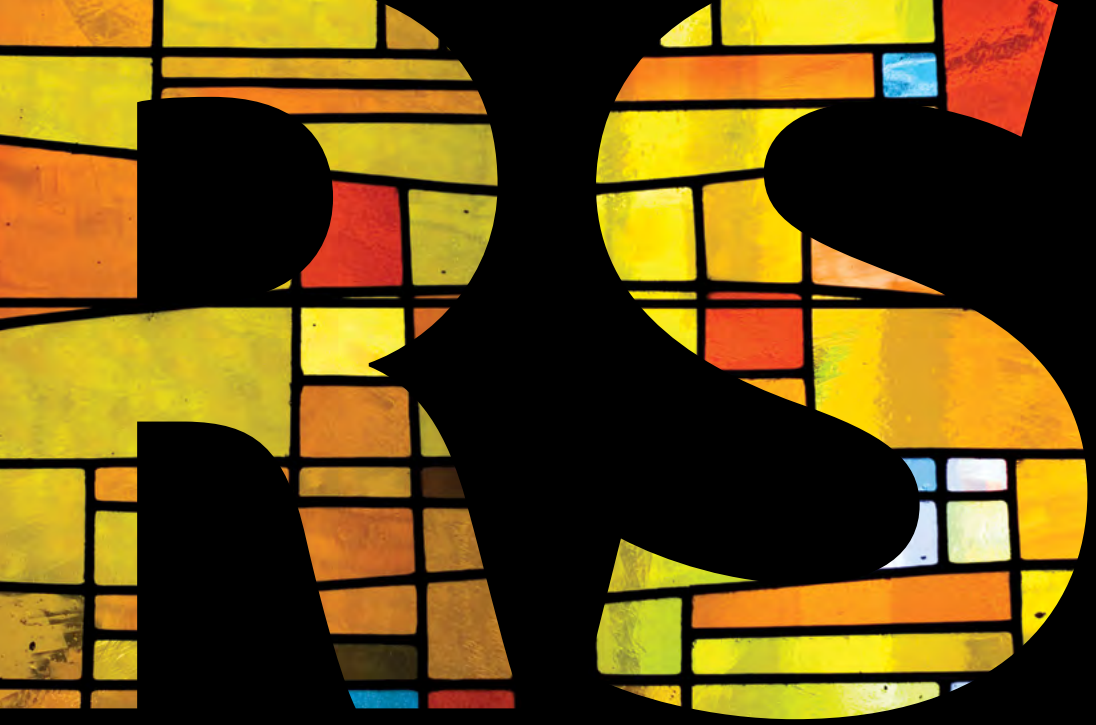

Religious Studies

GCSE 2012

Religious Studies B (Philosophy and/or Applied Ethics)

Specification

J621 – Full Course

J121 – Short Course

Version 1

April 2012

www.ocr.org.uk/gcse2012

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1 Introduction to GCSE Religious Studies B

1.1 Overview of OCR GCSE Religious Studies B Full and Short Course

Full Course

B601 - *Philosophy 1*
Written Paper
1 hour – 51 marks
25% of the qualification

+

B602 - *Philosophy 2*
Written Paper
1 hour – 51 marks
25% of the qualification

+

B603 - *Ethics 1*
Written Paper
1 hour – 51 marks
25% of the qualification

+

B604 - *Ethics 2*
Written Paper
1 hour – 51 marks
25% of the qualification

Short Course

A choice of two units from:

B601 - *Philosophy 1*
Written Paper
1 hour – 51 marks
50% of the qualification

OR

B602 - *Philosophy 2*
Written Paper
1 hour – 51 marks
50% of the qualification

OR

B603 - *Ethics 1*
Written Paper
1 hour – 51 marks
50% of the qualification

OR

B604 - *Ethics 2*
Written Paper
1 hour – 51 marks
50% of the qualification

Please note that the total marks for all units now incorporate additional marks for spelling, punctuation and grammar. See section 3.5 for further information.

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1.2 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 (Philosophy and applied Ethics) requires 60–70 guided learning hours in total.

1.3 Aims and learning outcomes

The aims of these specifications are to:

- encourage candidates to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study
- challenge and equip candidates to lead constructive lives in the modern world
- encourage candidates' to adopt an enquiring, critical and reflective approach to the study of religion
- help candidates' to explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- enhance candidates' spiritual and moral development, and contribute to their health and well being
- enhance candidates' 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
- help candidates develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- encourage candidates to reflect on and develop their own values, opinions and attitudes in light of their learning.

1.4 Prior learning

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.

2 Content of GCSE Religious Studies B

2.1 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.

2.1.1 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

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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

2.1.2 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

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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

2.1.3 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)

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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

2.1.4 Islam

Belief about deity

Nature of Allah	• Beliefs about the nature of Allah
Belief in Allah	• Reasons given in support of belief
Miracles	• Concept of miracles, including different beliefs within the religion • Allah intervening in the world • The creation of the world • Teaching of Muhammad ﷺ

Religious and spiritual experience

Public and private worship	• 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
Prayer and meditation	• Concept of prayer • Prayer and its role as a Pillar of Islam

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Food and fasting	• Concept of fasting/Ramadan • Responses to Allah • Food for festivals • Haram and halal 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: - Paradise - Hell • Allah as judge • Relationship between obedience and the afterlife
Funeral rites	• Funeral rites and mourning customs • The ways funeral rites reflect belief and aim to support the bereaved

2.1.5 Judaism

Belief about deity

Nature of G-d	• Beliefs about the nature of G-d
Belief in G-d	• Reasons given in support of belief
Miracles	• Concept of miracles, including different beliefs within the religion • G-d intervening in the world • Accounts of miracles in the Jewish scriptures

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

2.1.6 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

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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

2.2 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.

2.2.1 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

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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

2.2.2 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	• The Bible • Conscience • Faith in Christ

Religion, reason and revelation

Form and nature of revelation	• Concept of revelation • Revelation through mystical and religious experience • Revelation of God through the world • Revelation of God in the person of Jesus
Authority and importance of sacred texts	• Authority of the Bible and reasons for it • Significance and importance of the Bible

Religion and science

Origins of the world and life	• 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
People and animals	• The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	• Responses to environmental issues • Concept of stewardship • Religious teachings relating to environmental issues

2.2.3 Hinduism

Good and evil

Good and evil	• 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
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 • Belief about karma, dharma and samsara

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Coping with suffering	• Understanding ways of coping with suffering: - Charity and care for the disadvantaged - Compassion and dana - Detachment and renunciation
Sources and reasons for moral behaviour	• 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

Religion, reason and revelation

Form and nature of revelation	• Concept of revelation • Revelation through mystical and religious experience • Revelation of the divine through the world
Authority and importance of sacred texts	• Multiplicity of scriptures • Authority of scriptures • Shruti • Smriti • Beliefs about the authority of the Vedas, Upanishads and Bhagavad Gita

Religion and science

Origins of the world and life	• 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

People and animals	• The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	• 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

2.2.4 Islam

Good and evil

Good and evil	• Concepts of good and evil • Allah and Shaytan/Iblis • Original sin
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, submission to the will of Allah
Coping with suffering	• Understanding ways of coping with suffering • Submission to the will of Allah and prayer
Sources and reasons for moral behaviour	• 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	• 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	• Authority of the Qur'an and reasons for it • Significance and importance of the Qur'an

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Religion and science	
Origins of the world and life	• Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	• The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	• Responses to environmental issues • Concept of khalifah • Religious teachings relating to environmental issues

2.2.5 Judaism

Good and evil	
Good and evil	• Concepts of good and evil • G-d and Satan • The idea of sin
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 • Responses to the Holocaust
Coping with suffering	• Understanding ways of coping with suffering • Coping through acceptance and prayer
Sources and reasons for moral behaviour	• The Torah and the Talmud • Conscience • Reasons why Jews try to follow a moral code

Religion, reason and revelation	
Form and nature of revelation	• 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	• 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	• Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	• The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	• Responses to environmental issues • Concept of stewardship • The ideals of Tikkun Olam • Religious teachings relating to environmental issues

2.2.6 Sikhism

Good and evil

Good and evil	• Concepts of good and evil • Waheguru and the causes of evil
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: - Maya - Haumai - Karma - Rebirth
Coping with suffering	• Understanding ways of coping with suffering • Coping through nam simran, prayer and bhakti

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Sources and reasons for moral behaviour	• 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	• 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	• 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	• Scientific theories about the origins of the world and humanity • Teachings about the origins of the world and humanity
People and animals	• The place of humanity in relation to animals • Attitudes to animals and their treatment
Environmental issues	• Responses to environmental issues • The importance of sewa as it relates to environmental issues • Religious teachings relating to environmental issues

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2.3 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.

2.3.1 Buddhism

Religion and human relationships	
Roles of men and women in the family	• Roles of men and women in a Buddhist family • Roles of men and women in the vihara
Marriage	• The ways in which the beliefs about marriage reflect and emphasise Buddhist beliefs within the local community • Responses to civil partnerships
Divorce	• 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	• Beliefs about sexual relationships • Beliefs about contraception • Celibacy and the monastic sangha

Religion and medical ethics	
Attitudes to abortion	• Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	• Responses to issues raised by fertility treatment and cloning

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Attitudes to euthanasia and suicide	• Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	• 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	• Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	• Buddhist 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

2.3.2 Christianity

Religion and human relationships

Roles of men and women in the family	• Roles of men and women in a Christian family • Roles of men and women in the Church family
Marriage and marriage ceremonies	• Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Christian teaching about marriage • Responses to civil partnerships
Divorce	• Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	• Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	• Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	• Responses to issues raised by fertility treatment and cloning

Attitudes to euthanasia and suicide	• Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	• 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	• 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

2.3.3 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

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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	• Responses to issues raised by fertility treatment and cloning, including the ideas of the atman and karma
Attitudes to euthanasia and suicide	• 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	• 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	• 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	• 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	• Teachings about the use of money (e.g. gambling, lending) • Giving to charity

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Moral and immoral occupations	• 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

2.3.4 Islam

Religion and human relationships

Roles of men and women in the family	• Roles of men and women in a Muslim family • Roles of men and women in the Mosque
Marriage and marriage ceremonies	• Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Muslim teaching about marriage • Responses to civil partnerships
Divorce	• Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	• Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	• Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	• Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	• Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	• 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	• Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	• Qur'anic teaching about caring for others • Different ways charity is put into practice

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The uses of money	• Teachings about the use of money (e.g. gambling, lending) • Giving to charity
Moral and immoral occupations	• Teachings about moral and immoral occupations • Impact of teachings on believers

2.3.5 Judaism

Religion and human relationships

Roles of men and women in the family	• Roles of men and women in a Jewish family • Roles of men and women in the synagogue
Marriage and marriage ceremonies	• Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Jewish teaching about marriage • Responses to civil partnerships
Divorce	• Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	• Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	• Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	• Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	• Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	• 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	• Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	• Torah and Talmudic teaching about caring for others • Different ways charity is put into practice
The uses of money	• Teachings about the use of money (e.g. gambling, lending) • Giving to charity

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Moral and immoral occupations	• Teachings about moral and immoral occupations • Impact of teachings on believers

2.3.6 Sikhism

Religion and human relationships

Roles of men and women in the family	• Roles of men and women in a Sikh family • Roles of men and women in the gurdwara
Marriage and marriage ceremonies	• Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Sikh teaching about marriage • Responses to civil partnerships
Divorce	• Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage
Sexual relationships and contraception	• Beliefs about sexual relationships • Beliefs about contraception

Religion and medical ethics

Attitudes to abortion	• Different attitudes towards abortion • Reasons for different attitudes
Attitudes to fertility treatment	• Responses to issues raised by fertility treatment and cloning
Attitudes to euthanasia and suicide	• Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes
Using animals in medical research	• 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	• Wealth • Causes of hunger, poverty and disease • Responses to the needs of the starving, the poor and the sick
Concern for others	• Teaching from the Guru Granth Sahib Ji about caring for others • 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	• Teachings about moral and immoral occupations • Impact of teachings on believers

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2.4 Unit B604: *Ethics 2 (Peace and Justice, Equality and 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.

2.4.1 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	• Buddhist teachings about equality, including the rejection of the caste system
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 Buddhist society
Attitudes to religion	• Attitudes towards other religions with reference to: - Conversion to Buddhism - The attitude of Asoka to non-Buddhists - The status of non-Buddhist religions
Forgiveness and reconciliation	• 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 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	• Using the media to represent Buddhism • To educate both Buddhists and non-Buddhists
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

2.4.2 Christianity

Religion, peace and justice

Attitudes to war	• Attitudes towards war • The Just War theory

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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	• Biblical teaching about equality
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 Christian society
Attitudes to religion	• Attitudes towards other religions with reference to: - Missionary work - Evangelism - Ecumenism
Forgiveness and reconciliation	• 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 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

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Use of the media	• Using the media to represent Christianity • To educate both Christians and non-Christians
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

2.4.3 Hinduism

Religion, peace and justice

Attitudes to war	• Attitudes towards war • The concept of ahimsa • Ahimsa and Satyagraha as developed and used by M.K. Gandhi
Violence and pacifism	• 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	• 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	• Concept of social justice and injustice • Beliefs about social injustice • Responses to social injustice

Religion and equality

Principle of equality	• Attitudes towards varnashramadharma as they relate to caste and discrimination • Approaches towards caste and equality
Attitudes towards racism	• Different views about prejudice and equality in relation to race and the status of foreigners • Practices in relation to racism
Attitudes towards gender	• Different views about prejudice and equality in relation to gender • The role of women in Hindu society
Attitudes to religion	• Attitudes towards other religions to promote tolerance and equality

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Forgiveness and reconciliation	• 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

2.4.4 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

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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	• Attitudes towards other religions with reference to: - Conversion to Islam - The status of non-Muslim religions
Forgiveness and reconciliation	• 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 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	• Using the media to represent Islam • To convert non-believers • To educate both Muslims and non-Muslims
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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2.4.5 Judaism

Religion, peace and justice

Attitudes to war	• Attitudes towards war • The concept of being victims of war
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 to punishments prescribed in the Torah • 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 Torah
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 Jewish society
Attitudes to religion	• Attitudes towards other religions with reference to: - Conversion to Judaism - The status of non-Jewish religions
Forgiveness and reconciliation	• 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 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	• Using the media to represent Judaism • To educate both Jews and non-Jews
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

2.4.6 Sikhism

Religion, peace and justice	
Attitudes to war	• Attitudes towards war • Concept of dharma yudh
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 Guru Granth Sahib Ji
Attitudes towards racism	• Different views about prejudice and equality in relation to race • Practices in relation to racism

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Attitudes towards gender	• Different views about prejudice and equality in relation to gender • The role of women in Sikh society
Attitudes to religion	• Attitudes towards other religions with reference to: - Composition of the Guru Granth Sahib Ji - Tolerance and the Singh Sabha movement - The status of non-Sikh religions
Forgiveness and reconciliation	• 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 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	• 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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3 Assessment of GCSE Religious Studies B

3.1 Overview of the assessment in GCSE Religious Studies B Full Course and Short Course

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 hour written paper

51 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.

3.2 Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Describe, explain and analyse, using knowledge and understanding.
AO2	Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.

3.2.1 AO weightings – GCSE Religious Studies B (Full Course)

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

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3.2.2 AO weightings – GCSE Religious Studies B (Short Course)

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

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to 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.

Most GCSEs are unitised schemes. 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 may have been set, and between different units. OCR uses a 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, e.g. 40/50.

The specification is graded on a Uniform Mark Scale. 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

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		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	

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

The candidate's grade will be determined by the total uniform mark.

3.4 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.

3.4.1 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.

3.4.2 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.

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3.4.3 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.

3.5 Quality of written communication and the assessment of spelling, punctuation and grammar

Quality of written communication is assessed in all units and is integrated in the marking criteria for 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 an appropriate style of writing, and where applicable, specialist terminology.

From **January 2013**, all of the external assessment units will carry additional marks for spelling, punctuation and grammar. The questions will be marked with a pencil ✎.

4 Support for GCSE Religious Studies B

4.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Religious Studies B Specification
- specimen assessment materials for each unit
- teacher's handbook
- sample schemes of work and lesson plans
- candidate style answers
- past papers and mark schemes from more than 1 exam session ago
- OCR Interchange contains past papers and mark schemes from the most recent exam session
- report on the examination

4.2 Other resources

OCR offers centres a wealth of high quality published support with a choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

4.2.1 Publisher partners

OCR works in close collaboration with publisher partners to ensure you have access to:

- published support materials available when you need them, tailored to OCR specifications
- high quality resources produced in consultation with OCR subject teams, which are linked to

OCR RECOGNISING ACHIEVEMENT Heinemann Official Publisher Partnership

OCR's teacher support materials.

Heinemann is the publisher partner for OCR GCSE Religious Studies B.

Heinemann produces the following resources for OCR GCSE Religious Studies B for first teaching from September 2012:

- OCR GCSE Religious Studies B: Christian Philosophy and Applied Ethics Student Book ISBN: 978–0435501587 (Available from July 2009)
- OCR GCSE Religious Studies B: Philosophy Student Book with ActiveBook CD-ROM ISBN: 978–0435501501 (Available from May 2009)
- OCR GCSE Religious Studies B: Applied Ethics Student Book with ActiveBook CD-ROM ISBN: 978–0435501518 (Available from May 2009)
- OCR GCSE Religious Studies B: Philosophy and Applied Ethics Teacher Guide with editable CD–ROM ISBN: 978–0435501525 (Available from June 2009)
- OCR GCSE Religious Studies B: Philosophy ActiveTeach CD-ROM ISBN: 978–0435501556 (Available from August 2009)

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- OCR GCSE Religious Studies B: Applied Ethics ActiveTeach CD-ROM ISBN: 978–0435501563 (Available from August 2009)
- OCR GCSE Religious Studies B: Philosophy and Applied Ethics Active Revise (Available from October 2010).

4.2.2 Endorsed publications

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's 'Official Publishing Partner'

or 'Approved publication' logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification.

4.3 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see Event Booker for further information.

4.4 OCR support services

4.4.1 Active Results

activeresults

Active Results is available to all centres offering OCR's GCSE Religious Studies B specifications.

Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Further information on Active Results can be found on the OCR website.

4.4.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the OCR website.

5 Equality and Inclusion in GCSE Religious Studies B

5.1 Equality Act information relating to GCSE Religious Studies B

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 by the regulators in order 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 and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Access Arrangements, Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual'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
Modified question papers	Y	All written examinations
Extra time	Y	All written examinations

5.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

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In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the January 2013 and June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated
- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

Please note that from **January 2013**, candidates will be assessed on the quality of their spelling, punctuation and grammar, see Section 3.5 for more information.

For full information on the assessment availability and rules that apply in the January 2013 and June 2013 examination series, please refer to the previous version of this specification GCSE Religious Studies B and GCSE (Short Course) Religious Studies B (January 2011) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

6.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Religious Studies B certification is available in June 2014 and each June thereafter.

GCSE (Short Course) Religious Studies B certification is available in June 2014 and each June thereafter.

	Unit B601	Unit B602	Unit B603	Unit B604	Certification availability
June 2014	✓	✓	✓	✓	✓
June 2015	✓	✓	✓	✓	✓

6.2 Certification rules

For GCSE Religious Studies B and GCSE (Short Course) Religious Studies B, from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

GCSE Religious Studies B and GCSE (Short Course) Religious Studies B can be certificated concurrently if all units are taken in the same series.

Candidates who have claimed GCSE (Short Course) Religious Studies B and decide to move on to GCSE Religious Studies B will need to re-take all of the GCSE (Short Course) Religious Studies units alongside the additional units required for GCSE Religious Studies B. The new results for the units that have been re-taken will then be used to calculate the GCSE Religious Studies B grade. Any results previously achieved cannot be re-used.

6.3 Rules for re-taking a qualification

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

Where a candidate re-takes a qualification, **all** units must be re-entered and all units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

6.4 Making entries

6.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

Unit entry code	Component code	Assessment method	Unit titles
B601	01	Written Paper	*Philosophy 1*
B602	01	Written Paper	*Philosophy 2*
B603	01	Written Paper	*Ethics 1*
B604	01	Written Paper	*Ethics 2*

6.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is not made, no overall grade can be awarded.

Candidates may be entered for one or both of the following:

- GCSE Religious Studies B certification code J621
- GCSE (Short Course) Religious Studies B certification code J121.

6.5 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 and by the relevant enquiries about results deadline for that series.

Please refer to the JCQ *Post-Results Services* booklet and the OCR *Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

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6.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification 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, 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, either from their centre or from the institution to which they wish to progress.

7 Other information about GCSE Religious Studies B

7.1 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*.

Candidates wishing to complete a short course on one specification and a full course on the other specification should ensure they take six separate units. It is not possible to double count B603 towards both certificates.

7.2 Progression from this qualification

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.

7.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

7.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice* and the *GCSE subject criteria for Religious Studies*. All documents are available on the Ofqual website.

7.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

7.6 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.

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7.7 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.

7.8 Key Skills

This specification provides 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 this specification are posted on the OCR website. A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.9 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.

7.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

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.

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YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- ☑ Bookmark **www.ocr.org.uk/gcse2012**
- ☑ Be among the first to hear about support materials and resources as they become available. Register for email updates at **www.ocr.org.uk/updates**
- ☑ Book your inset training place online at **www.ocreventbooker.org.uk**
- ☑ Learn more about active results at **www.ocr.org.uk/activeresults**
- ☑ Join our Religious Studies social network community for teachers at **www.social.ocr.org.uk**

NEED MORE HELP?

Here's how to contact us for specialist advice:

Phone: **01223 553998**

Email: **general.qualifications@ocr.org.uk**

Online: **http://answers.ocr.org.uk**

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ**

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