EXAMINING BOARD: WJEC Eduqas

TITLE: GCSE in Religious Studies (Specification B)

ACCREDITATION: The full ranges of GCSE grades are available. (1 - 9) The specification is available for teaching from September 2016. The first full GCSE awards for this specification will be made in summer 2018

NATURE OF THE SUBJECT:

Religious Studies is an essential part of a Roman Catholic High School’s curriculum. Pupils develop and deepen their experience and therefore their understanding of God’s presence and love through the Gospel message. Pupils are also encouraged to develop their evaluation skills, considering the reasons and beliefs behind opinions different to the Church, explain both sides of an argument and reach their own reasoned opinion. The DfE stipulates six requirements for GCSE Religious Studies. It states that GCSE specifications in Religious Studies must require students to:

• demonstrate knowledge and understanding of two religions;

• demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith;

• understand the influence of religion on individuals, communities and societies;

• understanding significant common and divergent views between and/or within religions and beliefs;

• apply knowledge and understanding in order to analyse questions related to religious beliefs and values;

• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

CONTENT: There are three units of study.

Component 1: Foundational Catholic Theology

Theme 1: This unit requires students to consider religious and non-religious beliefs about the origins and value of the universe and human life. Learners are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists.

Theme 2: Good and Evil Through studying this theme, learners consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Learners are expected to make relevant references to scripture and other sources of authority.

Component 2: Applied Catholic Theology

This unit requires students to demonstrate an understanding of the influence of religion on individuals, communities and societies. Responses should be supported using appropriate knowledge and understanding of key sources of wisdom and sacred texts; which might include, for instance: the Bible; or extracts from the documents of Vatican II. Learners must be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world.

Theme 3: Life and Death The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian. This theme requires learners to consider religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority.

Theme 4: Sin and Forgiveness

This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored.

Component 3: Study of a World Faith

Component 3 engages learners in a systematic study of living Judaism. Candidates will learn about the beliefs and teachings AND practices of Judaism as a living world faith. There are eight concepts which are to be seen as overarching and central ideas informing the study of Judaism. These should be understood by learners, who should be able to apply them in relation to this world faith. Learners should be aware that Judaism is one of a diverse range of religious traditions and beliefs in Great Britain today, whilst the main religious tradition in Great Britain is Christianity. Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices.

NATURE OF THE WORK:

Lessons will involve a variety of activities. Many topics will be approached through the use of film, media and real life case studies. Lesson will involve students in group work, discussions and independent learning.

ASSESSMENT:

Each unit is assessed by an examination that counts for 100% of the overall mark. Grades are awarded ranging from 1 to 9. All three units are examined in the Summer of year 11

POSSIBLE CAREERS:

Religious Studies GCSE can assist students, whose career ambitions include the caring professions such as nursing, social work, probationary service, teaching and policing. It is particularly useful for the Armed Services, law and sociology.

WHO IS SUITABLE FOR THIS COURSE:

All pupils at All Hallows must take a Religious Studies qualification. This course is aimed at students who have open minds and can evaluate, in a balanced way, opposing views. You will need to work well with others as well as on your own. Good debating skills are needed both orally and in written form.

FURTHER INFORMATION: Please see Mrs Harris.