



Religious Studies

GCSE

Religious Studies B

Delivery Guide

B603 Ethics 1 (Relationships, Medical Ethics, Poverty and Wealth)

September 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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KEY



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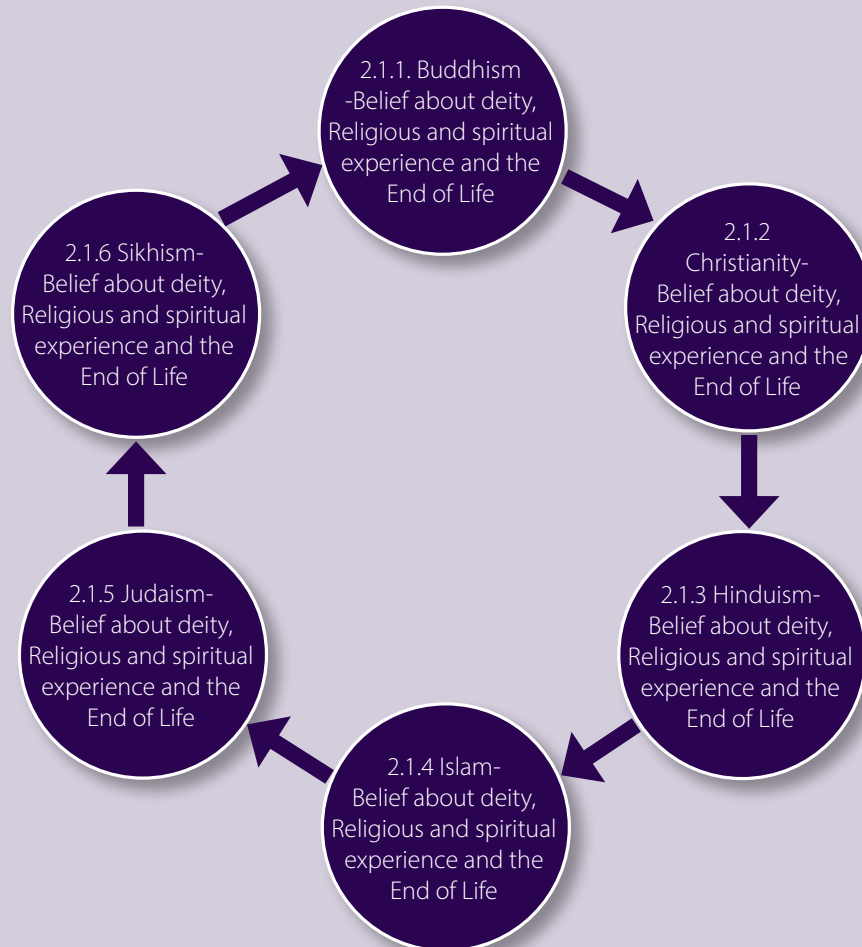


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Curriculum Content

There are three elements – these are laid out schematically on page 14.

1. Specification content



Curriculum Content

2. Religious Studies Skills Set.

The concept of this delivery guide is to support the teacher in enabling the learner to acquire knowledge using a set of key skills – this list which is given in detail later in the guide is not exhaustive but can be added to by the teacher.

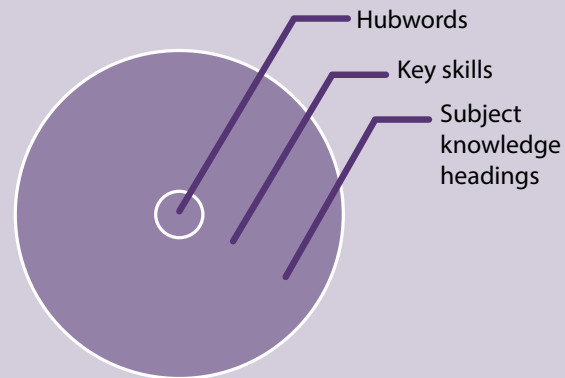
Religious Studies Skills set								
Analyse	Apply/ Develop	Research / investigate	Discuss	Discern	Justify	Reflect	Question	Empathise

3. Hub words

This list is not comprehensive but can be added to by the teacher.

Worship, Deity, Miracles, Soul (atman), Prayer (meditation) Fasting, Funeral and belief.

Three element model



Thinking Conceptually

The learning activities given below each focus on one of the hub words, they also incorporate different religious studies key skills. These activities can be adapted to focus on different hub words or on more specific religious concepts.

The activities are intended to allow students to consider the concept contained within the hub word in a broad way before narrowing that focus to particular religion(s) and specification areas. Approaching the subject in this way means that the hub word and the associated learning can be returned to as a platform for other specification areas where relevant.

Conceptual approaches inherently require the development and deployment of RS skills. Beginning with an exploration of students' own understanding of what a particular concept means or involves encourages self-awareness; creating tasks which enable them to engage with and challenge the views of others and justify their own enables the development of reflective and discursive skills; and introducing related ideas from other sources such as religious teachings or practices, helps build understanding and empathy.

Exploring concepts can also help students tackle the complex question of how attitudes to an issue or question are formed; many of the issues in the specification do not result in a universal consensus of views, even within a single religious group and it is important that students are able to understand and apply their knowledge in a way that enables them to make sense of this. Conceptual work allows different understandings of an idea. The sources of these ideas can be encountered directly and the knowledge to be applied in different ways. Relativist approaches to moral or philosophical issues can enable students to engage with philosophical ways of thinking, to consider issues of value, consequence and competing authority, which can be contrasted with absolutist viewpoints and the sources from which these draw. Considering the reasons why there is general consensus within a religion on some concepts (e.g. the nature of God), and there is not on others (e.g. sexual relationships) can also open up means of understanding sources of religious authority and the way in which these work.

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Moral/Immoral	Question Reflect	<p>The whole concept of ethics is about right and wrong, moral and immoral so a useful introduction to it is to ask students to think about morality in their own lives and the world around them. Give them a range of situations where there is a decision to be made – you could make these up or draw them from current media reports.</p> <p>Ask them to think about how they would decide what to do if the decision were theirs – you could give them a list of questions such as whether there are any facts they would like to know or experiences they would like to have to help them decide, whether they would want to know other people's opinions on the issue etc. This will help create insight into how they make moral decisions.</p> <p>Alternatively you could ask them which of the decisions they think are obvious and which pose difficulties; use the 'obvious' ones to open a discussion about moral absolutes and relative morality.</p>	Ethical dilemmas

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Charity	Research	<p>There are many different charity organisations, working in different areas and for different reasons. Ask students to find an example of a charity concerned with</p> <ul style="list-style-type: none"> - Human welfare - Animal issues - Education - Medicine - Poverty - Other countries - The environment <p>They could also see if they can add to this list. For each charity they find they should prepare a brief summary of its aims and actions.</p> <p>Collect all the different charities and create sets of exemplar charities; give groups of students imaginary amounts of money and/or hours of volunteer time which they must give away to one or more of these charities.</p>	<p>www.unicef.org.uk</p> <p>www.amnesty.org.uk</p> <p>www.repreive.org.uk</p> <p>www.savethechildren.org.uk</p> <p>www.rspca.org.uk</p> <p>www.bluecross.org.uk</p> <p>www.msf.org.uk</p> <p>www.oxfam.org.uk</p> <p>www.wildlifetrusts.org</p> <p>www.foe.org.uk</p>

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Family	Reflect Justify	<p>Use pictures of different kinds of family group to explore students' ideas about what makes a family.</p> <p>You could begin by asking them to sketch their own family; don't give them any more detailed instructions but let them decide who they include in this group. They could include labels about the people and their relationships/roles within the family.</p> <p>Then show them pictures of different family groups from around the world; You could ask them which ones they see as 'families' and which ones they would give a different label to, or who in the pictures corresponds to particular roles or individuals within their own family.</p> <p>They could identify different kinds of relationship within the group – siblings, parents, parents-in-law, grandparents, partners etc in order to arrive at a definition of a family.</p>	Pictures of family groups.

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Poverty/Wealth	Discuss Empathise	<p>Create a set of sentences which might be regarded as defining wealth (this would also work for poverty); you could use the starter 'You are rich if...!' and ask the students to generate responses as well.</p> <p>Give students the sentences and ask them to conduct a class or year group survey to see who agrees and disagrees with the statements; they can then use the ones most people agreed with to write a short paragraph summarising what wealth means.</p> <p>Look at this definition next to a definition of absolute poverty as an introduction to consideration of relativism as it relates to poverty and wealth.</p>	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Sexual Ethics		<ul style="list-style-type: none">• Ask students to make initial responses to questions associated with sexual ethics; these should be questions to which they must answer only yes or no – make it clear that this is about their opinion!• The questions should focus on issues connected with sexual ethics – for example is sex only for married people? Is it ok for two men to have sex with one another? Should sex always involve the possibility of pregnancy?• Students can use these answers and their thoughts about what they have said to write a paragraph about what they consider to be allowable/ acceptable in the context of sexual ethics.• They could also compare their answers with other students and discuss their views and the reasons for them, or relate the questions to religious teachings about the issue to consider how answers in the religion studied might differ from theirs.	

Thinking Conceptually

Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Dignity	Research Reflect	<p>Collect a range of different dictionary definitions for the term 'dignity' – these introduce some of the different contexts and emphases which might be put on the word, and potentially raises other questions of definition. This can be a research exercise for students – they can collect definitions, examples of dignity and/or different uses of the term.</p> <p>These can then be used in a variety of ways - students could think about which definition fits their current understanding of 'dignity' best; they can discuss which definition best relates to religious concepts like 'the sanctity of life'; they can match definitions to a range of particular uses.</p> <p>This can then develop into a broader discussion and/or more religious specific discussion about how dignity is ensured, how it relates to specific issues of medical ethics, whether dignity and respect are connected, if dignity is something which only applies to human beings and whether it means the same thing everyone.</p>	<p>Selection of dictionary definitions of 'dignity'.</p> <p>Examples of the word 'dignity' being used in different contexts.</p>

Thinking Conceptually

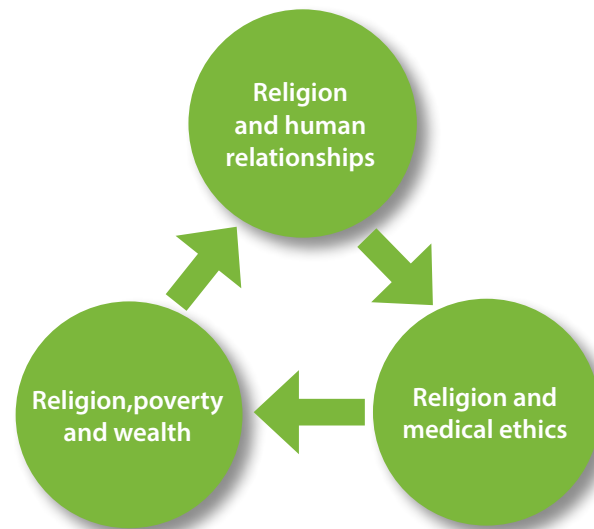
Hub word	Religious studies key skill(s)	Learning opportunity	Ideas for resource
Medical Ethics	Discuss Question	<p>The advances in technology in the contemporary world create a range of ethical difficulties in medical care – these often focus around questions of rights and balancing the rights of different people.</p> <p>Give each student a number of situations which illustrate potential questions that might arise in the field of modern medicine – issues such as the various reasons for seeking abortion and euthanasia, rights to particular treatments and to refusing treatments, decisions to resuscitate or not, organ donation including from living donors and the use of animal organs. The situations should reflect the complex realities of modern medicine as far as possible. Give students two or three of these situations each and ask them simply if the action proposed in it is acceptable or not.</p> <p>Ask students to volunteer a situation they feel particularly strongly about to the class, and to explain their feelings on it. Discuss several different examples.</p> <p>Ask the class if they can identify specific moral issues (for example 'the right to life' in the situations they have looked at; you could give them a list of issues and ask them to identify a situation that raises it or you could see if they can identify the issues themselves.</p>	

Thinking Conceptually

Approaches to teaching the content

The Delivery Guide aims to help the teacher deliver GCSE RS World Religions B.

This approach is guided using the three content elements. Each numbered delivery guide covers Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Common to all units are the Subject content headings – the specific content within the subject headings will vary for each delivery guide. The commonality of the subject headings across B603 facilitates the three element style of delivery.



Thinking Conceptually

Due to the flexibility of this specification the teacher is able to select a unit or units that are most suitable for their learners. Teachers are the professionals best placed to make this decision based on the starting point or base knowledge of their learners. The individual learners will need to acquire a set of Religious Studies skills that they can use to understand any element of the common subject headings; it is proposed that they do this by looking at a set of Hub Words which can be looked at in the context of the common subject headings.

Religious Studies Skills set

The Religious Studies skills set is not an attempt to mimic Blooms Taxonomy; but acknowledges that learners need to develop not only lower levels of “thinking skills” but also specifically for this subject, need to be allowed to develop their metacognitive knowledge. The list of thinking skills is not comprehensive and can be added to by the developer or teacher.

The delivery guides aims to allow the teachers opportunities to stretch and or stimulate the learners in intellectually stimulating activities and specifically to allow teachers at appropriate points in the lesson to ask thought provoking questions. This approach will allow for a deeper exploration of the subject content and make the study of GCSE Religious Studies B (Philosophy and applied Ethics) relevant to a learner in the 21st century.

Religious Studies Skills set									
Analyse	Evaluate	Apply/ Develop	Research / investigate	Discuss	Discern	Justify	Reflect	Question	Empathise

Thinking Conceptually

Hub Words

The suggested Hub words will enable the learner to develop the key religious studies skills and allow the teacher to start and exit a unit or units at any point. This will allow the teacher for greater flexibility when planning delivery. The Hub Words illustrate concepts which run throughout a section of the unit, and which also connect with other sections across the specification. The Hub word should be the focus to develop the subject skills, knowledge required and content of the subject headings.

Moral/Immoral

Dignity

Charity

Sexual Ethics

Family

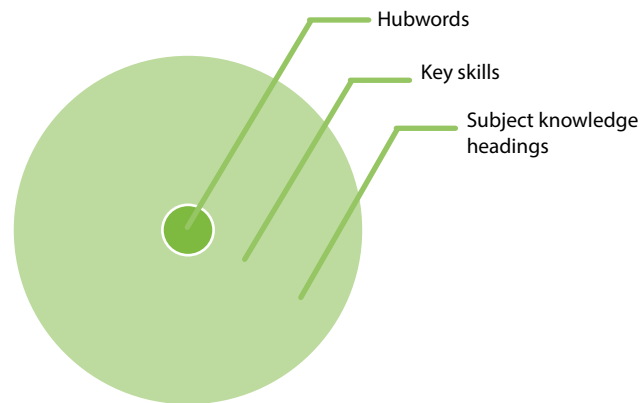
Medical Ethics

Poverty/Wealth

Sanctity of life

Thinking Conceptually

The three element model



Common misconceptions or difficulties students may have

Misconception and confusion can be related to the specification content or in relation to the tackling of questions in the exam itself.

Areas of content given in the B603 specification commonly confused by candidates are:

Contraception and Fertility Treatment: These two concepts are opposites, but many candidates describe contraception as fertility treatment.

Common misconceptions in relation to tackling the exam questions are:

C part questions: These do not require extended, discursive answers. Candidates need to ensure that they deal directly with the concept specified in the question in a succinct manner. Dealing with two or more beliefs or teachings where the question specifies one is also common, and it will not gain any additional marks.

Thinking Conceptually

D part questions: responses are often wholly descriptive, but the command word is always explain. Candidates should be encouraged to connect the knowledge they deploy back to the question which has been asked in order to demonstrate understanding.

E part questions: these are intended to be discursive and evaluative and to encourage personal engagement with the issue by the candidate. Giving candidates too rigid a structure to adhere to when practising these questions can prove restrictive, resulting in a response that consists of several blocks of knowledge but little engagement with that knowledge.

The requirement for multiple views in relation to a given issue is not a requirement for opposite views – many candidates are encouraged to do this and some even strive to find opposite viewpoints within the religion they are studying (which may sometimes be possible, but by no means always!). Different complementary views are perfectly acceptable and can even give stronger answers for some questions.

Increasingly in recent years we have seen more philosophy coming out in these responses; while it is great that candidates have this knowledge and can use it these questions do specify a requirement for religious content – it is heart-breaking when a really lovely philosophical argument cannot attain the highest levels because there is absolutely no reference to the religion specified in the question but this is the way the level descriptors are written.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

The nature of religion means that religious concepts useful in one area of the specification are also often useful in other areas as well – for example a single moral rule can be applied to a wide range of ethical issues, provided the students have the skills to enable such application. The same skills, and some of the same knowledge, can apply to all the papers on the specification, so a candidate can use what they learned about the soul for B601 to help them answer a question about the sanctity of life on B603.

Areas in B603 which share a pool of knowledge with other units on the specification include:

- Concern for Others; ideas about charity and caring for others are part of the 'Poverty and Wealth' section of B603, but these concepts are also relevant for other areas of ethics such as the 'Medical Ethics' section of B603, 'Religion and Equality' and 'Peace and Justice' for B604 and areas like coping with suffering in the 'Good and Evil' section of B602, or supporting the bereaved in the 'End of Life' section of B601.
- The sanctity of life; teachings which relate to issues of life and death such as suicide, euthanasia and abortion can also have relevance to broader questions which touch on the same core issue such as 'Peace and Justice' on B604.

Thinking Conceptually

- Men and Women : Understanding the roles of men and women in the family and society is part of the 'Religion and Human Relationships' section of B603, but the teachings and beliefs which inform these roles have relevance for 'Religion and Equality' and the social injustice section of 'Peace and Justice' on B604.

Due to the common content headings the student will be able to use/transfer their set of skills to other units in this series. Learners are required to complete the study of four units for a full GCSE (subject to the restrictions cited in the specifications) and study two units for a short course qualification (subject to restrictions cited in the specification).

The specification allows learners the opportunity to express not only their personal view but also their understanding of other religions including Humanism, Bahai, Jain and Zoroastrianism.

The skills learnt will also transfer to other aspects of the curriculum and allow learners to develop an understanding of cultural issues in more depth.

Thinking Conceptually

Religion Studied: Islam

Hub word: Sanctity of life

Islam teaches that human life is sacred, and a gift from Allah, however there are also circumstances in which it can be acceptable for one human being to kill another. The Qur'an gives guidance for some specific situations, such as the execution of criminals, but there are also life and death questions which are not explicitly dealt with.

The BBC religions website gives a useful summary of Muslim views on issues within medical ethics www.bbc.co.uk/religion/religions/islam/

Develop Skills:

Discuss issues around the sanctity of life; this could include the broad issue of whether there is anything inherently valuable or special about human life and questions of the value placed on human life as well as more specific questions like whether there are circumstances in which it is right or justifiable to take a human life, and if one life can be more or less valuable than another.

Understand and Apply the idea of the sanctity of life to issues in the modern world such as abortion, euthanasia, capital punishment and war- explore the circumstance in which a life can justifiably be taken and the ways in which these justifications relate to the issue of the sanctity of life.

Develop understanding of Muslim attitudes to issues of life and death by exploring ideas about testing faith, shirk and life after death.

Research Muslim contributions to ethical debates around issues like the right to life, euthanasia and capital punishment; find out about Shari'ah legal codes or the principles which govern lesser jihad. Also explore different understandings of jihad.

Link to topic areas: The sanctity of life is relevant to Body and Soul (part of End of Life, B601), Religion and Science (B602), Religion and Medical Ethics (B603), Sexual Relationships (part of Religion and Human Relationships, B603), Religion, Peace and Justice (B604).

Thinking Contextually

ACTIVITIES

RS involves a broad portfolio of transferable skills which can be developed in various ways through the specification content. Given the inter-connected nature of the subject content of these four papers the development of skills such as application are particularly important to enable students to apply material from one section to another where it is relevant to do so. But the skill of application rests on a foundation of other skills, such as analysis, reflection, empathy and self-awareness.

The activities given below are intended to develop one or more RS skills. These activities are presented in detail and the resources for them are provided. Following each 'core activity' is a series of potential development activities which are less detailed and suggest ways of taking the students' learning forward.

Buddhism		
RS Skill	Hub Word	Content
Discern Apply	Medical Ethics	<p>Give students a list of the five precepts and/or the Noble Eightfold Path. You could also include other principles like skilful and unskilful action, metta and kamma; summarise each principle in a sentence or so.</p> <p>You will also need a range of medical ethical dilemmas or questions; these could be specific to one issue from the specification (such as euthanasia) or more general.</p> <p>For each situation students should decide which of the principles you have given them is the most help for deciding on a Buddhist course of action. Alternatively you could limit the number of principles and ask students to think about how each principle in turn would affect the situation – for example the First Precept could be used as an argument against abortion, while the idea of metta could support it in certain circumstances.</p>

Thinking Contextually

Christianity		
RS Skill	Hub Word	Content
Analyse Research	Poverty/Wealth	<p>Collect a range of biblical quotations and other Christian teachings about money and the ways in which it should be used.</p> <p>These can then be sorted into teachings which say that 'Wealth is virtuous', 'Wealth is sinful', 'Poverty is virtuous' or 'Poverty is sinful'. Students can consider which views have the best evidence to support them and research ways in which Christians put these teachings into action, as well as how they relate to other issues like charity.</p>
Hinduism		
RS Skill	Hub Word	Content
Reflect Develop	Family	<p>Candidates studying Hinduism should really be familiar with varnashramadharma from the early stages of their study, but different aspects of the concept are particularly relevant in different topic areas.</p> <p>With regard to family and relationships students should understand the idea of the ashramas and how dharma is associated with these.</p> <p>Give students an information sheet to read about the ashramas, together with a format for structured note taking – a table which gives them the names of the ashramas and spaces for the meaning of those names, the time of life it refers too and the principle duties of that time is one way of doing this. Students should read through the information and collect notes.</p> <p>Once they have the information they could reformat it into a response to an exam question about roles in Hindu families or use it to identify where particular roles and individuals in Western society would fit into the ashrama system.</p> <p>Notes on the dharma associated with ashramas, particularly the grihastha ashrama, has implications for understanding Hindu attitudes to sexual relationships as well.</p>

Thinking Contextually

Islam		
RS Skill Discern Empathise	Hub Word Sexual Ethics	Content <p>In the contemporary Western world sexual values are very different to the way they used to be – come up with a list of areas of concern to people worried about sex and traditional values including explicit imagery in the media, sex before marriage, sex outside of marriage, underage sex, adult shops on the high street, and different sexualities. Ask the group what it is people are worried about in relation to these issues, what consequences they fear if these things are accepted, and why people consider them to be wrong or problematic.</p> <p>Make a selection of teachings about sexual relationships from the Qur’an and the Hadith; students could match these up with different Muslim attitudes or address their relevance to the specific issues.</p> <p>Using all of these ideas, ask students to write a fictional response to a young person interested in finding out what their faith has to say about sexual relationships.</p>
Judaism		
RS Skill Research Develop	Hub Word Moral/Immoral	Content <p>Give students a list of Jewish terms connected with morality – for example mitzvot, yetzer ra, yetzer tov, halakah tzedekah and tikkun olam.</p> <p>They can use these to create an encyclopaedia of Jewish Moral teachings; you could give them instructions or a framework to fill in for this, asking them to include a direct English translation, an explanation of what it means to Jews and why it is important, together with at least one example of that principle in action in the world. They could continue to add to this throughout their studies of Jewish Ethics.</p>

Thinking Contextually

Sikhism		
RS Skill	Hub Word	Content
Discuss	Charity	<p>Give the students a selection of areas where charity is required – these could be social problems such as homelessness or addiction, research or issues associated with poverty and deprivation. Give them some time to think about what would be required to help with or solve these problems.</p> <p>There are a number of Sikh principles associated with charity and helping others. These include: Sewa (which takes three different forms – tan, man and dhan), daswandh, vand chakkna and kirat karna; there is also the concept of virtue and vice in Sikhism, two of the five virtues are love (dyar) and compassion (pyaar), while greed (lobh) is one of the five vices. Practising these principles and avoiding the vices is part of being gurmukh.</p> <p>In pairs students should consider these principles as potential solutions to the problems you have given them. They should look at each in turn and ask what the effect would be on that particular problem if everyone acted according to that particular principle.</p> <p>Together they should decide which principle would contribute most to making the world a better place.</p>



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