised by human relationships.

Understandings of the roles of men and women within a family

Issues related to marriage and divorce

Marriage ceremonies and the ways in which they reflect belief and provide guidance

Issues related to sexual relationships and to contraception

Christianity

The roles of men and women within a Christian family;

Christian marriage ceremonies, and the ways in which these reflect and emphasise Christian teaching about marriage;

Christian beliefs about the ethics of divorce;

Christian beliefs about sexual relationships and contraception.

Hinduism

The roles of men and women within a Hindu family;

Hindu marriage ceremonies, and the ways in which these reflect and emphasise Hindu views about marriage;

Hindu beliefs about the ethics of divorce;

Hindu beliefs about sexual relationships and contraception.

Islam

The roles of men and women within a Muslim family;

Muslim marriage ceremonies, and the ways in which these reflect and emphasise Muslim teaching about marriage;

Muslim beliefs about the ethics of divorce;

Muslim beliefs about sexual relationships and contraception.

Judaism

The roles of men and women within a Jewish family;

Jewish marriage ceremonies, and the ways in which these reflect and emphasise Jewish teaching about marriage;

Jewish beliefs about the ethics of divorce;

Jewish beliefs about sexual relationships and contraception.

5.7 TOPIC 7: RELIGION AND MEDICAL ETHICS

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious responses to ethical questions raised by medical issues.

Attitudes towards abortion and fertility treatment

Attitudes towards euthanasia and suicide

Issues of the use of animals in medical research

Christianity

Different Christian attitudes towards abortion;

Christian responses to issues raised by fertility treatment;

Christian attitudes towards euthanasia and suicide;

Christian beliefs about the use of animals in medical research.

Hinduism

Hindu attitudes towards abortion;

Hindu responses to issues raised by fertility treatment;

Hindu attitudes towards euthanasia and suicide;

Hindu beliefs about the use of animals in medical research.

Islam

Muslim attitudes towards abortion;

Muslim responses to issues raised by fertility treatment;

Muslim attitudes towards euthanasia and suicide;

Muslim beliefs about the use of animals in medical research.

Judaism

Jewish attitudes towards abortion;

Jewish responses to issues raised by fertility treatment;

Jewish attitudes towards euthanasia and suicide;

Jewish beliefs about the use of animals in medical research.

5.8 TOPIC 8: RELIGION AND EQUALITY

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious responses to moral issues related to equality.

Different views and teachings about prejudice and equality in relation to race and gender

Attitudes towards other religions

Forgiveness and reconciliation

Christianity

Biblical teaching about equality;

Christian attitudes towards racism;

The role of women in Christian society;

Christian attitudes towards other religions: missionary work, evangelism, ecumenism,

Christian beliefs about the status of non-Christian religions;

Christian beliefs about forgiveness and reconciliation.

Hinduism

Hindu teachings about varnashramadharma, including the work of Gandhi;

Hindu attitudes towards racism;

The role of women in Hindu society;

Hindu attitudes towards other religions: the work of the Ramakrishna Mission, tolerance,

Hindu beliefs about the status of non-Hindu religions;

Hindu beliefs about forgiveness and reconciliation.

Islam

Muslim teachings about equality from the Qur'an;

Muslim attitudes towards racism;

The role of women in Muslim society;

Muslim attitudes towards other religions: conversion to Islam,

Muslim beliefs about the status of non-Muslim religions;

Muslim beliefs about forgiveness and reconciliation.

Judaism

Jewish teachings about equality from the Torah;

Jewish attitudes towards racism;

The role of women in Jewish society;

Jewish attitudes towards other religions: conversion to Judaism,

Jewish beliefs about the status of non-Jewish religions;

Jewish beliefs about forgiveness and reconciliation.

5.9 TOPIC 9: RELIGION, POVERTY AND WEALTH

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious responses to moral issues related to poverty and the use of money.

The causes of hunger, poverty and disease

Attitudes towards the poor and needy, giving to charity

Teachings about the use of money (for example, gambling, lending)

Moral and immoral occupations

Christianity

The causes of hunger, poverty and disease;

Christian teaching about concern for the poor and about the right uses of money;

Giving to charity in Christianity;

Christian teaching about moral and immoral occupations.

Hinduism

The causes of hunger, poverty and disease;

Hindu teaching about concern for the poor and about the right uses of money;

Giving to charity in Hinduism;

Hindu teaching about moral and immoral occupations.

Islam

The causes of hunger, poverty and disease;

Muslim teaching about concern for the poor and about the right uses of money;

Giving to charity in Islam;

Muslim teaching about moral and immoral occupations.

Judaism

The causes of hunger, poverty and disease;

Jewish teaching about concern for the poor and about the right uses of money;

Giving to charity in Judaism;

Jewish teaching about moral and immoral occupations.

5.10 TOPIC 10: RELIGION, PEACE AND JUSTICE

Each of the religions studied will be examined according to the issues specified below. Candidates should be able to support their answers with reference to the teachings and sacred texts of the religion where appropriate.

Candidates should be aware that the importance attached to particular issues will vary from religion to religion.

Issues to be addressed

This Topic is concerned with religious responses to moral issues of war, peace, violence and justice.

Attitudes towards war

Attitudes towards violence and pacifism

Issues of crime and punishment, government and justice

Christianity

Christian attitudes towards war: the Just War;

Christian attitudes towards the use of violence and towards pacifism;

Christian beliefs about the treatment of criminals;

Christian responses to social injustice.

Hinduism

Hindu attitudes towards war: the concept of ahimsa;

Hindu attitudes towards the use of violence and towards pacifism;

Hindu beliefs about the treatment of criminals;

Hindu responses to social injustice.

Islam

Muslim attitudes towards war: the concept of jihad;

Muslim attitudes towards the use of violence and towards pacifism;

Muslim beliefs about the treatment of criminals;

Muslim responses to social injustice.

Judaism

Jewish attitudes towards war: the concept of Holy War;

Jewish attitudes towards the use of violence and towards pacifism;

Jewish beliefs about the treatment of criminals;

Jewish responses to social injustice.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates will be required to submit two pieces of coursework, each of approximately 250 words, and each related to one of the topics being studied by the candidate. The coursework title must be in the approved format: in three parts, each relating to one of the assessment objectives in its weighting. Examples of titles in the approved format are given in sub-section 6.2. Centres wishing to devise their own titles should have them approved in advance by OCR. The proposed titles should be submitted to OCR well before the work is due to be started, using the approved format. Centres should allow at least four weeks for the consideration of tasks submitted for approval by OCR.

Detailed guidance on coursework (for the parallel GCSE course), including further examples of titles, instructions on the setting of Centre-specific titles, marking and annotation etc., is given in the *Religious Studies Notes for Guidance* published separately.

6.1 NATURE OF COURSEWORK

Coursework is weighted at 50% of the total marks, and the overall time spent by candidates on coursework should approximate this proportion. Each coursework task should be extended prose in English, written by the candidate based on his/her own research, guided as necessary by the teacher. Illustrations may be included and given credit to the extent that they are relevant to and clearly support some part of the text. Work which is extensively in the form of quotation of sources with little comment, analysis or interpretation by the candidate can be given little credit. Candidates are encouraged to produce and submit their coursework in word-processed form.

6.2 EXEMPLAR COURSEWORK TASKS

Each assignment must be structured so that it meets the Assessment Objectives in the weightings given in the table:

Assessment Objective	Maximum mark	Weighting
AO1	24	40%
AO2	21	35%
AO3	15	25%
Total	60	100%

Topic 1: The Nature of God

- (a) Describe, with examples, what the religion which you are studying teaches about miracles. [AO1: 24]
- (b) Explain how this teaching on miracles may affect and influence a believer. [AO2: 21]
- (c) ‘Miracles are simply conjuring tricks and have no place in religious belief in a scientific age.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 15]

Topic 2: The Nature of Belief

- (a) Describe the part which art and/or music plays in the worship and spiritual life of the religion which you are studying. [AO1: 24]
- (b) Explain how followers of this religion may feel that the buildings in which they worship and the type of worship itself may assist them in their life and belief. [AO2: 21]
- (c) ‘All worship is a waste of time because people cannot be sure that God exists.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 15]

Topic 3: Religion and Science

- (a) Describe the teachings of the religion which you are studying about the relationship between humanity and the rest of creation. [AO1: 24]
- (b) Explain how followers of this religion may put these teachings into practice in a practical way in order to help preserve the environment. [AO2: 21]
- (c) ‘God made the earth so he should look after it.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. [AO3: 15]

Topic 4: Death and the Afterlife

- (a) Describe the teachings and beliefs of the religion which you are studying about death and what may happen afterwards. **[AO1: 24]**
- (b) Explain how a particular belief in an afterlife may affect the way in which followers of this religion may live their lives. **[AO2: 21]**
- (c) 'Everyone should enjoy their life and forget about what might happen next.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 5: Good and Evil

- (a) Describe what followers of the religion which you are studying may believe about the power of good and the power of evil. **[AO1: 24]**
- (b) Explain how followers of the religion which you are studying may be influenced by these beliefs. **[AO2: 21]**
- (c) 'If God really loved humanity we would never have to suffer.'

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 6: Religion and Human Relationships

- (a) Describe the teachings of the religion which you are studying about marriage and divorce. **[AO1: 24]**
- (b) Explain how these teachings might affect the attitudes of believers and their actions within a marriage. **[AO2: 21]**
- (c) 'Men and women are not equal.'

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 7: Religion and Medical Ethics

- (a) Describe the teachings of the religion which you are studying about the sanctity of life in relation to either abortion or euthanasia. **[AO1: 24]**
- (b) Explain how these teachings might influence the actions of a believer. **[AO2: 21]**
- (c) ‘Death is God’s business and people should not interfere.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 8: Religion and Equality

- (a) Describe the teachings of the religion which you are studying about discrimination and prejudice. **[AO1: 24]**
- (b) Explain how followers of this religion may put these teachings into practice (you may wish to deal with particular people or examples). **[AO2: 21]**
- (c) ‘Everyone is equal and must be treated exactly the same.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 9: Religion, Poverty and Wealth

- (a) Describe the teachings of the religion which you are studying about the way in which believers should treat people who are less fortunate than themselves. **[AO1: 24]**
- (b) Explain how followers of this religion may put these ideas into practice. **[AO2: 21]**
- (c) ‘We should help people who are the same religion as we are but we need not bother about other people.’

Do you agree? Give reasons to support your answer and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

Topic 10: Religion, Peace and Justice

- (a) Describe the teachings of the religion which you are studying about war and pacifism. **[AO1: 24]**
- (b) Explain how these teachings might influence the actions of a believer. **[AO2: 21]**
- (c) ‘War is killing and all killing is wrong: therefore, war is wrong.’

Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion which you are studying in your answer. **[AO3: 15]**

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (for example, coursework). The degree of teacher guidance on candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- Offer candidates advice about how best to approach such tasks.
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism.
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be supervised and marked by the teacher. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work:

- any copied or quoted material must be suitably acknowledged;
- quotations should be identified;
- sources used in the preparation of the work should be listed in a bibliography;
- work submitted for moderation must be marked with the:

Centre number
candidate number
candidate name
specification code and title
assignment title

and must be accompanied by the cover sheet recording the marks awarded for each Assessment Objective for each task;

- all work submitted for moderation must have the pages numbered and bound together, and be kept in a flat card file (not a ring binder). Classwork may be submitted in the original exercise book.

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Classwork

Classwork will be marked out of 60. The levels of response mark scheme must be used in the assessment of classwork. Classwork must be marked in relation to the three objectives AO1, AO2 and AO3. Where a good example of a level of response in an objective is identified in the work, it should be recorded in the side margin by using the initials AO1, AO2 and AO3 together with the level of response (for example, AO1/3). The scheme should be applied as appropriate to the task and as the assessment of the work of an Entry Level candidate. Because the different types of work undertaken by the candidates in class will address different assessment objectives in different proportions, the overall mark for each objective should be judged holistically for all 16 pieces of work. If a candidate has completed fewer pieces of work the overall marks should be adjusted in proportion: thus eight pieces of work of a certain standard would score half the marks of the full complement of work at the same overall standard.

Coursework

Coursework tasks are structured in such a way that candidates address the requirements of each Assessment Objective in a separate section; this assists candidates to meet these requirements and makes the level of the candidates' performance in each objective more straightforward to assess.

Each piece of coursework will be marked out of 60. The levels of response mark scheme must be used in the assessment of coursework. Coursework must be marked in relation to the three objectives AO1, AO2 and AO3. Where a good example of a level of response in an objective is identified in the work, it should be recorded in the side margin by using the initials AO1, AO2 and AO3 together with the level of response (for example, AO1/3). Although approved titles are structured in three parts each explicitly addressing one of the assessment objectives, credit can be given for any of the objectives anywhere in the work.

The scheme should be applied as appropriate to the task and as the assessment of the work of an Entry Level candidate. The overall level of response can then be used to establish the range of marks for each of the objectives in the assignment. The actual mark within the permitted range can then be determined according to where the work falls within that range.

The total marks for the two pieces of coursework are then added together and divided by two, as detailed on the cover sheet, to make a total out of 60. This total mark for coursework should be recorded on the mark sheet MS1 and sent to the Moderator and OCR in accordance with OCR procedures. The cover sheet should be completed and kept with the portfolio of work for each candidate.

Levels of Response – Classwork and Coursework

The statements which follow should be used to determine the appropriate level of response for each objective. They should be interpreted as appropriate for the task.

AO1 The candidates' work will show at:

Level 1	0-8 marks	An attempt to respond to the task.
Level 2	9-16 marks	A basic attempt to respond to the task. The inclusion of a small amount of relevant information. Limited ability to organise work.
Level 3	17-24 marks	A reasonable attempt to respond to the task. Some of the relevant information will have been selected with some evidence of organisation.

AO2 The candidates' work will show at:

Level 1	0-7 marks	Some limited understanding of religious language and concepts.
Level 2	8-14 marks	A basic understanding of religious language and concepts and of the relevance and application of a religion.
Level 3	15-21 marks	A reasonable understanding of religious language and concepts. Some ability to make simple comparisons and recognise similarities and differences.

AO3 The candidates' work will show at:

Level 1	0-5 marks	A statement of the obvious.
Level 2	6-10 marks	An opinion with an argument offered in support of it.
Level 3	11-15 marks	The expression of an opinion supported with some use of evidence and argument. An awareness of the existence of different opinions.

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, and the work of selected candidates is sent to the moderator in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in sub-section 7.3.

7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should normally be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

8 Resources List

At the time of the publication of this specification a GCSE Religious Studies textbook (listed below) is being prepared to accompany the parallel GCSE course. It will be endorsed by OCR for use with this specification subject to OCR's quality assurance procedure before final publication. For further details, please contact the Religious Studies Subject Officer at OCR Cambridge Office.

MAYLED, Jon & AHLUWALIA, Libby	Discovery – Philosophy and Ethics for OCR GCSE Religious Studies	Nelson Thornes (2001) [0-7487-6223-X]
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Sacred Texts:

	The Holy Bible, New International Version	Hodder and Stoughton (1996) [0-340-59140-4]
ZAEHNER, R C (trans & ed)	Hindu Scriptures	Everyman's Library (1992) [1-85715-064-3]
ABDULLAH, Yusuf Ali	The Meaning of the Holy Qur'an (seventh edition)	Amana Publications (1995) [0-915957-55-8]
SHERMAN, Rabbi Nosson	Tanach	Mesorah Publications (1996) [0-89906-269-5]

SECTION E: ADMINISTRATIVE ARRANGEMENTS

9 Arrangements for Candidates with Special Needs

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the Centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should not advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level.

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them;
- instructions regarding the conduct of any In-Course tests may be simplified;
- language support staff may provide linguistic help;
- bilingual dictionaries and word lists may be used.

For information relating to permission to use the following special arrangements, please consult the Handbook for Centres. Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake;
- mechanical and technological aids may be used by candidates who generally use them in their normal work;
- communicators or signers may be used;
- readers and amanuenses may be used.
- the In-Course tests may be modified as necessary for visually impaired candidates. It is the responsibility of the Centre to Braille or enlarge the tests.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the section on *Special Arrangements for Entry Level Certificate* (section 6C) in the Handbook for Centres or by contacting OCR.

10 Results Enquiries and Appeals

Under certain circumstances a Centre may wish to query the grade awarded to one or more candidates or to submit an appeal against the outcome of such an enquiry.

For procedures relating to enquiries on results and appeals, Centres should consult the Handbook for Centres and the document “*Enquiries about Results and Appeals - Information and Guidance for Centres*” produced by the Joint Council for General Qualifications. Further copies of the most recent edition of this paper can be obtained from OCR, or from the Joint Council for General Qualifications website: www.jcgq.co.uk.

11 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Examples of marked work.
- A report on the assessment, compiled by senior examining personnel after each assessment session.
- Individual feedback to each Centre on the moderation of internally assessed work.

COURSEWORK ADMINISTRATION PACK

This Coursework Administration Pack is designed to accompany the OCR Entry Level Certificate Religious Studies B (Philosophy and Ethics) specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **Religious Studies B (Philosophy and Ethics) (3931)**

Guidance on the assessment of coursework will be found in Section 7 of the specification.

A master copy of all Entry Level Certificate Administration Packs will be sent to Examinations Officers during 2001.

Centres are permitted to copy materials from this booklet for their own internal use.

Contents:

Compulsory Recording Materials

Coursework Cover Sheet

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website www.ocr.org.uk.

Compulsory Recording Materials

Coursework Cover Sheet: A separate form must be completed for each candidate and must be attached to the work before it is sent to the Moderator.

Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark. It is the responsibility of the Centre to produce a single, valid and reliable order of merit which reflects the attainment of all the candidates.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has six or fewer candidates entered for a coursework component, all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s) (MS1).

Where there are more than six candidates, the Centre must choose a representative sample of the work of six candidates including work from the top, middle and bottom of the mark range. Where appropriate, work from the classes of different teachers should be included. Any guidance or instruction sheets that the candidates have received should also be included.

In addition, any correspondence relating to arrangements for candidates with special needs should be sent to the Moderator, together with the work of these candidates.

A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

Coursework Cover Sheet

Please read the instructions printed overleaf before completing this form.

Centre Number		Centre Name			
Candidate Number		Candidate Name			Teaching Group/Set

		Mark awarded for			Total Mark
		Objective AO1	Objective AO2	Objective AO3	
Classwork (Component 1)	OVERALL MARK FOR THE 16 PIECES OF CLASSWORK				(max 60) Transfer to MS1 Mark Sheet*
Coursework (Component 2)	Assignment Titles (Summary)				
	Piece 1				
	Piece 2				(max 60)
	Total Coursework Mark				(max 120)
	Total Coursework Mark divided by 2				(max 60) Transfer to MS1 Mark Sheet*

*Please note that these two marks must be recorded on separate MS1 Mark Sheets.

INSTRUCTIONS FOR COMPLETION

1. Teachers must be thoroughly familiar with the appropriate sections of the syllabus, the criteria for awarding marks and the General Coursework Regulations.
2. Mark the Coursework according to the guidance and criteria given in the syllabus.
3. Carry out internal moderation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
4. Enter any sub marks and total marks in the appropriate places.
5. Ensure that the addition and/or scaling of the marks is independently checked.
6. Retain securely the forms pending further instructions from OCR.

EXTERNAL MODERATION

Documents will be sent to you in April for the purposes of external moderation.